

# Transformational Leadership Practices and Staff Personnel Administration

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The achievement of the objectives of secondary education depends on, among other things; strategies adopted by the head teachers for improving staff personnel administration of secondary schools. In an attempt to carry out the study, two research questions were formulated. A questionnaire measuring the transformational leadership practices and staff personnel administration was developed and administered to one hundred secondary school teachers in government high schools. Means and regressions were used to answer the research questions. Strategies for improving staff personnel administration in the area of transformational leadership behavior was the focus of the study. Transformational leadership practices contributed forty one percent to the variance of staff personnel administration. Based on the findings of this study, some practical recommendations were made. The principal should display transformational leadership activities to get the work done in a limited time with due interest and utmost pleasure.

**Keywords:** *Principal, Transformational Leadership, Teacher, Secondary School, Staff Personnel Administration*

## Introduction

It is too difficult to get the work done by others in a limited time. The objectives of the educational system of the country can hardly be realized unless the strategies for improving staff personnel administration which involves the efficient and effective management of people within an organization are implemented in the schools. Every manager or any staff occupying a supervisory position has personnel functions to perform. To be able to perform effectively, he has to ensure that the people with whom he works and who are by implication under his managerial leadership know what to do, when to do it and how to do it.

Ansar (2014) regards personnel administration as manpower or human resources management which includes staffing, personnel maintenance, labor relations, training or development, compensation, personnel policies and evaluation. Therefore, staff personnel administration implies recruitment, retention, training, compensating and evaluation of staff for educational activities. It covers a very broad scope ranging from the organization of personnel services to manpower planning and evaluation.

Sometimes, school administrators think of staffing the school system solely in terms of providing teachers for it and the personnel task as relating entirely to the management of instructional staff. This is not so. Several forces and ideas in the society have their influence on the ways institutions are being administered. This includes the militancy of teachers, the change from voluntary agency system to a system which emphasized state control, improvements in the working conditions of public officers which now include teachers, and the phenomenal expansion of the school system (Agha, 2002).

Secondary schools by employing staff, must also accept the responsibility of assisting not only in realizing their educational goals, but also in becoming self-fulfilled individuals in their various work places. In situations where workers are left to suffer in one form of problem or another due to non-identification of better strategies for personnel administration, is no longer acceptable. This not only brings about poor performance in the school system but also results in apathy in workers. The major guideline therefore, for the organization and administration of staff personnel, should be based on a continuous study of the dynamic characteristics of the staff populace.

The need for identification of strategies for improving staff personnel administration in secondary school is very important. This is because in a school system, the overall goal of the personnel administration is to recruit adequate, qualified staff, develop and maintain the staff so that they would be able and willing to render efficient and effective educational service to the pupils (Tanveer, 2017).

According to Samar (2015) activities normally associated with personnel administration in the school system in the past are increasingly becoming obsolete. It gives room to poor administration of staff and poor performance of workers in the schools. It is also emphasized that today's activities must take into consideration the recruitment, security, compensation, motivation and the general satisfaction of all employees in the school system, from the head teacher to the gate keeper (Zinda,2020). Personnel administration in the school system therefore refers to the planning, organizing, directing and controlling of those activities which the school system performs (Akpakwu, 2014).



In a situation where workers are left to suffer all sorts of problems both financial and psychological ones even when they are still employed, is no more acceptable for efficient personnel administration.

Many qualified and experienced educators who would have remained in the field are being attracted to other more lucrative jobs in other areas of need. These areas of need have increased terribly due to our national development such as the creation of more states resulting in creation of many ministries requiring manpower. This has resulted in greater needs of manpower and these posts have further aggravated the manpower problems facing our educational system. The implication of unfulfilled needs of staff in secondary schools is too great to be overlooked. They can result in lack of interest in the work, absenteeism, frequent strikes, moonlighting, resignation or even the pursuit of greener pastures for other jobs with better conditions of service. This being the case, better strategies must be employed to promote personnel administration in the secondary schools if benefits have to be enhanced fully.

The chief school administrator must think not only of the large number of teachers and those who directly facilitate the educational, programs but also of head teachers', consultants, supervisors and others who are in leadership positions. The selection of these people and the creation of the climate in which they work constitute one of the major opportunities for services that confront the school administrator. The central importance of personnel administration may also be recognized noting that personnel make the system. A school system consists of people. Formal structure, rules, regulations, course of study and other aids may be developed, but they take no significance unless people employ them. The way of life in the school is of paramount importance. The achievement of the school purposes is dependent upon the extent to which all personnel develop and reexamine certain common goals and find genuine satisfaction in participating in work toward them (Shahani,2020).

The school administrator must think not only of the large number of teachers and those who directly facilitate the educational program, but also of headmasters, supervisors and others who are in status leadership positions. To this Ezeocha (1985) wrote that the duty of head teacher is to see that qualitative education is given to the pupils. By the same token, Ozigi (2012) asserts that the head teacher is the man who understands relationship, predicts results and influences outcomes in a situation where men are organized to work together for a common purpose. On the other hand, Akpakwu (2014) emphasized that the teachers must look up to the head teacher for educational leadership and administrative guidance. Indeed, the head teacher should have good administrative strategies at his finger tips so as to know what, how, where and when to act in the right direction; he/she should always exhibit good leadership qualities in order to achieve success both in the pupils' performance and general standard, and he/she should prove his worth in various areas such as participation of staff in the decision-making process, motivation of staff, supervising the staff promptly, have a



cordial relationship among head teachers and teachers and teaching standards; he/she should always not isolate him/herself but see him/herself as an administrator and therefore associate him/herself with all personnel administration. Though one does not have to rule out some shortcomings, this is because many a time, some schools have graduate head teachers with long-standing experience and in some, graduate head teachers with little or no experience and some are not graduates even though there is a standing order that only graduates should be made to head schools, but because of the discriminating policy of the state where non-indigenes are not given opportunities to head schools, we now have head teachers with less qualification heading those who are more qualified. Authorities have written copiously on various areas especially as it concerns strategies for improving staff personnel administration in secondary schools. Possessing an insight into the matter, the researcher tends to see the role of transformational leadership practices of the principals for improving the staff personnel administration in government secondary schools

### **Statement of the Problem**

The recent high incidence of administrative lapses in secondary schools in the Punjab identified by the discriminatory policy of the non-indigene, lateness among teachers and pupils, general truancy and a dwindling rate of academic achievement among secondary school students, are issues of concern to the general public. The problem of this study therefore, is to identify certain transformational leadership activities of the principal for improving staff personnel administration of the secondary schools in the Punjab.

### **RESEARCH QUESTIONS**

1. To what extent are school principals showing transformational leadership style?
2. What is the role of transformational leadership style in improving staff personnel administration?

### **Research Methodology**

#### **Population and Sample of the study:**

The population of the study comprised all the secondary school teachers of all government secondary schools in Punjab.

Simple random sampling was used to draw the number of secondary school teachers to be involved in the study. The total number of secondary school teachers SSTs available to mark the instrument was one hundred.

### Instrument for data collection:

An instrument was designed to explore the transformational leadership and staff personnel administration.

## Results

**Research Question 1:** To what extent are school principals showing transformational Leadership style?

The data answering the above research questions are presented in Table 1 below.

Table 1: Mean Ratings of the teachers' perceptions on transformational leadership practices of the principal

No.	Transformational Leadership Practices	Mean
1	The staff are informed of the decisions taken by the head teacher	2.21
2	The head teacher recognizes the dignity and worth of his staff members	3.01
3	The head teacher is a good listener and observer	3.39
4	The head teacher is friendly, courteous and shows equity	3.12
5	The head teacher is easily approachable	3.18
<b>Average Mean</b>		<b>2.98</b>

Table 1 shows that items 1,2,3,4 and 5 are rated 2.21, 3.01, 3.39, 3.12 and 3.18 respectively rating the leadership practices of head teachers (Principals). Therefore, it was the opinion of teachers that the transformational leadership practices for improving staff personnel administration are satisfactory having the average rating 2.98/5.00.

### Research Question 2:

What is the role of transformational leadership style in improving staff personnel administration?

*Table 2: Linear Regression Analysis (N= 100)*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	$\beta$
.646	.418	.415	.525

Table 2 shows that Transformational leadership practices contributed forty one percent ( $R^2=.418$ ) towards staff personnel administration. It may be interpreted that transformational leadership style is the best determinant of staff personnel administration.

### **Discussions**

The success of any educational institution or establishment is closely related to the quality of the personnel who perform the tasks necessary to the attainment of organizational goals. Education is considered now a good investment which yields the excellent scores of the students in annual exams. We spend millions of rupees on the salaries and wish to see them working with due interest and pleasure in a target-oriented style. It has been seen from different studies on leadership styles that a democratic style is better, but unfortunately more than half of the teaching staff tend to give rewards and punishments which are imposed upon the students for their good or bad performance respectively. The principal is now authorized to show himself transformational or transactional by improving the school climate and school effectiveness.

Good administration or management of the people that constitute the workforce in the school is therefore very crucial to the success of the educational institution.

Personnel management is the core element of Human Resource Management as it wholly touches the radius of staffing, directing and controlling to get the work done in a limited interval of time. A good performance appraisal system must be here to evaluate the performance of teachers to accelerate them by imposing reward or punishment on the basis of their performance at the workplace. A principal is highly considered as school leader to guide and control his subordinated to do better with diligence.

### **Conclusions**

It was found that the school principals show transformational leadership practices up to the satisfactory level as perceived by their subordinates in government secondary schools of the Punjab province. It implies that the head teachers are aware of what to do to ensure that the staff is well supervised. There is therefore, the implication that they should adopt the strategies identified in this study to improve the staff personnel administration in government secondary schools. Next it was shown by data analysis the transformational leadership style is best determinant of staff personnel administration.

### **Recommendations**

Based on the findings of this research study, the following recommendations are made.

1. The head teachers of secondary schools should consult staff in decisions concerning them so that the teachers will not be left in the dark over decisions that concern them.



2. The head teachers should involve teachers in decision-making because when they are involved in decisions regarding their work, they become more committed to it.
3. The head teachers should encourage active participation of teachers in school activities so that everybody will feel a sense of belonging and that will enhance cordial relationships in the school.
4. The head teachers should recognize the ability and capabilities of their teachers as that will in turn motivate them to put in their best.
5. The head teacher should be friendly, courteous and consistent in their interaction with teachers and others so that they will not be looked upon as weak leaders. Firmness in the part of the head teachers will make teachers sit up and do what they are supposed to do at the right time.
6. The head teachers should form the habit of consulting teachers before taking a decision that will affect them as that will make teachers believe more in the head teachers.
7. School rules and regulations should be made known to teachers and pupils so that they obey them.
8. The head teachers of secondary schools should relate more informally with teachers to diffuse the atmosphere of superiority, domination, intimidation and victimization often perceived by teachers as concomitant with their position.
9. A good performance appraisal system must be imposed upon the teachers to get the predetermined objectives of our educational system.

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