



## A Comparative Analysis of the Effectiveness of Various Aspects of School Administration at Secondary Level

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**Abstract-** Leading as a management process persuades team members towards the attainment of agreed goals. A school leader is one who develops the goals of the institution by influencing the actions of other people. The study focused on the objectives as; (a) to ascertain the usefulness of heads in educational matters, (b) to relate various aspects of headship to find their effectiveness, and (c) to arrange suggestions for the better functioning of administration at the secondary level. To answer the research question, the Head teachers, the teachers, and the students of grade 10 were engaged for data collection as the population of the study. Thirty-six secondary schools were selected from three districts of South Punjab (Bahawalpur, Lodhran, and Multan). Ten students, three secondary school teachers, and one head teacher were selected randomly from the population. Three separate research tools for the head teacher, secondary school teachers, and 10<sup>th</sup>-grade students were developed to verify the effectiveness of various aspects of school administration. A total of three hundred and sixty questionnaires for secondary school students, one hundred and eight secondary school teachers, and thirty-six head teachers were distributed among the participants. The collected data were analyzed by using different statistical formulas i.e. percentage, one-way ANOVA, and Mean Score. This comparative analysis of the various aspect of school effectiveness revealed that male administrative have better understanding and performance about the different aspects of school administration than the female administrative while the results of the study further disclosed that rural school administrative had better performance than the urban administrative.

**Keywords:** Aspects, administrative, multifarious, co-curricular activities, human resources, financial resources

### I. INTRODUCTION

The current study is based on the construct that how effectively the school heads are undertaking their management roles for the pursuit of the organizational goals. The public sector schools in Pakistan have unique attributes as; they are heavily populated, mostly surrounded by a poor community, and ailing resources (Khaki, 2006; Qutoshi, Khaki, & Education, 2014). The main responsibility of the school head is to take initiatives and give direction to start the process of getting an education, motivate the students, and to promote capacity building of staff, and to become a bridge between community and school (Levin, Datnow, & Improvement, 2012; Mapp & Kuttner, 2013). The effectiveness of the school program demands the involvement of all the stakeholders in this regard. The efficiency of headship is directly related to planned fusion in which the institution can change the learning environment according to the requirement of society. Further, he has the responsibility to provide an opportunity for both students and teachers about guidance and counseling (Barnett, O'Mahony, & leaders, 2008; Bush & Glover, 2003; Day, Harris, & Hadfield, 2000; Fielding & Moss, 2010). The role of the headteacher is to initiate an effective policy, assess the teaching skills and competencies according to the proper direction, review, and revised the course work properly. The provision of quality education across and within the school is another concern of the school head to improve the students learning outcomes. It is the responsibility of the school head to observe the student's accomplishments and teacher's skills (Darling-Hammond, 2015; Henard & Roseveare, 2012). Apart from the above-discussed role and responsibilities of a headteacher following are furthermore role of school head which he/she performs while in school (Everard, Morris, & Wilson, 2004):

- Prepare the agendas and minutes of meetings held with students' parents
- Proper arrangement for safety and security procedure
- Designing school vision, goals, and objectives for the implementation of government policies

- Arrangement of record for staff and students attendance
- Managing and preparing the records for the local, district, and provincial level inspection material
- Engaging the students with self-directive learning
- Managing and arranging curriculum and prepare effective teacher assessment guidelines for students
- Maintenance of school infrastructure and physical material
- Organizing the co-curricular activities in the school with the involvement of other staff members of the school
- Human resource utilization and management of different aspects of school headship
- Effective and efficient use of financial resources.

According to (Smith, Mestry, & Bambie, 2013) the sole responsibility of the head is to promote pedagogical knowledge that can improve the efficiency of a school. The school head needs to establish contacts with neighboring societies to get their support for the quality enhancement and according to aspirations of the community. The heads also involve the community, society, volunteers, parents, and teachers for the wellbeing (Michael, Dittus, & Epstein, 2007). According to (Adeosun, Oni, Oladipo, Onuoha, & Yakassai, 2009) school head has to perform multiple tasks as a professional and academic leader. He/she has to work for the improvement of educational standards, student-teacher interaction with the help of co-curricular activities. Furthermore, the school head has responsible to handle administrative, financial, and academic matters of his/her school. The Headteacher of the school should confirm that all the activities held in school are followed by the school academic calendar provided by the district or provincial government. Ensuring the availability of the equipment, furniture and library material before the commencement of the academic year is the responsibility of the school head (Badugela, 2012; Mojapelo, 2014; Shandu, 2014).

According to (Bush, Jackson, & Administration, 2002) the school head adopts a democratic approach in decision making by the students and teachers to understand their genuine professional concern to get higher cooperation from their colleagues. The school head needs to ensure the compilation of complete and accurate records, stock registers, and financial data (Alkire & Samman, 2014; Jackson, Johnson, & Persico, 2016). This enables school management to keep a check and balance over staff and the school resources. The time heads need to spend in these administrative tasks keep them away to perform their expertise for the creation of a conducive learning environment (Bush, 2008; Greer, Youngblood, & Gray, 1999; Page, 2004).

### **Statement of the problem**

There were many studies conducted for the pursuit of the above-mentioned context in Pakistan. However in the secondary schools of South Punjab, this topic needs to be discovered (Brent, 2005, Khaki, 2005). So the following study is a pioneering effort in this regard and valuable in understanding the various attributes of the leadership of heads in the overall progress of the education system at the school level. The study focused on four attributes of leadership, maintenance of school infrastructure, organization of co-curricular activities, human resource utilization and management, and financial resources management. Moreover, the present study compared the results of the above-mentioned aspects of the origin of gender and residential status background.

### **Objectives of the Study**

Keeping in view the importance of this following are the objectives of conducting this research:

1. To identify the various aspects of school administration.
2. To analyze the school heads' effectiveness as an academic leader.
3. To compare and analyze the effectiveness of school headship based on gender and geographical position at the secondary level.
4. To prepare suitable schemes for the improvement of leadership at the school level.

### **Research Questions**

The study was carried out in the search of a few questions, which are as follows;

1. What is the role and responsibilities of Headteachers in the effective management of school matters?
2. How best the heads are doing their job under the policy of school development?
3. Is there any difference in the headship effectiveness based on gender or geographic belonging?

## **II. RESEARCH METHODOLOGY**

The study was based on the description of the current status of school management and its effectiveness, so research was descriptive in nature. The study carried out through a survey and perspectives of the

stakeholders were gathered. The perspectives of all the stakeholders were collected on the four attributes of leaderships and compared on the gender and geographic basis.

### Population and Sampling

As the main purpose of conducting this research was to analyze the effectiveness of various aspects of school administration so the headteachers, secondary school teachers, and secondary school students were considered the most appropriate participants as a population of the study. District Bahawalpur, Lodhran, and Multan were selected as a sampled area. Researchers have randomly selected twelve schools from each selected district of South Punjab by considering the equal ratio of boys and girls in high schools and urban and rural. From each school, researchers have selected ten students, a headteacher, and three secondary school teachers. Total sample size 504 participants (360 students, 108 teachers, and 36 headteachers)

Table 1. Distribution of Sampled Population

Sr. No.	District	Number of Headteachers	Number of teachers	Number of Students
1	Multan	12	36	120
2	Lodhran	12	36	120
3	Bahawalpur	12	36	120
Total=		36	108	360

### Research Tool

Three separate research tools for the headteacher, secondary school teachers, and 10<sup>th</sup>-grade students were developed to verify the effectiveness of various aspects of school administration. A total of three hundred and sixty questionnaires for secondary school students, one hundred and eight secondary school teachers, and thirty-six headteachers were distributed among the participants. An observation sheet was also developed to compare and verify the results of the school environment. Each questionnaire was based on the statements about the different attributes of the leadership of school heads including, maintenance of school infrastructure, organization of co-curricular activities, human resources utilization and management, and financial resources management.

### Data Collection

The researcher personally visited the designated schools for data collection with the helping associates. The clusters of all three randomly selected districts were visited and questionnaires were distributed among all the selected three groups of sample and collected personally by the investigator.

## III. RESULTS OF THE

STUDY On the base of data analysis following were the results of the

study:

Table 2. Perspectives of the heads on the Effects of Gender on the effectiveness of the School Headship

Sr. No.	Leadership Attributes	Gender	Mean	S.D	't'	df	Sig
1	Maintenance of School infrastructure	Male	1.94	0.802	1.545	34	0.132
		Female	1.56	0.705			
2	Organizing Co-curricular activities	Male	1.87	0.924	1.466	34	0.152
		Female	1.72	0.895			
3	Human resources utilization & management	Male	1.79	0.808	0.000	34	1.000
		Female	1.78	0.943			
4	Financial resources management	Male	1.44	0.511	-0.504	34	0.618
		Female	1.56	0.784			

Total Male = 1.835, Female = 1.655

Table 2 explains the perspective of the heads on the effects of gender on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of male and female school by considering the opinion of headteachers. This comparative analysis reveals that male headteachers have a better ability to maintain school infrastructure than the female while its *P-value* is insignificance and higher than the 0.05. Almost similar results were observed in organizing co-curricular activities in school while its *P-value* is insignificance and higher than the 0.05. Further data depicted that the ability of human resource utilization and management both male and female were almost the same and its *P-value* is insignificance and higher than the 0.05 while in financial resource management the mean score of female headteachers is higher than the mean score of male and its *P-value* is insignificance and higher than the 0.05. Empirically, it can be said that the leadership attributes of male headteachers

were slightly found better than the female headteachers while financial resource management skills are better in female head teachers.

Table 3.Perspectives of the Teachers on the Effects of Gender on the Effectiveness of the School Headship

Sr. No.	Leadership Attributes	Gender	Mean	S.D	't'	df	P-Value
1	Maintenance of School infrastructure	Male	1.96	1.197	1.975	106	0.050
		Female	1.46	1.424			
2	Organizing Co-curricular activities	Male	1.11	1.076	2.293	106	0.024
		Female	1.59	1.267			
3	Human resources utilization & management	Male	1.94	1.071	2.541	106	0.013
		Female	1.41	1.125			
4	Financial resources management	Male	1.74	1.306	1.191	106	0.236
		Female	1.46	1.111			

Total Male = 2.94, Female = 2.48

Table 3 explains the perspective of the teacher on the effects of gender on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of male and female schools by considering the opinion of teachers. This comparative analysis reveals that male headteachers have a better ability to maintain school infrastructure than the female while its *P-value* is the significance and is equal to the value of 0.05. When teachers were asked about the ability to organize co-curricular among the male and female head teaches, most of the respondents opined that female headteachers have a better ability to organize the co-curricular activities and its *P-value* is significant and is less than 0.05. The ability to organize co-curricular activities in school, male performing better than females according to the opinion of teachers while its *P-value* is insignificant and less than the 0.05. Further data depicted that the ability of human resource utilization and management the performance of male headteacher were found better and its *P-value* is insignificant and less than the 0.05 while in financial resource management the mean score of male headteachers is higher than the mean score of female headteachers and its *P-value* is insignificant and less than the 0.05. Empirically, it can be said that the leadership attributes of male headteachers according to the opinion of teachers were slightly different from the opinion of headteachers in the table above.

Table 4.Perspectives of the Students on the Effects of Gender on the Effectiveness of the School Headship Sr.

No.	Leadership Attributes	Gender	Mean	S.D	't'	df	Sig
1	Maintenance of School infrastructure	Male	2.71	1.422	0.300	358	0.764
		Female	2.66	1.387			
2	Organizing Co-curricular activities	Male	3.11	1.396	2.122	358	0.035
		Female	2.79	1.385			
3	Human resources utilization & management	Male	2.54	1.207	1.359	358	0.175
		Female	2.72	1.274			
4	Financial resources management	Male	2.68	1.203	1.010	358	0.313
		Female	2.55	1.300			

Total Male = 2.76, Female = 2.68

Table 4 explains the perspective of the heads on the effects of gender on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of male and female schools by considering the opinion of students. This comparative analysis reveals that male headteachers have a better ability to maintain school infrastructure than the female while its *P-value* is insignificant and higher than the 0.05. Almost similar results were observed in organizing co-curricular activities in school while its *P-value* is significant and less than 0.05. Further data depicted that the ability of human resource utilization and management both male and female were almost the same and its *P-value* is insignificant and higher than the 0.05 while in financial resource management the mean score of female headteachers is higher than the mean score of male and its *P-value* is insignificant and higher than the 0.05. Empirically, it can be said that the leadership attributes of male headteachers were slightly found better than the female headteachers according to students' perspectives.

Table 5.Perspectives of the Heads on the Effects of Residence on the Effectiveness of the School Headship

Sr.No	Leadership Attributes	Residence	Mean	S.D	't'	df	Sig
1	Maintenance of	Urban	1.61	0.778	-1.085	34	0.286

2	School infrastructure	Rural	1.89	0.758			
		Urban	2.17	0.985	-1.466	34	0.152
3	Organizing Co-curricular activities	Rural	1.72	0.826			
		Urban	1.76	0.878	0.000	34	1.000
4	Human resources utilization & management	Rural	1.78	0.877			
		Urban	1.61	0.698	1.019	34	0.315
	Financial resources management	Rural	1.39	0.608			

Total Urban = 1.79, Rural = 1.69

Table 5 explains the perspective of the heads on the effects of residence on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of urban and rural schools by considering the opinion of headteachers. This comparative analysis reveals that rural headteachers have a better ability to maintain school infrastructure than the urban while its *P-value* is insignificance and higher than the 0.05. When headteachers were asked about the ability to organize co- curricular among the urban and rural area head teaches, most of the respondents opined that rural area headteachers have a better ability to organize the co-curricular activities and its *P-value* is significant and is less than 0.05. Further data depicted that the ability of human resource utilization and management the performance of urban area headteacher were found similar and its *P-value* is insignificance and greater than the 0.05 while in financial resource management the mean score of urban area headteachers is greater than the mean score of rural area headteachers and its *P-value* is insignificance and 1 than the 0.05. Empirically, it can be said that the leadership attributes of rural area headteachers according to the opinion of headteachers were slightly better than the urban area school heads.

Table 6.Perspectives of the Teachers on the Effects of Residence on the Effectiveness of the School Headship

Sr.No	Leadership Attributes	Residence	Mean	S.D	't'	df	Sig
1	Maintenance of School infrastructure	Urban	2.48	1.285			
		Rural	2.94	1.352	-1.824	106	0.071
2	Organizing Co-curricular activities	Urban	3.04	1.165			
		Rural	2.67	1.213	1.618	106	0.109
3	Human resources utilization & management	Urban	2.63	1.202			
		Rural	2.72	1.054	-0.426	106	0.671
4	Financial resources management	Urban	2.69	1.043			
		Rural	2.52	1.370	0.711	106	0.478

Total Urban = 2.71, Rural = 2.72

Table 5 explains the perspective of the teachers on the effects of residence on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of urban and rural schools by considering the opinion of teachers. This comparative analysis reveals that rural headteachers have a better ability to maintain school infrastructure than the urban while its *P-value* is insignificance and higher than the 0.05. When teachers were asked about the ability to organize co- curricular among the urban and rural area head teaches, most of the respondents opined that urban area headteachers have a better ability to organize the co-curricular activities and its *P-value* is insignificance and is greater than the 0.05. Further data depicted that the ability of human resource utilization and management the performance of urban and rural area headteacher were found similar and its *P-value* is insignificance and greater than the 0.05 while in financial resource management the mean score of urban area headteachers is greater than the mean score of rural area headteachers and its *P-value* is insignificance and 1 than the 0.05. Empirically, it can be said that the leadership attributes of urban area headteachers according to the opinion of teachers were slightly better than the rural area school heads.

Table 7.Perspectives of the Students on the Effects of Residence on the Effectiveness of the School Headship

Sr. No	Leadership Attributes	Residence	Mean	S.D	't'	df	Sig
1	Maintenance of School infrastructure	Urban	2.46	1.412			
		Rural	2.91	1.363	-3.115	358	0.002
2	Organizing Co-	Urban	3.12	1.360	2.353	358	0..019

	curricular activities	Rural	2.78	1.416			
3	Human resources utilization & management	Urban	2.33	1.246	-4.623	358	0.000
		Rural	2.92	1.170			
4	Financial resources management	Urban	2.47	1.283	-2.200	358	0.028
		Rural	2.76	1.207			
<i>Total</i>		Urban = 2.60,	Rural = 2.85				

Table 6 explains the perspective of the students on the effects of residence on the effectiveness of the school headship. The purpose of asking this question was to know the leadership attributes of urban and rural schools by considering the opinion of students. This comparative analysis reveals that rural headteachers have a better ability to maintain school infrastructure than the urban while its *P-value* is insignificant and less than 0.05. When students were asked about the ability to organize co-curricular among the urban and rural area head teachers, most of the respondents opined that urban area headteachers have a better ability to organize the co-curricular activities and its *P-value* is significant and is less than 0.05. Further data depicted that the ability of human resource utilization and management the performance of urban and rural area headteacher were found similar and its *P-value* is significant and less than the 0.05 while in financial resource management the mean score of rural area students is greater than the mean score of urban area students and its *P-value* is significance and less than the 0.05. Empirically, it can be said that the leadership attributes of rural area headteachers according to the opinion of students were slightly better than the urban area school heads.

#### IV. DISCUSSION AND CONCLUSIONS

As the first research question of the study was to identify the role and responsibilities of headteachers in the effective management of school matters. The different research studies revealed that prepare the agendas and minutes of meetings held with students' parents and proper arrangements for safety and security procedure. Further studies described that designing school vision, goals, and objectives for the implementation of government policies, an arrangement of record for staff and students attendance, managing and preparing the records for the local, district, and provincial level inspection material, engaging the students with self-directive learning, managing and arranging curriculum and prepare effective teacher assessment guidelines for students, maintenance of school infrastructure and physical material, organizing the co-curricular activities in the school with the involvement of other staff members of the school, human resource utilization, and management of different aspects of school headship and effective and efficient use of financial resources.

When respondents were asked, is there any difference in the headship effectiveness based on gender or geographic belonging? Most of the headteachers, secondary school teachers (SSTs), and Secondary School Students have a different opinion about the attributes of school administration. This comparative analysis reveals that male headteachers have a better ability to maintain school infrastructure than the female. Almost similar results were observed in organizing co-curricular activities in school. Further data depicted that the ability of human resource utilization and management both male and female were almost the same while in financial resource management the mean score of female headteachers is higher than the mean score of males. When this question was asked by the teacher about the headteacher's attributes, boys' school head teachers' performance found slightly better than the performance of girls school heads. Empirically, it can be said headteachers' attributes of male head teachers were slightly better than the female headteachers according to students' perspectives. Data further explored that the leadership attributes of rural area headteachers according to the opinion of headteachers were slightly better than the urban area school heads. Based on the analysis of the study it is concluded that the leadership attributes of urban area headteachers according to the opinion of teachers were slightly better than the rural area school heads. Empirically, it can be said that the leadership attributes of rural area headteachers according to the opinion of students were slightly better than the urban area school heads.

#### V. RECOMMENDATIONS

The current study was carried out for the pursuit of effective administrative practices. Based on the conclusions of the study following measures were prepared as a suggestion for the betterment of policy and functions of school administration.

1. The administration at the school level was badly affected by the shortage of resources in South Punjab. It is recommended that ample funds might be allocated for NSB (Non-Salary Budget). This will school administration in meeting the daily demands in the institution.

2. The local community can play a meaningful role in the betterment of the school in many ways. The purpose of behavior modification and all-round development of the students cannot be achieved without the help and cooperation of the parents. It is recommended that the society should be involved in the policy and strategic planning process. This may help in resolving the academic and psychological issues of the students.
3. It was observed in the survey that school management was reluctant in using technology. The majority of the heads were dealing with their office work manually. It is therefore recommended that pieces of training workshop may be organized in the use of technology and modern pedagogical techniques.
4. Neighboring community and representatives of the Political Parties may share their suggestions and co-operation for the improvement of the education sector; they must not pressurize the management for their political gains. The intervention of any type in the issues of the school must not be allowed.
5. The reported missing facilities in buildings, classrooms, and ancillary services may also be provided on an urgent basis.

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