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EFFECT OF QUALITY PRACTICES OF HEAD TEACHERS ON SCHOOL EFFECTIVENESS AT SECONDARY SCHOOL LEVEL

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KEYWORDS

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ABSTRACT

This study aims to examine the effect of quality practices of head teachers on school effectiveness at secondary level. Quality practices are the combination of qualities, actions, or abilities that are necessary for head teachers to managing all the activities of school, while school effectiveness refers to the level to which a school is able to achieve its goals and objectives. To obtain the data, the study used the multistage sampling technique. Primarily, one district (Bahawalnagar) was selected by using cluster sampling technique out of three districts of Bahawalpur division. At second stage, 500 SSTs were selected randomly in selected district who evaluated the quality practices of leaders by using Head Teacher Task Effectiveness Scale (HTES) developed by Grissom and Loeb (2011), while school effectiveness was examined by using School Effectiveness Questionnaire (SEQ) developed by Bibi and Akram (2022). The study revealed that teachers perceived their head teachers' quality practices and school effectiveness were an above average. Further, the study also explored the positive and significant association between quality practices of head teachers and school effectiveness. The study also revealed that school effectiveness was significantly influenced by all five head teacher's quality practices. Further, the given study also added the recommendations.

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Introduction

The main purpose of the study was to observe the effect of quality practices of head teachers on school effectiveness at secondary school level in Pakistan. Head teacher is the most important individual who is responsible for overseeing the academic staff and managing all of the activities

in secondary schools that raise the students' academic achievement and boost teacher effectiveness (Bano, 2020; Sukandar, 2018). Honesty, self-analysis, integrity, interpersonal skills, supervision of instruction, motivation of teachers, the provision of teaching and learning resources, and oversight of academic accomplishments of students are necessary for being an effective head teacher (Martin, 2021; Pant, 2020; Ridwan, 2021). Further, building effective teaching methods, creating a peaceful, secure, and enjoyable work environment, and raising teacher competency and motivation are all major characteristics of the effective head teacher (Ahmad et al., 2021; Hussain et al., 2023; Riaz & Sultan, 2017; Sukandar, 2018).

There are many qualities of head teachers that are correlated with school effectiveness such as setting directions, dealing with methodological issues, classroom visits, monitoring teachers, assessing teacher's abilities and assisting teachers in making lesson plans, involvement visualization, fostering collaboration, learning, interpersonal skills, dedication, leadership sharing and personal credibility to measure the effectiveness of leadership (Kemethofer et al., 2022). Leadership cannot be effective without clear and shared focus, standards, leadership, collaboration, alignment, monitoring, professional development, learning environment and family involvement (Bano, 2020; Martin, 2021; Tahira & Haider, 2020). Moreover, a plethora of studies found that school leadership can improve school effectiveness in the long run (Ahmad & Hamid, 2021; Musa & Mbeya, 2022). Therefore, head teachers are more accountable to produce the desirable and better results of the schools.

Numerous researches conducted in Pakistan showed that leadership practices of head teachers are inclined by their personal and contextual attitudes (Anwer et al., 2018; Noor & Nawab, 2022; Riaz & Sultan, 2017). School culture performs significant role in school effectiveness and head teachers play important role in maintaining positive school culture. Many researches also showed that effective leadership and head teacher's experience, professional qualification and interpersonal skills are significant in improving the annual result and school effectiveness (Ali, 2017; Anwer et al., 2018; Bano, 2020). Research found direct relationship between head teacher and school quality which further produce better school results and maximize the school effectiveness (Ahmad et al., 2021; Ahmad & Hamid, 2021).

In other countries like Canada, Saudi Arabia, Kenya, UK, USA, Australia, China and UAE, standard based quality practices are used to evaluate head teachers such as setting objectives and standards, allocating strategic resources, planning, coordinating, and evaluating curricula, encouraging and taking part in teacher development and supervision, maintaining order and support, restructuring the organization, leadership distribution, instructional logs, teacher self-assessment and parent feedback (Alhammadi, 2018; Clinton et al., 2017; Day et al., 2016). But in Pakistan evaluation depends on performance evaluation report (PER), which is a decades old method to evaluate head teachers' effectiveness and also not relevant or accurate tool for making judgments about the quality of school leadership (Malik et al., 2022).

Quality practices of head teachers and school effectiveness is related to each other but there might be need of measures to judge quality practices of head teachers and school effectiveness (Malik et al., 2022). One reason is there are many models which were tested but Triangulating Principal

Effectiveness (Grissom & Loeb, 2011) is not tested before in Pakistan to assess effectiveness of head teachers. Second reason is that there might be many models to measure the school effectiveness but the model presented by Bibi and Akram (2022) about school effectiveness is not being used before in Pakistan in the given context. Third reason is, for evaluation of leaders, Performance Evaluation Report (PER) is employed in secondary schools of Pakistan to judge the effectiveness of leaders which might be problematic in terms of validity and reliability. On the other hand, globally there are different quality measures used to evaluate head teachers' effectiveness which are more useful and reliable way to evaluate them. Therefore, in Pakistan, there is direly needed to conduct the study to assess the quality of school leaders based on the quality practices or standards and its effect on their school effectives through using the quality measures about the overall school improvement.

Research Questions

The given study involved the following research questions.

1. What is the descriptive level of quality practices of head teachers at secondary level?
2. What is the descriptive level of school effectiveness at secondary school level?
3. What is the relationship between quality practices of head teachers and school effectiveness?
4. What is the effect of quality practices of head teachers on school effectiveness?

Conceptual Framework of the Study

The study observed the effect of quality practices of head teacher on school effectiveness at school level. To examine the quality practices of head teachers, the study used the Grissom (2011) model, while to measure the school effectiveness, the study used the Bibi and Akram (2022) model. The given study assumed that quality practices of head teachers would associate and predict the school effectiveness at secondary school level in Pakistan.

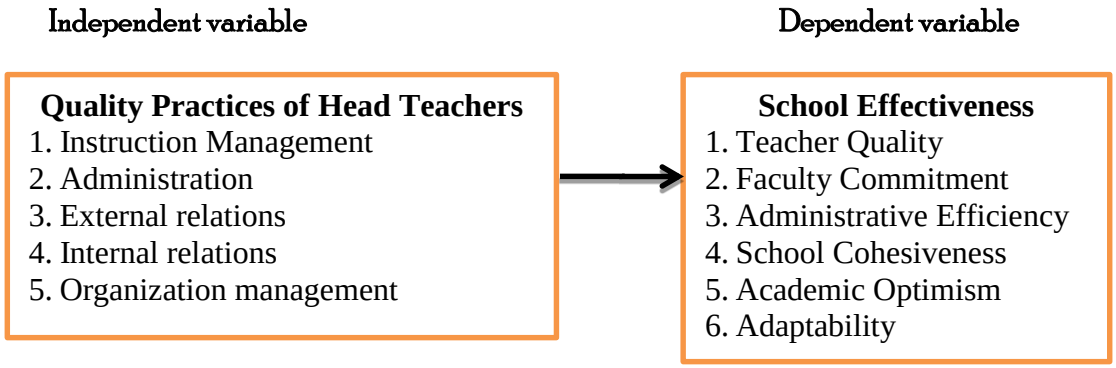


Figure 1: Conceptual Model of the Study

Review of Related Literature

In the following, the study provided the related literature on quality practices of leaders and school effectiveness to advance better comprehension about these significant concepts.

Quality Practices of Head Teachers and Its Importance

Quality practices of the head teachers are those interpersonal skills of head teachers that are crucial for the students, teachers and generally school performance to creating a productive and positive school environment (Hussain et al., 2023; Salfi, 2011). Head teacher is responsible for overseeing academic personnel and managing the comprehensive activities within public secondary institutions. Moreover, quality practices of head teachers also included planning, development, academic management, teaching and learning, monitoring, assessment, building effective teaching methods, creating a peaceful, secure, and enjoyable work environment, and also raising the teacher competency and motivation as well (Anwar et al., 2022; Bano, 2020).

Ndirangu (2015) explained that poor student academic performance is associated to head teachers' mishandling of resources, teachers, and pupils. Students' academic result was positively impacted by their head teachers. Leadership is a leader's behavior toward the objectives. One of the most significant factor of a successful school is strong school leadership (Bano, 2020). Lydiah and Nasongo (2009) presents that school performance is promoted by the head teacher's efforts and quality practices. She/he is the in charge of school affairs weather they are academic or administrative. Moreover, head teacher can also improve the school performance by improving team work, getting involved in school activities.

According to Koskei et al. (2020), the ministry of education has to think about boosting up the oversight and assessment of head teachers' responsibilities and planning training courses for them to improve their leadership skills. In another study, Ahmad and Hamid (2021) argue that teacher effectiveness is positively related to instructional leadership. Leadership can improve teaching skills and make teaching practices more effective. Head teacher's efforts for success and wellbeing of their students, improving school surroundings, team work and motivating teachers, and managing curricular activities for students makes true school leaders. Moreover, it is most necessary to build head teachers' capacity to improve their academic leadership abilities so they can implement school-based initiatives to raise the student learning results. For supporting their children education, parents and community show more involvement in co-curricular and curricular activities (Riaz & Sultan, 2017).

Head teachers have gained the knowledge and awareness of what makes for good school leadership as well as the tactics that should be used. But a crucial concern is how this understanding and ability to sustain and modify these school leaders' practices, enabling them to address existing problems in their schools and implement the required changes to guarantee student progress going forward (Al-Farsi, 2007). Hussain et al. (2023) found that interpersonal skills of head teachers are very important for leadership and students' outcomes. These skills enable the head teacher to communicate, socialize and made connections with community, parents and teachers, and make better understanding of the school and surrounding. For student's better learning results, these skills

are important. In the following, to evaluate the head teacher, global perspectives and head teacher evaluation in Pakistan was being compared.

Selected Model for Quality Practices of Head Teachers

The given study reviewed the various of models such as Malik et al. (2022) Model of Head teacher Effectiveness, Hussain et al. (2023) Head Teachers' Interpersonal Skills Model, and Davies and Davies (2004) Model of strategic Leadership to evaluate the school principals' effectiveness based on the quality practices of leaders, but the study selected the Grissom and Loeb (2011) model which is most appropriate and suitable in Pakistani context. The given model involved the factors such as internal relations, external relations, organization management, administration, instruction management. The details of these factors of selected model of Grissom and Loeb (2011) were also being provided in the following.

Instruction Management

Instructional leadership, empowers principals to shape school missions, inspire teachers, and innovate teaching methods, fostering positive learning environments while adapting to changing educational contexts (Shava et al., 2021). Ongoing professional development for teachers is critical for cultivating student learning results, but it necessitates significant time, commitment, and financial investment from both teachers and school authorities (Ahmad et al., 2021). Gitau (2016) present the instructional leadership as traditional hierarchical instructional supervision is becoming obsolete; head teachers receive in-service training is vital to adapt to societal changes and effectively communicate instructional strategies aligned with institutional goals. In the similar way, instructional leadership improves teacher capacity, enhances core competencies, and fosters a better teaching environment, positively impacting teachers' professional skills and practices (Ahmad & Hamid, 2021).

Internal Relations

Mukramiyah et al. (2021) argues that the role of head teacher is essential in teacher's performance. Internal relations have a substantial impact on teachers' performance. Leadership and inner relation can enhance the ability of work of teachers. Effective leadership can affect internal relationships in schools, and internal relations positively influence teacher's performance. Luhombo et al. (2023) stated that teacher's burnout is positively related to the internal relations with head teachers. In developing countries, teachers experience it more. Unstable leadership can give hard time to the high-quality performing teachers in performing their duties, which will peak the level of burnout and in return both their productivity and school performance affect negatively. Leader is responsible for creating the culture of trustworthiness, to do so communication and relations with teachers and staff is essential.

Organization Management

Organization management includes creating a safe and secure learning environment; attending to all staff issues; keeping the budget and resources in check; recruiting and scheduling teachers;

conserving campus services; overseeing non-teaching employees and communicating with other head teachers. Classroom management is a main aspect of organization management assisting educators in keeping order and improving outcomes through classroom management (Okoth, 2018). The central administrative process and leadership in schools is decision making. It is realized that teacher are the core in the running of schools, and their participation in process of decision-making is a very delicate matter that if not given proper attention by principals could lead to a lot of friction, rivalry, misconception and will lead to an obstruction not to attain objectives (Olorunsola & Olayemi, 2011).

Administration

The responsibilities about administration of head teachers in secondary schools also include managing school schedules, overseeing students, completing paperwork, managing student discipline and requirements, managing overall students' attendance, administering standardized tests, managing student services, and managing distinct education requests (Grissom & Loeb, 2011). The head teacher is accountable for setting the classes and subject to all the teachers and teachers are supposed to follow the timetable and be at the right place at right time (Mwanasiti, 2019). The head teacher's strategic leadership skills serve as a guide to the teachers and influence them to provide better output, in that way it affects students' performance. The principals must also encourage the activities that might increase human resources such as developing connections with each teacher and student (Zakaria et al., 2021).

External Relations

External relations represent the ultimate element of a head teacher's task effectiveness. It includes relations with shareholders, local community and organizations (Grissom & Loeb, 2011). Salfi (2011) found that leaders of successful schools collaborate with community and emphasis on trust and support. They allow others to share the tasks of school and lead, such as involving stakeholders in the process of decision making and build connections with other members of school community. Parents were also included in the school improvement process. Ogundele et al. (2012) argued that community-school relations are an important part of administration. It required supportable and careful efforts to maintain this relationship and develop mutual understanding between school and community. It assumes important to establish a good report between the school and community to fulfill the school objectives.

School Effectiveness and Its importance

School effectiveness involves leadership, collaboration, alignment, monitoring, professional development, learning environment, family involvement, the administrative procedures like visiting classrooms, monitoring teachers, assessing educator's abilities and assisting teachers in making lesson plans and student's results to measure teacher's supervisory practices (Martin, 2021) There was no doubting that the principal's leadership improved the academic results, co-curricular, and personal performance of students. Principals' planning would influence the way that instruction is delivered and learned in classrooms by using agents of change in school are the teachers, who help students perform better (Zakaria et al., 2021).

More people understand that excellent school-level leadership is necessary to improve schools. One reason for this is the idea that people in the close proximity of where policies are supposed to be implemented are able to resist change that is imposed from above (Simkins et al., 2003). It is often acknowledged that achieving school reform requires effective leadership. An organization's culture is crucial because it has a big impact on every part of it. Such as organization's ability for change as well as its stability, cohesiveness, and connection (Kythreotis & Pashiardis, 2006). It is necessary to create school networks where head teachers may exchange best practices, consider adjustments, and gain knowledge from one another and implement these practices in schools to make them more effective. Strong leadership abilities are crucial for leaders if educational institutions are to advance. The improved performance of the school is explained by the attitudes and skills of the school leaders (Anwer et al., 2018).

Selected Model of School Effectiveness

Bibi and Akram (2022) presented the model of school effectiveness. This model contains six factors such as faculty commitment, administrative efficiency, school cohesiveness, teacher quality, academic optimism and adaptability. The details of these factors of school effectiveness are also being provided in the following section of the study.

School Cohesiveness

School cohesiveness is achieved by principals fostering an environment where all staff members, particularly teachers, value one another's skills, decide on shared objectives, and collaborate on assignments to maximize output. In order to accomplish school goals, teachers are constantly expected to assign productive work to students. They are considered the most significant component of the organization, working together to organize, carry out, and oversee all activities (Utami et al., 2019). It can also improve the member experiences and help the team achieve its objectives. Everyone may work toward common objectives and understand how each individual work fits into the bigger picture in a cohesive school (Bitz, 2024).

Faculty Commitment

In a school setting where head teachers provide assistance to each student, promote shared values, and promote good teamwork and communication, teachers' commitment to cohesiveness decreases they perform less superficial behaviors. These teachers are forced to remain at their institutions by the leadership behaviors displayed by administrators (Polatcan & Cansoy, 2019). Teacher's commitment is affected by collaborative leadership and professional training. Teacher's commitment is also affected by the culture of school (Veeriah & Siaw, 2017). The teachers believed that the principal's behavior towards them and his relationship with them mattered more than his qualification (Abston, 2015).

Administrative Efficiency

The school principal, is thought of as a source of monitoring and a person who converts educational policies and objectives into programs at the school level. (Mosiori & Thinguri, 2015). Globally,

school-based administration is becoming the standard approach for running educational institutions, especially those part of big public school systems (Cranston, 2001). In another study, Khan (2015) found that professional experiences and decision-making processes were linked in the areas of teaching and learning, staff management, staff placement that is both efficient and effective, school development and strategic planning, resource management, and accountability. The leadership also involves carrying out the policies and choices that assist in guiding a school's activities toward achieving each of its stated goals (Sigilai, 2010).

Teacher Quality

Leadership skills is an significant factor that can influence teacher overall performance. Leadership can have good and bad effect on teaching (Badrun et al., 2022). Quality leadership can influence the relationship between head teacher and teacher assuming to improve teacher performance. Teaching students has to be the main purpose of educational leadership to reflect. However there are many theories and leadership strategies to enhance school effectiveness and learning process but the teacher education is an important factor that can influence teaching quality and student result (Baporikar, 2018). Pardosi and Utari (2021) studied that head teachers role determined the teacher performance and eventually students' achievement.

Adoptability

According to Aldhaheri (2021) adaptive leadership can be summed up as changing behavior appropriately when circumstances change. Since leadership adaptability quality is a dynamic concept that can be enhanced and modified, school administrators should be actively encouraged to look for opportunities and challenges that will allow them to practice, enhance and strengthen their leadership and adaptability abilities. The concept of adoptable leadership is a critical element for educational administration. Moreover, It was also claimed that adaptive leadership was not simply a reactive approach to problems but also a proactive, transformative force that allowed administrators to encourage good change, promote resilience, and advance invention in schools (Akbar et al., 2024). Head teacher utilizes the school resources by adopting better leadership skills to achieve goals effectively. The leadership skills, which is adjusted to the circumstances and the requirements of every student in developing religious tolerance, can establish a calm school environment (Mamahit, 2023).

Academic Optimism

Extensive research underlines the central role of principals in shaping effective schools, impacting academic outcomes, teacher morale, and community engagement. Effective principals exhibit strong leadership qualities, fostering collaboration and strategic planning to inspire positive school environments (Martin, 2021). Interpersonal skills are essential for leaders to engage, communicate, and build relationships with stakeholders in education, fostering a positive learning atmosphere and facilitating collaboration for the students' holistic development (Hussain et al., 2023). However, head teachers hold key roles in curriculum management, instructional coordination, assessment, and progress evaluation, ensuring the school advances toward student success

objectives through assessments, and implementing the intervention strategies for effective learning progress (Ahmad & Hamid, 2021).

Effect of Quality Practices of Head Teachers on School Effectiveness

The given study reviewed the various of studies. Kemethofer et al. (2022) inspected the connection between school leadership with their student success which is the main aspect of school effectiveness. The study used the factors such as managing the teaching process, setting guidelines, and observing school leadership behavior are ways to evaluate the head teachers' leadership abilities in the study. The study discovered that head teacher leadership had positive and strong influence on student results. Martin (2021) studied the relation between principal leadership with their school efficiency. The study used the quality factors which influenced the school effectiveness such as clear and shared focus, standards, leadership, collaboration, monitoring, professional development, learning environment and family involvement.

Al-Farsi (2007) studied the link of school success and leadership effectiveness by using a survey form to gather data from head teachers of schools. The effectiveness of leadership was measured by employing factors including dedication, teamwork development, learning focus, interpersonal skills, sharing leadership, and personal credibility. The study explored the positive link of school leadership with their school effectiveness, and further school leadership also predicted the school effectiveness positively. In the similar way, Bano (2020) investigated the connection between management, leadership abilities, and high-quality education by gathering data from head teachers using a questionnaire. The study used the factors such as academic success, producing a hospitable environment to learning, headship, managing people and development of professional community to evaluate the leadership skills. The study found that head teachers' leadership abilities have a direct impact on school administration and educational quality which is mainly related to school effectiveness.

Foster and Hilaire (2003) aimed at exploring the relationship between leadership responsibilities and school improvement, and gathered data from teachers through interviews and direct observation. The study used the factors such as principals' leadership, school improvement network perceptions and barriers to school leadership to measure the roles of leadership. The study showed the direct effect of leadership with school improvement. Zakaria et al. (2021) carried out the study to determine how the strategic leadership level of the principal and the academic performance of the students relate to each other. The study demonstrates the strong correlation between student outcomes and the strategic leadership of the principals and student achievement could also be explained through the effective leadership of head teachers.

Shaharbi (2010) examined the relationship between head teacher practices with school excellence through collecting data from school leaders through using the interview method. The study used the factors such as vision of head teacher, teaching of the curriculum, programs for individual, indifferent students, collaborative leadership, and consensus decision making to examine the head teachers' practices. According to the study, head teacher practices and school excellence in terms of administration and academic outcomes are directly correlated and predicted as well. Shava et

al. (2021) also studied the connection among instructional leadership with school improvement. The study used the factors such as conceptual dimensions of instructional leadership, influencing learner achievement, impact on teaching practices, principals' opinions of their primary teaching responsibilities and program management in order to assess the leadership about instruction of head teachers. The study discovered a direct link among school improvement and management of instruction. The study further suggested that instructional leadership can improve the overall school effectiveness in the long run.

After reviewing the literature, clearly it is stated that quality practices of head teacher are fundamentals for school effectiveness. The researcher reviewed different studies, but was unable to find any single study which was conducted to evaluate quality practices of head teachers by taking Grissom and Loeb (2011) model in Pakistan context. Additionally, there is might be no study to evaluate the school effectiveness by using the research based standard measures, but Bibi and Akram (2022) gave school effectiveness measure standards, their study used School Effectiveness Questionnaire (SEQ) to measure school effectiveness in Pakistan. In contrast, PER is used to examine the head teachers' quality in Pakistan that is not able to fully assess them in an effective way. Moreover, by using these quality practices of an effective head teacher that Grissom and Loeb (2011) offered, this study might help to fill the gaps in the evaluation of head teachers' quality practices and it might be a new way of evaluating them that could assist them to improve their performance in schools and their professional growth.

Material and Methods

In nature, the study was descriptive and for data collection, survey method was used.

Population and Sample

All female and male SSTs of public secondary schools of Bahawalpur division (Bahawalpur, Bahawalnagar, and Rahim Yar Khan Districts) who taught during the academic session 2023-2024 comprised the study's population. A multi-stage sampling technique was being used to gather data. Mainly, through cluster sampling technique, one district (Bahawalnagar) was selected out of all three districts (Rahim Yar Khan, Bahawalnagar, and Bahawalpur) from Bahawalpur division. Secondly, 500 secondary school teachers (SSTs) of district Bahawalnagar were selected randomly as a sample of the given study. There were 245 female secondary school teachers and 255 male secondary school teachers among them.

Instrumentation

To determine the quality practices of head teachers, the study used Head Teacher Task Effectiveness Scale (HTES) which was developed by Grissom and Loeb (2011) through involving the five quality standards such as administration, internal relations, instruction management, organization management, and external relations. This scale consists of 26 items which cover all five factors of quality practices of head teachers and further ask SSTs to rate their perceptions about these quality practices on five-point rating scale which range was ineffective (1), less effective (2), moderately effective (3), effective (4), and very effective (5).

To measure school effectiveness, the study used School Effectiveness Questionnaire (SEQ) which was developed by Bibi and Akram (2022) through involving six quality measures: school cohesiveness, administrative efficiency, faculty commitment, teacher quality, academic optimism and adaptability. The scale which was employed to measure school effectiveness at secondary school level consist of 46 items covers all factors of the scale and future ask SSTs to rate their perceptions about school effectiveness on six-point rating scale which range was from Strongly Agree (1), Agree (2), Undecided (3), Disagree (4) Strongly, and Disagree (5).

Data Collection

The list of each school and SSTs was attained from district of Bahawalnagar's office of the District Education Officer (DEO). The researcher met with the head teachers of public secondary school in the Bahawalnagar district and obtained their written consent to deliver tool to the teachers. Each instructor was then given a consent form by the researcher which they signed after analyzing it and giving it back to the researcher. The consent letter made sure that the study's conformity to research ethics, including confidentiality, ethics values, and codes was strict. The responders were given a welcoming and impartial environment in which they freely express themselves. Each teacher was then given the School Effectiveness Questionnaire (SEQ) and Head Teacher Task Effectiveness Scale (HTES) by the researcher. The researcher collected the questionnaires from the teachers and put them in the packet once they had completed them. The researcher visited 500 Secondary School Teachers (SSTs) in the Bahawalnagar district, among them, 255 of them were males and 245 wee females.

Results

By using the SPSS (version 25), the obtained data were being analyzed in the study. In the following section, the details of the data analysis were also provided in the given study.

Table 1: Descriptive Statistics----------Head Teachers' Quality Practices

Factors	N	Mean	SD	Min	Max.
Internal Relations	500	4.1035	.72969	1.00	5.00
Organization Management	500	4.2485	.76868	1.00	5.00
Administration	500	4.1417	.81728	1.00	5.00
Instructional Management	500	3.9381	.72326	1.00	5.00
External Relation	500	4.4837	.58728	1.33	5.00
Overall	500	4.1831	.61788	1.72	5.00

Table 1 shows that head teachers highly demonstrated factor was external relations (M=4.483, SD=0.5872) followed by organization management (M=4.248, SD=0.723), internal relations (M=4.103, SD=0.7296), and administration (M=4.1417, SD=0.817). While, the lowest demonstrating quality was Instructional management (M=3.9381, SD=0.723). Further, the overall

quality practices of head teachers (M=4.18, SD=0.617) showed that head teacher exhibited them above average in each of the five quality practices of head teachers.

Table 2: Descriptive Statistics----------School Effectiveness Factors

Factors	N	Mean	SD	Min	Max
School Cohesiveness	500	4.1899	0.583	1.00	5.00
Faculty Commitment	500	4.3162	0.475	1.57	5.00
Administrative Efficiency	500	4.2430	0.617	1.12	7.88
Teacher Quality	500	4.4212	0.510	1.14	5.00
Adaptability	500	4.1972	0.434	1.20	5.00
Academic Optimism	500	4.1861	0.528	1.93	5.00
School Effectiveness (Overall)	500	4.2589	0.402	1.72	5.03

According to Table 2, academic optimism had the lowest degree of school effectiveness (M=4.1861, SD=0.528) and teacher quality had the highest level (M=4.4212, SD=0.617). The other factors, including school cohesiveness (M=4.1899, SD=0.583), teacher commitment (M=4.3162, SD=0.475), administrative efficiency (M=4.2430, SD=0.617), and adaptability (M=4.1972, SD=0.434), were also found an above average. Lastly, the study found that overall effectiveness of the school was also an above average (M=4.2589, SD=0.402).

Table 3: Relationship between effect of Head Teacher Quality Practices and School Effectiveness

Factors	SC	FC	AE	TQ	Adapt.	AO
Instructional Management	.615*	.248*	.606*	.389*	.230*	.565*
Internal Relations	.624*	.345*	.632*	.402*	.253*	.559*
Organization Management	.611*	.342*	.613*	.384*	.251*	.563*
Administration	.692*	.209*	.607*	.374*	.221*	.654*
External Relation	.492*	.350*	.556*	.948*	.399*	.561*
Overall Relationship			.743*			

* p=.05 level (2-tailed Sig.)

*SC=School Cohesiveness, FC= Faculty Commitment, AE=Administrative Efficiency, TQ=Teacher Quality, Adapt. =Adoptability, AO=Academic Optimism

Table 3 showed a positive and significant correlations between all the factors of quality practices of head teachers and all the factors of school improvement. Finally, a positive and substantial correlation between the overall quality practices of the head teachers and overall school effectiveness was also found (r =.743, p<.05).

Table 4: Multiple Regression Analysis: Predicting School Effectiveness Through Quality Practices of Head Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	55.181	5	11.024	209.254	.000
Residual	26.077	495	0.53		
Total	18.195	500			

Table 4 shows that the effectiveness of the school was significantly predicted by the combination of all five of the quality practices of head teachers' factors (R2=.679, F (5,495) =209.25, p=.000). R square value revealed that all five components of head teachers' quality practices were also explained 67% of the variance in school effectiveness.

Table 5: Factor-wise Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta(β)		
Instruction Management	0.96	.025	.172	3.88	.000
Organization Management	.059	.028	.113	2.11	.031
Internal Relations	.044	.031	.079	1.41	.004
Administration	.059	.026	.120	2.27	.023
External Relations	.361	.020	.527	18.41	.000

Furthermore, according to Table 5, each of the five factors of quality practices of head teachers individually strongly also predicted the school effectiveness: administration (β=.120, p<.05), external relations (β=.527, p<.05), internal relations (β=.079, p<.05), organization management (β=.113, p<.05), and instructional management (β=.172, p<.05).

Discussion

The study observed the effect of quality practices of school head teachers on the school effectiveness. The study found the descriptive level of both the variables as an above average. The study found that both the variables were positively associated, and also in line with various of previous studies (Alhammadi, 2018, Anwar et al., 2022, Kustati, 2020, Matin, 2021, Zheng et al., 2017), confirmed the importance of quality practices of head teachers on school effectiveness. The study also found that quality practices of leaders predicted the school effectiveness, also significantly consistent with various of different previous studies (Anwar et al., 2022, Kabir et al., 2020, Koskei et al., 2020, Matin, 2021), also established the role of quality practices of leaders in their school effectiveness at school level. Overall, the results of the study at hand also confirmed previous findings and models that quality practices of leaders predict and strongly associate with the school effectiveness at the school level.

Martin (2021) studied that there is connection between effective leadership involving clear and mutual motivation, standards, management, collaboration, alignment, monitoring, professional development, learning environment and family involvement with their school effectiveness. Kustati (2020) found that principal's character included the ability to formulate leadership vision, courage, excitement, emotional control, judgment, resilience, persuasiveness and curiosity plays important role in school effectiveness. Zheng et al. (2017) used a framework that identified the leadership aspects that had a strong correlation with their school efficacy.

Kabir et al. (2020) identified quality practices of head teachers: strategic vision of school, curricula and syllabi, classroom activities, resource management, professional working with teachers and professional working with parents to measure the role of leaders in school effectiveness and results were also in line with the study. Koskei et al. (2020) defined qualities of head teachers in shaping the quality of the school, fostering a convenient learning environment, implementing effective teaching methods, ensuring teacher commitment which influence the school effectiveness. All these studies were in line which strengthen the idea that quality practices of head teachers are most essential to improve the overall school effectiveness.

Conclusion

The study aimed to explore the effect of quality practices of head teachers on school effectiveness at secondary school level through using the quantitative approach. According to the study, both head teacher's quality practices and effectiveness of the school were above average. The study also found a strong and significant correlation between head teachers' quality practices and school effectiveness at the school level. Further, the study also discovered that quality practices of head teachers could also predicted the school effectiveness at secondary level. In overall, the study concluded that quality practices of head teachers mainly contribute to maximize the overall school effectiveness at secondary school level.

Recommendations

Based on the obtained results, the researcher has made the following recommendations.

- The study suggested that additional studies might be conducted by taking the bigger sample through involving all the districts of Punjab.
- The study might also ask policy makers and district authorities to make arrangements to improve the quality practices of head teachers which mainly contributes to maximize the school effectiveness at secondary school level.
- The results of the provided study were found at secondary school level; therefore, the future studies might be conducted at elementary and primary school level in Pakistan.

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