

Katz Theory Implicating Head Teachers Managerial Skills

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Abstract

The current study was set out to explore the ways in which Head Teachers' managerial skills are implicated by the Robert L Katz Theory. Seeking in-depth about the Head Teachers' Conceptual skills dealing with innovative ideas, Technical skills dealing with problem solving approach and Interpersonal Skills which develop interaction among the staff, students and stakeholders with Teachers' creativity doing something new, implicating exclusive ideas, classroom management dealing with students of different nature, having abrupted behavior along with managing classroom activities and motivation deals with inspiration of doing things well at Public Secondary Schools. The current study was conducted using a quantitative technique and a descriptive survey research design. Two surveys were created, one for teachers and the other for head teachers, with the purpose of gathering data and measuring the opinions of the administrative skills of head teachers and teachers' performance while emphasizing the ethical consensus. The data was analyzed using both descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) 26 version software. The results of this study revealed that teachers' performance, including creativity, classroom management and motivation is positively impacted by head teachers' managerial skills. The foundation of success in life is a driven through confident student, which can be produced by a creative and motivated teacher.

Keywords: Managerial Skills, Teachers' Performance, Conceptual Skills Creativity, Technical Skills, Classroom Management, Interpersonal Skills, Motivation.

INTRODUCTION:

It is a challenging job for those in charge of the educational institutions in such a grand

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alliance. It could result in a variety of technical issues that face numerous challenges, technology advancements, modifications to instructional methods, and adjustments to managerial skills and qualities. Additionally, there needs to be a stronger emphasis on classroom management, motivation, and innovation in the teaching performance. In the current day, it is imperative for teachers to possess both strong materials understanding and adept classroom management skills (Zikanga et al., 2021). In order to deal with everyday institutional issues and keep things running smoothly on a daily basis, management is a crucial factor. Effective practices can lead to institutional improvement over time. People should be taught how to fit into an institution's overall vision, then they should be introduced to their collaborators about the regular responsibilities they undertake (Shahzad, 2021). Educational institution management promotes the value of beneficial changes in students' attitudes, interactions, and communication styles (Waheed, 2022).

The school's head must possess strong managerial abilities and training. A highly qualified head of school is capable of managing administrative affairs with competence and resolving issues at the school level through the assistance and collaboration of other employees (Laghari et al., 2021). Multiple studies have shown that an administrator who possesses the key managerial skills can better understand the institution's structure, maintain it properly, and oversee more effective educational programs run by motivated teachers to improve the institution's teaching and learning environment (Umar & Idris, 2018). In Pakistan, head teachers' efficiency during managerial practices is measured by an annual confidential report that aids in developing future strategies to get the best performance (Munir, et al., 2020). The responsibilities that teachers carry out in the context of learning and instruction are referred to as their performance as teachers. The combination of utility and competence in teachers' performance determines whether the school's objectives are met on schedule or with high compensation (Cheema, 2021). There are numerous ways to evaluate an instructor's effectiveness, including motivating them, managing the classroom, and measuring their creativity. The tool that managers use to communicate with their staff is an occupational subject (Sawalhi, 2019). The main objectives of developing teachers are ongoing professional growth, instruction for educators, and appraisal (Parveen, 2020).

A person's actions at work are connected to the behavioral component of performance. The outcome component, on the other hand, speaks to the results of an individual's acts. Parts of the performance targets that schools specify can include, but are not limited to, the results of student exam scores, and the aptitude of the student to apply what they have learned more broadly (Hyder, 2020). Success in learning among pupils is correlated with teachers' creativity. Classroom management is essential to maintaining an orderly and seamless teaching and learning process in the classroom. A creative teacher fosters a creative learner at the same time (Khan, 2022). In contrast, a motivated teacher owns the institution and carries out their responsibilities with passion and dedication, which improves institutional outcomes in terms of how well students learn (Mduma & Mkulu, 2021). Another element that might boost teacher productivity in terms of students' learning outcomes is motivation (Hasbi, 2021). The goal of the current study was to explore the Katz theory, which links the effectiveness of a head teacher's managerial skills to improved engagement among learners in the classroom.

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STATEMENT OF THE PROBLEM:

Education is seen by many nations as an essential national development investment since it is anticipated to generate the necessary number and caliber of human resources for economic growth. In the field of education, management appears to be a noteworthy concern because it increases the efficacy of the schools. The managerial skills of head teachers are influenced by various elements, which can either increase or decrease the performance of the schools (Rasool et al., 2019). Throughout the process of learning and instruction, the performance of the teacher is crucial at the same time. In addition to material and financial resources, an institution needs a fully engaged, enthusiastic, and energetic human resource (Munir et al., 2020). The head teacher can play a significant role in identifying the symbols of excellence within the educational institutions. Therefore, it is important to comprehend the fundamental managerial skills of head teachers and to eliminate any factors that are negatively influencing their management style. In order to accomplish the necessary goals, head teachers' management techniques must be acknowledged and addressed (Giami & Obiechina, 2019).

The primary duty of the head teacher is to arrange human, material and financial resources in a logical way, as this serves the institution's best interests. To interact with employees and stakeholders in a way that inspires them to own the institution, a manager must also possess strong leadership qualities. A key component of accomplishing the institutional objectives is management. It usually brings out the best in their employees (Nirmala, 2021). Thus, the goal of this study was to look into the Katz theory that implicates head teachers' managerial skills. OBJECTIVES: To investigate the impact of Head Teachers' Conceptual, Technical and Interpersonal Skills on Teachers' Creativity Classroom Management and Motivation HYPOTHESIS OF THE STUDY: Ho: There is no significant impact of Head Teachers' Conceptual, Technical and Interpersonal Skills on Teachers' Creativity Classroom Management and Motivation

RATIONALE OF THE STUDY:

In the government secondary schools, the Head Teacher is the only administrative authority in charge of all activities. As the chief manager, the head teacher is in charge of the following primary management tasks: curriculum and instruction, personnel, students and teachers, school facilities, financial management, staff development, and community interactions with supervision and inspections. The head teacher must possess subject-matter expertise and teaching abilities in addition to the other management duties. While it is not required to continue classroom instruction, having fewer lessons taught than other teachers will undoubtedly improve the institution's performance. A head teacher is capable of handling all of these duties since they are skilled in important managerial skills.

REVIEW: A survey of pertinent literature was conducted with the aim of compiling evidence to back up the research study topic and identifying any gaps. The administrative abilities of head teachers, such as their conceptual, technical, and interpersonal skills, were one of the areas of particular relevance for Katz theory that was emphasized. However, focus was also placed on three other areas related to the significance of managerial skills needed to enhance performance: creativity, classroom management, and motivation.

The "SKILLS OF AN EFFECTIVE ADMINISTRATION" Theory of Robert L. Katz

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The collection of characteristics that make up a manager's identity and enable them to effectively lead an administrative action is known as management capabilities. Technical capabilities inside a certain procedure can also be referred to as administrative capabilities. Put another way, management is a skill that is learned and developed. Without managerial awareness, managing capabilities i.e., a collection of actions that produce effective procedures and overall performance are typically ineffective (Katz, 1990). The issues faced by educational institutions are diverse. This covers the management on its own, plan, assets, and modification (Bhalla, 1971). The concept of the ideal manager is largely untrue, despite the widespread belief that certain people are born leaders. The most crucial elements for a good manager or institution head to engage in managerial activities are their fundamental management skills. These frequently carry greater weight than personality qualities (Katz, 1990). In "Skills for Effective administration," Katz (1955) lists three essential abilities that managers in organizations need to cultivate. Check out the applications of these essential talents in today's world. For groundbreaking ideas in innovation practice, the Harvard Business Review has been the primary source since 1922 (Katz, 1955). You can include those ground-breaking papers in your permanent control library with the Harvard Business Review Classics collection (Shamsi, 2017). Every easily analyzed degree comprises innovative ideas that continue to shape excellent practices and inspire countless directors worldwide (Katz, 2009).

Robert L. Katz (1955) defined managerial skills as the manager's capacity to implement all plans and policies. Three methods can be used to manage skills. It entails the creation of concepts to enhance the system, knowledge, anxiety management, and decision-making skills that support the system's continuous operation, as well as technical talents that support the choice of approaches and methods for application. Programs for improved institutional results are introduced by policy makers based on concepts put forth by the administration's conceptual skills (Peter, 2019). The management skills refer to the fundamental abilities that all managers need in order to exercise effective management. Robert Katz identified three management competencies, which are described here (Katz, 1955).

CONCEPTUAL SKILLS:

Making decisions and using imagination are necessary for the ability to analyze complicated situations. For planning and policy in senior management roles in educational institutions, conceptual skills are highly valued (Bonanno, 2022). Normal acquisition of these qualities occurs in middle and lower management. These abilities make use of the management's capacity to formulate concepts and generate original ideas in order to contribute to improved institutional results. These abilities include rational decision-making, abstract formulation, analysis of complex situations, and creative thinking. These qualities and skills are seen to be necessary for top management executives (Kamete, 2014). Managers that possess conceptual skills are better able to think critically. These abilities are put to use in the continuous process of educational activities to identify the gaps. It is simple to anticipate policy and plan shortfalls and make necessary amendments based on institutional requirements (Lena, 2015).

TECHNICAL SKILLS:

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According to Peterson and Fleet (2004), technical skills are mostly related to expert knowledge in a given field, procedures, and problem-solving strategies, as well as the capacity to analyze problems. It is, in fact, carrying out the necessary procedures using precise methods. It contains the knowledge and abilities required to address problems and make prompt judgments in order to address the difficulties using a scientific or, to some extent, specific technique (Pyke, 2018). Specific knowledge focuses on knowing when and how to employ various methods and skills to cover the situation. To carry out their jobs effectively, teachers require a few specific talents (Batao, 2020). Many problems that originate at the institutional level can be avoided by using technical abilities effectively (Seyedinejat et al., 2014). In order to maintain a peaceful teaching and learning atmosphere for instructors, they must possess educational abilities such as the technological know-how that the institution's leaders have amassed (Katz, 2009).

INTERPERSONAL SKILLS:

It is believed that interpersonal skills provide the foundation for institutional matters to continue. The skillful leader of the school can interact with the staff members to motivate them to work hard at their jobs (Vrinder, 2020). When interacting with all those who work under his or her authority, the institution's head has an inspiring function to play (Lone, 2012). Good interpersonal skills are the only thing that can unite all employees and enable them to work together (Katz, 2009). The skills and qualities are used when conversing (verbally) with various people in a practical setting. Depending on the communication style, a relationship with other people might either get stronger or get worse (Adrian, 2018). It appears that there is a lack of understanding between students and teachers in various schools. To improve the teaching and learning environment, the head teacher must ensure that they work closely together (Bahoo, 2020).

21st-century demands have increased the value of education, and the technological revolution has significantly changed instructional technology (Memisoglu, 2015). It has been acknowledged that universities must implement a variety of contemporary methods and technological advancements (Mostafa et al., 2012). Since the younger generation is viewed as the nation's future, it is vital to raise awareness about revolutionary advancements. After all, they should never be kept in the dark. The excellent conceptual abilities of the institution's leaders make all of this possible.

LITERATURE GAPS:

In comparison to the bordering countries, Pakistan has an even lower literacy rate. Pakistani literacy cannot increase until and unless school administrators receive adequate training and expertise yet, the execution of policies and plans depends on those carrying them out (Alam, 2016). The institution's head is essential to carrying out goals and policies in accordance with their true meaning; hence, having a capable head teacher is direly needed. Although the head teacher's abilities in managing the school have an impact on teachers' performance, students' access to information can be seen as the institution's greatest accomplishment because the head teacher has the ultimate power to make decisions that can benefit the institution.

Public secondary schools continue to have a number of shortcomings that hinder the teaching and learning environment. For example, there is a significant gap in the science curricula

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across schools due to the science teachers' lack of creativity and innovation (Iqbal, 2019). It follows that managerial abilities, or the head teacher's conceptual skills, are critical in improving instructors' performance, or their creativity, in order to improve students' academic progress (Yasmeen, 2020).

TEACHERS' CREATIVITY:

Being creative is coming up with different inventive ways to do things. The capacity to use innovative methods in the scope of education (Banasiak & Karezmarzyk, 2018). Since it presents various concepts in a useful way, creativity is easier to identify and comprehend. It also likely increases students' capacity to come up with original ideas and approaches for creating new things (Anjum et al., 2019). Learning with comprehension and creative ideas that let pupils to focus on critical thinking outside of the inadequate success is how creativity is judged. Due to institutional responsibilities to develop creativity in the learners, different teachers exhibit originality in their work flow. Actually, external expectations are what spur innovation, but motivation or self-assurance are also necessary (Arop et al., 2019). One of the advanced learning stages that exemplifies a teacher's inventiveness and competent school administration is creativity. (Ameen, 2020).

CLASSROOM MANAGEMENT:

The techniques teachers employ to keep their classrooms conducive to learning are referred to as classroom management. Keeping the classroom in order is one of the hardest things for new and inexperienced teachers to do. Other elements that complicate managing a classroom and school life in general include attitudes accepting different strategies to achieve goals. These elements make it challenging to maintain active learning and revision for those trusted with the task (Mustafa, 2019). With teachers' virtuous technical skills, many disruptive behaviors in the classroom can be reduced before they become significant discipline issues. Teachers that are able to use efficient organizing strategies might lessen this kind of conduct. According to Laghari et al. (2020), these procedures are fundamental to the teaching process and are required to create and maintain order in the classroom. A successful classroom is a sign of successful students. Keeping students under control is the primary goal of classroom management. Classroom management encompasses the procedures and methods teachers practice to maintain a setting conducive to effective teaching and learning (Ngerem & Okpe, 2020).

TEACHERS' MOTIVATION:

The motivation is the cause for smoothness, while the desire is the urge to accomplish necessary goals. One of the main sources of motivation for staff members is the head teacher. If the head teacher has strong interpersonal skills, it will be easier to control the motivation of the instructors, which will improve their performance. When someone inspires someone else or possesses qualities that draw others to them, that person becomes motivated. The desire to instruct is the driving force behind teachers' motivation. Motivated teachers engage students in activities that enhance the teaching and learning environment with a strong interest (Hasbay & Altindag, 2018). When it comes to interpersonal skills, the institution's leader is an inspiration. For their students, teachers serve as role models as well. Students

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have demonstrated that they can draw inspiration from motivated professors. The interpersonal skills of head teachers can contribute to a better institutional environment because it has been shown that motivation is an internal feeling that prompts individuals to carry out certain tasks assigned by the institutional head in order to attain the intended outcomes. (Mduma & Mkulu, 2021).

RESEARCH METHODOLOGY:

When choosing the best way to investigate the problems, the research methodology considers the philosophical paradigm that is most important. It also provides background information on the problem, its specifications, and a reasoned basis for selecting a certain course of action. Objectivist epistemology is often associated with the positivist. Observable facts are used to evaluate the assumptions in order to identify trends, implications, and unintentional connections between various social processes (Kothari, 2004).

RESEARCH DESIGN:

Positivism is a school of thought based on the idea that knowledge may be acquired through objective measurements, and it was verbalized by the nature of inquiry. Put differently, positivist philosophy holds that information can be discovered by meticulous measurement and analysis, especially of numerical data (Creswell, 2014). The methodology used was deductive, the strategy was survey-based, the cross-sectional time-zone was headed, the methodological choice was based on mono-method quantitative, and the respondents' random participation was used to collect the data (Sauders et al., 2007). In order to investigate the numbers that were utilized for data gathering and coding for expressions, quantitative research was utilized (Williams et al., 2022). The sampling procedure comprised selecting a representative sample from the Hyderabad Region at random. Using SPSS 26 version, the collected data from the respondents were subjected to both descriptive and inferential statistical analysis. The public secondary school head teachers and teachers provided the data. Before spending ten minutes completing survey forms, the participants received an explanation of the study's objectives. Before any data was collected, Head Teachers and Teachers were informed about the data collection process. There were no incentives for participating in the study, and participants were chosen at random.

Population refers to the vast number of people who catch the attention of researchers and whose representatives are chosen for additional research (Gay, 2012). The present study's focus group comprised all public secondary schools located in the Hyderabad region including every Head Teacher and teacher in the Hyderabad Region.

Population of the Study

Sr. No	District	Schools	Head Teachers	Teachers
	Total	Total	Total	Total
	Total	403	403	9164

Source: School Statistics, 2019-20.

The study employed the Simple Random Sampling approach to choose study representatives. The sample size formula was used to determine the number of Head Teachers and Teachers Taro Yamane (1965) (Yamane, 1965). The rationale for applying the Taro Yamani formula is

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that there is a sufficient number of samples chosen to serve as representative samples of the study's population.

By applying the Taro Yamani Formula, 200 Head Teachers and 383 Teachers were chosen to serve as the population representatives for each of the Hyderabad Region's districts.

Surveys were employed as research instruments to get information from participants. According to Creswell (2014). Two questionnaires with a five-point Likert scale (5.0) were developed and used to gather information from head teachers and teachers.

The analysis of the data was initiated through normality statistics to evaluate which test better suits the study either parametric or nonparametric.

NORMALITY STATISTICS:

Variables	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
HTCS	.070	383	.002	.991	383	.097
HTTS	.060	383	.019	.992	383	.152
HTIS	.055	383	.041	.990	383	.789
TC	.080	200	.044*	.985	200	.860
TCM	.067	200	.039*	.984	200	.734
TM	.117	200	.042	.977	200	.801

a. Lilliefors Significance Correction

The table showing the normal distribution of the data of each variable, hence decided to go through the parametric test analysis.

DESCRIPTIVE STATISTICS OF EACH VARIABLE

Head Teachers` Conceptual Skills (HTCS)

		n	Percent	Mean	SD
<i>HEAD TEACHERS` CONCEPTUAL SKILLS</i>	SD	72	18.7%	3.16	.577
	D	72	18.8%		
	U	39	10.4%		
	A	124	32.3%		
	SA	76	19.9%		
Total		383	100.0%		

The aforementioned table display the total response, which includes a greater number of responses of 32.3% in agreed and 19.9% in strongly agreed on the HTCS scale (mean=3.16, SD=.577). As can be seen, most of the replies agreed, indicating that head teachers' conceptual abilities improve their ability to lead teachers.

Head Teachers` Technical Skills (HTTS)

		n	Percent	Mean	SD
<i>HEAD TEACHERS` TECHNICAL SKILLS</i>	SD	54	14.1%	3.27	.575
	D	79	20.6%		

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	U	39	10.1%
	A	131	34.3%
	SA	80	20.9%
Total		383	100.0%

The table an above display the total response, which includes higher response. 34.3% responded in agreed however, 20.9% replied in strongly agreed on the scale of HTTS With the Mean M=3.27, SD=.575. As evidenced by the fact that most replies agree, head teachers' technical skills support teachers' performance.

Head Teachers` Interpersonal Skills (HTIS)

		n	Percent	Mean	SD
<i>HEAD TEACHERS` INTERPERSONAL SKILLS</i>	SD	53	13.9%	3.34	.563
	D	71	18.5%		
	U	39	10.1%		
	A	130	34.0%		
	SA	90	23.5%		
Total		383	100.0%		

The aforementioned table display the overall response, which includes a higher percentage of respondents who are undecided (34%), agreed, and strongly agreed (23.5%) on the HTIS scale. Mean = 3.34, SD =.563. The data indicates that most of the replies agree, indicating that head teachers' interpersonal skills improve their ability to perform.

Teachers` Creativity (TC)

		n	Percent	Mean	SD
<i>TEACHERS` CREATIVITY</i>	SD	27	13.5%	3.29	.469
	D	43	21.7%		
	U	17	8.7%		
	A	68	34.0%		
	SA	45	22.1%		
Total		200	100.0%		

The response rate in general, with a mean of 3.29 and a standard deviation of.469, is displayed in the above table. Of the responses, 34% are agreement and 20.1% are very agreed on the TC scale. This indicates that most of the responses agree, indicating that head teachers' managerial abilities boost teachers' creativity.

Teachers` Classroom Management (TCM)

		n	Percent	Mean	SD
<i>TEACHERS` CLASSROOM MANAGEMENT</i>	SD	26	12.9%	3.30	.464
	D	44	22.1%		
	U	17	8.3%		
	A	70	35.0%		
	SA	43	21.7%		

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Total	200	100.0%		
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The response rate is displayed in the above table, with 35% of respondents indicating agreement and 21.7% indicating strong agreement on the TCM scale (Mean=3.30, SD=.464). This indicates that most of the comments agree, indicating that head teachers' administrative abilities improve teachers' ability to manage their classrooms.

Teachers` Motivation (TM)

		n	Percent	Mean	SD
	SD	26	13.0%		
	D	43	21.3%		
<i>TEACHERS` MOTIVATION</i>	U	25	12.3%	3.25	.523
	A	69	34.8%		
	SA	37	18.8%		
Total		200	100.0%		

The following table indicate the response including greater 34.8% response in agreement however, 18.8% responded in strongly agreed on the scale of TM, with the Mean=3.25, SD=.523. The data indicates that a majority of the replies agree, indicating that head teachers' managerial skills have a positive correlation with teachers' motivation. The item analysis's overall findings showed that head teachers' managerial abilities had a favorable effect on their staff teachers' performance.

RESULTS OF HYPOTHESES TESTING

Regression Analysis Table

Hypothesis	Regression Weight	Beta Coefficient	R Square	F-value	P-value	Hypothesis Supported
Ho	HTCS-TC	1.399	.156	36.562	.000	Not Supported

Teachers' Creativity (TC), the dependent variable, was regressed on Head Teachers' Conceptual Skills (HTCS), the predictive variable, in order to test hypothesis Ho. These results also clearly demonstrate that the Head Teachers' Conceptual Skills (HTCS) have a positive impact on Teachers Creativity (TC), despite the fact that there was a significant positive correlation between Teachers Creativity (TC) and Head Teachers' Conceptual Skills (HTCS) (F = 36.562; p = 0.000 <.001). Furthermore, the R square value of .156 suggests that 15% of the variance is explained by Head Teachers' Conceptual Skills (HTCS) in the model. As a result, the investigation's findings led to the rejection of the null hypothesis. The alternative theory, which contends that conceptual skills of head teachers significantly influence teachers' creativity, was approved.

Regression Analysis Table

Hypothesis	Regression Weight	Beta Coefficient	R Square	F-value	P-value	Hypothesis Supported
Ho	HTTS-TCM	1.551	.250	65.924	.000	Not Supported

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To investigate the hypothesis Ho, the dependent variable Teachers' Classroom Management (TCM) was regressed on the predictive variable Head Teachers' Technical Skills (HTTS). These results unambiguously demonstrate that Head Teachers' Technical Skills (HTTS) positively affect Teachers' Classroom Management (TCM), despite the fact that the two variables were significantly predicted by one another ($F = 65.924, P < .001$). Moreover, 25% of the variation in the model may be explained by the Head Teachers' Technical Skills (HTTS), according to the R square value of .250. As a result, the investigation's findings led to the rejection of the null hypothesis. The alternative, which contends that a head teacher's technical proficiency significantly influences teachers' ability to manage the classroom, was approved.

Regression Analysis Table

Hypothesis	Regression Weight	Beta Coefficient	R Square	F-value	P-value	Hypothesis Supported
Ho	HTTS-TCM	1.492	.222	56.370	.000	Not Supported

On the other hand, the predictor variable Head Teachers' Interpersonal (THIS) was regressed against the dependent measure Teachers' Motivation (TM) in order to test the hypothesis Ho. While the Teachers' Motivation TM significantly predicted HTIS, $F = 56.370; p = .000 < .001$ which indicates that Head Teachers' Interpersonal (THIS) can play a significant role in shaping Teachers' Motivation (TM), these results clearly direct positive affect of the Head Teachers' Interpersonal (THIS). Moreover, the model explains 22% of the variance in Head Teachers' Interpersonal (THIS), according to the R square value of .222. As a result, the investigation's findings led to the rejection of the null hypothesis. The alternative hypothesis, which suggests that head teachers' interpersonal skills have a large impact on teachers' motivation, was accepted. The statistical findings demonstrated that head teachers' managerial conceptual, technical, and interpersonal skills have a favorable effect on teachers' motivation, creativity, and classroom management.

FINDINGS:

According to the study's findings, head teachers' conceptual skills enable them to present fresh concepts to their students, encouraging them to learn through creativity and invention. In turn, as teachers' creativity grows, so does students' learning during the classroom teaching process. It can be improved by encouraging students' curiosity and teachers' inventiveness. Students will be able to benefit from an improved teaching and learning environment in this way, which will enhance their allure and fascination to the subject matter and improve their learning outcomes. This appears to be in line with the findings of a study conducted in 2020 by Oyewole et al. in Principals' Managerial roles and Teachers' Job Performance in Secondary School in Ekiti State, Nigeria. The study found that if school principals are effective in carrying out their managerial duties, teachers' job performance is above average. According to the variable's overall statistical results, head teachers' managerial skills or more specifically, their conceptual skills have a favorable effect on their staff members' performance. Teachers perform better when the school's head is a skilled leader.

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The study's conclusions showed that head teachers' technical expertise aids in handling all internal issues and facilitates the efficient operation of the teaching and learning processes. At the same time, the negative behavior of the students during the classroom instruction process can be effectively addressed with the help of the effective technical skills of the head teacher. Overall statistical analysis of the variable showed that teachers' performance is positively impacted by the head teacher's administrative abilities (technical skills). Furthermore, endorsing these conclusions is Arop et al. (2019). They found that technical skill competency increases the effectiveness of the school by fostering a problem free, healthy, and welcoming school atmosphere and a learning environment that promotes the institution's overall development (Arop et al., 2019).

The study's conclusions showed that head teachers' conceptual skills can help teachers improve their classroom management. This helps teachers manage the classroom more effectively. These procedures contribute to the accomplishments of the institution. The variable's overall statistical results showed that head teachers' managerial skills had a favorable effect on instructors' performance (Teachers' Classroom Management). Sadurdin (2012) provided support for the research study's findings in *Discipline Improving Classroom Management through Action Research: A Professional Development Plan*. Sadruddin (2012) found that head teachers' cooperation and support can improve classroom management for instructors.

The study's conclusions showed that head teachers' interpersonal skills enable them to handle all internal issues with effectiveness, leading to improved institutional outcomes. The variable's overall statistical results showed that the managerial abilities (interpersonal skills) of head teachers have a favorable effect on teachers' performance. The outcomes of this research study are in aligned with Oguejiofor et al, (2022) which demonstrated that principals' interpersonal skills management is a key predictor of effective school organization with offering an interactive atmosphere (Oguejiofor as al., 2022).

The study's conclusions showed that head teachers' interpersonal skills can help to increase instructors' motivation. The communication of head teachers motivates teachers and strengthens their sense of responsibility, which contributes to the improvement of the school's teaching and learning environment through the use of the head teachers' strong interpersonal skills. These procedures also contribute to the accomplishments of the institution. The variable's overall statistical results showed that head teachers' administrative abilities had a favorable effect on teachers' performance (teachers' motivation). The research study's findings are corroborated by Bello and Jakada's (2017) findings that recognition, rewards, and encouragement are more powerful motivators for eliciting the best performance from employees than growth opportunities and challenges (Bello & Jakada, 2017).

The results of this study showed that teachers' performance (motivation, creativity, and classroom management) is positively impacted by head teachers' managerial skills. Teachers' creativity can be strengthened and honed by the head teacher's conceptual skills. A creative educator can generate a creative student who can contribute to holding the state's reins in various spheres of existence. Furthermore, the technical proficiency of head teachers is essential for properly resolving issues pertaining to institutions. The efficient technical abilities of head teachers can support the smooth operation of the institution and efficient

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handling of all issues at the local level. However, it also has value when it comes to school-based issues. For example, issues with classroom management can be successfully resolved with the help of teachers and the head teacher's technical expertise. Adverse behavior on the part of students is another issue that disrupts the quality instruction, this type of challenges also need to be resolved with sophisticated technical skills. It became clear that the institution's head needed to possess a strong technical skill set. Whereas, the interpersonal skills of head teachers are very important for motivating their colleagues.

DISCUSSION:

The study deemed to look at Katz's theory on the managerial skills of head teachers. The impact of Robert L. Katz's theoretical constructs, including technical, conceptual, and interpersonal abilities, on teachers' performance was investigated. Additionally, the performance of the teachers was further broken down into three categories: motivation, classroom management, and inventiveness. The effect of head teachers' technical abilities on classroom management was studied, whereas the effect of their effective capabilities on teachers' creativity was also observed. Concurrently, the effect of head teachers' interpersonal skills on teachers' motivation was recognized.

The study's conclusions showed that head teachers' conceptual skills can foster teachers' creativity. Teachers' inventive ideas are encouraged by head teachers' creative ideas, which encourage teachers to participate more fully in creativity and innovation with head teachers' efficient planning. These procedures raise the accomplishments of the institution. The variable's overall statistical results demonstrated that head teachers' administrative skills have a favorable effect on teachers' performance (creativity). This appears to be consistent with research by Khosrow (2014), which suggests that conceptual innovation can result in greater success in Best Practices and Conceptual Innovations in Information Resources Management. Based on the aforementioned findings, it can be concluded that when the institution's head applies conceptual skills, the performance of the teachers improves. According to Lone, A. H. (2019), when an intelligent individual is placed in a favorable environment and takes positive steps to improve quality management, institutional goals will undoubtedly be achieved in a high-quality manner (Lone, 2009).

The efficient technical skills of head teachers can support the smooth operation of the institution and efficient handling of all issues at the local level. However, it also has value when it comes to school-based issues. For example, issues with classroom management can be successfully resolved with the help of teachers and the head teacher's technical expertise. Adverse behavior on the part of students is another issue that disrupts the instructional quality. The challenges of such nature can also be resolved with sophisticated technical skills. It became clear that institution's leader needed to possess a strong technical skill set. Teachers' motivation is also influenced by the interpersonal abilities of head teachers. Teachers find great inspiration from the interpersonal skills of head teachers. The foundation of success in life is a driven and self-assured student, which can be produced by a motivated instructor. The interpersonal skills of the head instructor are regularly employed to communicate with subordinates. Frequent communication allows teachers and other staff members to feel comfortable contacting the head teacher. As a result, any concerns can be easily discussed and resolved with the help of teachers and other staff members. One useful

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technique for communicating is interpersonal skills. These results are consistent with those of Bahoo (2020), who examined the effects of teacher-student interaction on social behavior. His research showed that engaged teachers engage with their students regularly and motivate them to actively participate in class activities, which also aids in the efficient management of classroom activities. If inspired and driven, a creative teacher can achieve far more success (Bahoo, 2020).

This study's findings showed that head teachers' interpersonal skills can be effectively utilized to close communication gaps and inspire instructors, which improves student academic performance. Overall, the statistical studies showed that instructors' performance is positively impacted by their managerial skills. The study's conclusions were corroborated by Katz's (1955) theory, which states that a good manager possesses three key managing skills: conceptual, technical, and interpersonal. Each skill's scarcity eliminates the possibility of becoming a successful manager and overall successful organization. Three basic management functions must be implemented, and these demand managerial talents. Without fundamental abilities, it is difficult to envision successful managers in today's organizations. Although the heads of the institution's administration must be proficient in a variety of areas, these three areas are crucial. All other management domains can be more effectively handled under these, and the institution's performance outcomes for its staff can be improved. Each of the three skills/abilities are capable of handling every internal issue that arises in an organization. Technical skills can assist in handling all institutional difficulties with better procedures and implications, but higher conceptual skills and critical thinking can lead to better managerial planning. Interpersonal skills can also be used to effectively bridge the gap in motivation and inspiration while also bridging the communication gap.

CONCLUSION:

Based on the research study's findings, it was determined that the Katz theory links head teachers' managerial skills to the teachers' performance, is beneficial. It was also discovered that managers at all levels need to possess some proficiency in each of the three areas; in fact, it is difficult to envision any organization succeeding without these fundamental abilities. However, in public secondary schools, head teachers' performance is crucial in molding a curious and enthusiastic youth. In light of the study's goals, management plays a critical role in an organization, and there is a strong association between teachers' performance and each of the three management competencies that a school leader should possess. To help them make informed judgments for greater teacher performance, head teachers must develop and hone these qualities, which include motivation, creativity, and classroom management.

It is best for the head of the school to be involved in directing teachers' performance. Head instructors who possess strong conceptual, technical, and interpersonal abilities are better able to accomplish the institutional goals. Creative thinking, ingenuity, and conceptual communication between head teachers and instructors can all be improved by conceptual skills in the classroom. In order to provide a consistent and efficient learning environment in the institution, technical skills can better address difficulties that are specific to the institution, such as those involving instructors, students, non-teaching personnel, and other community-based issues. Conversely, interpersonal skills enable head teachers to close communication gaps and inspire a commitment to work from all staff members, including

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teachers. Since the purpose of public schools is to serve the public, these abilities are also helpful in the public sphere. In order to effectively communicate with and motivate students as well as staff, head teachers must possess strong interpersonal skills.

RECOMMENDATIONS:

- Based on the research study's findings, it is recommended that HTs should improve their conceptual, technical, and interpersonal skills in order to support teachers in various aspects of the teaching and learning process, such as motivation, creativity, and classroom management that can also effectively improve the institution's teaching and learning environment.
- To improve student performance in the classroom and create a productive learning environment in schools, teachers should receive training in creativity and classroom management,
- In order to improve students' learning outcomes, teachers should be inspired to cultivate a spirit of dedication and persistence. This will raise their professional attachment, which will benefit the institution as a whole.
- To effectively accomplish institutional goals, school development plans should be developed on with shared responsibility. This will be useful in encouraging teachers and students to collaborate in order to achieve the intended results.
- In order to improve the instructional process, teachers should focus on a variety of areas, including the four Cs of the modern era. They should also maintain control over classroom and develop and implement creative ideas, all of which can lead to higher academic achievement.
- Involving teachers in administrative decisions is a critical need of the modern era that must be addressed. For example, creating, establishing, and carrying out plans for daily procedures can assist head teachers in managing school affairs efficiently, as this fosters a friendly bond between teachers and the institution that can lead to greater institutional accomplishments.

LIMITATIONS:

This study suggests conducting additional research on several head teacher competencies that support improved teacher performance, including time management, training, team-building skills, and skills improving methodologies. The purpose of this study was to examine how conceptual, technical, and interpersonal skills/abilities that affect motivation, creativity, and classroom management. Additional research on the various competencies of the head teacher and the teachers can be conducted.

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