



## Evaluation of Role of Head Teachers in Quality Improvement of Schools at Primary Level

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**Abstract-** School administration plays a vibrant role in enlightening the quality of schools. Head teachers play their role as a leader to shape up the culture of the school that is conduct to learning. The heads of the school promote forward-looking standpoints and generate self-confidence among the team members. The following study was designed to assess the role of head teachers in improving the quality of primary level schools. The study was descriptive in nature. A survey method was adopted to collect the data. All primary school level teachers and head teachers of the District Rahim Yar Khan were the populations of the study. In total 2250 primary schools in District Rahim Yar Khan, there were 1035 boys and 1215 girls' schools. A multistage sampling technique was adopted to collect the data. Through this technique, in the first stage, 500 schools from four tehsils were selected. At the level second stage, one head teacher and two school teachers were selected. In the end, there were 500 head teachers and 1000 teachers as the respondents of the study. Two questionnaires were developed for head teachers and teachers of primary school. Questionnaires were on a five-point Likert scale. The reliability of the questionnaires was made sure by Cronbach's alpha. Data were collected by survey method. Among 500 head teachers and 1000 teachers, questionnaires were distributed. 81% and 75% was the rate of return respectively for teachers and head teachers. Data were organized and screened with software (SPSS). Descriptive and inferential statistics were employed to compute the desired results. The main findings of the study reveal that head teachers were playing their role very well but some areas such that neatness in schools, appreciation of teachers, and disciplinary rules was ignored. Based on findings it was recommended that the head teachers needed to conduct some training sessions for teachers, appreciate them, and implement a uniform disciplinary rule in the schools.

**Keywords:** Head teacher, Administration, supervision, Quality, Primary School

### I. INTRODUCTION

The schools are supervised and administered by the heads. Including the school as an organization and the human resource including teachers and care for staff for administration to the students, is firmly identified with a human component. It is a creativity that is useful in planning human and material resources to accomplish the objectives set for a school. The term organization has been gotten from the Latin word "minister" which means administration delivered to others for their government assistance (Bass, 2009). Bolman (2003) has explained the idea of organization which demonstrates that great control is the element of all effective movement. It isn't just academic information; however the information on all other related issues that is essential to the individuals who are liable for managerial undertakings. The capacity of the executives, as per Terry and Franklin (2000), management is a particular cycle comprising of exercises of arranging, sorting out, and controlling, performed to decide and achieve expressed goals with the utilization of individuals and different assets. Notwithstanding the previously mentioned exercises, the administration carries the request to attempts by joining secluded functions into significant connections. As per Rue and Ajayi (2002), the executives are a type of work that includes planning an association's assets - land, work, and capital - to achieve authoritative destinations. An examination was directed in twenty grade schools in Chegutu Education District of Zimbabwe. The motivation behind the investigation was to build up the view of grade school heads on the organization and the board of schools in Zimbabwe. It further tried to set up the degree to which elementary school heads were acquainted with their obligations and duties and whether they saw themselves as either school overseers or school directors or both.

Salfi (2011) expressed that most of the head teachers of developed Primary schools in Pakistan built up a typical and shared school vision and advanced culture of coordinated effort, support, and trust. They engaged others to lead and dispersed initiative duties all through the school; included various partners during the time spent dynamic; created and kept up great connections among the various staff of the school network. They underlined the expert advancement of teachers just like themselves and included guardians and networks during the time spent in school improvement. The head teacher at the primary level in Pakistan ought to be advanced based on experience as well as based on responsibility, initiative, and the board characteristics, vision for accomplishing something for the country and they ought to be given thorough preparation before taking responsibility for the head teacher. Head teacher ought to conduct discipline, security, wellbeing, and a contamination-free culture in the school just as encompassing zones to have affecting teaching (Tariq, 2012). The part of head teachers is significant for the smooth running of the school. In any case, the head teachers don't play their role sincerely. In most rustic associations: school the executive's council (SMCs) or Parents' Teachers Association (PTA) are constrained by politically persuasive people who have next to no intrigue in the progress of schools. Generally, the achievement is owed to absolutist head teachers or any NGO that produce an interface among network and schools (NEP, 2009). There was have to assess part of the head teacher by examination to set up a strategy for the future.

### **Head Teachers and School Improvement**

Head teachers and school change system are identified with each other as head teachers are the vital people in the school the board structure (Ubben, Hughes, & Norris, 2015). Where events of significant worth training exist there is constantly a visionary head teacher included during the time spent arranging a Code of conduct for teachers and its execution. Other than substitute factors affecting the idea of preparing in the schools, non-openness/arranging of the Code of conduct and inadequacies in its execution make an antagonistic impact on school the board structure. The arrangement of standards for teachers is a segment that contributes ideal towards quality administration and school change (Reynolds, et. al 2014). Simply visionary head teachers may deal with the school and make it compelling using their administrative and academic exercises for school changes through their power and the executive's capacities. Their practices may be different without trying to hide and private evaluation schools and reflect unmistakable outcomes (Trickett et al., 2011). The centrality of the piece of head teachers in improving school places has been focused on in multidimensional manners; (Wayman&Stringfield, 2006) focused on "tending to of issues by an assistant school head teacher (ethnographic)". Correspondingly (Marzano, 2003) states "Start to uncover what's underneath of a splendid school; you are inclined to find a stunning Head teacher". (McDonnell, 2011) watched that Code of conduct for the teachers is mandatory essential for quality administration in schools. As said above, the difference in school execution requires a total cutoff for change and consistent turn of events. An investigation into the necessities for execution change enables six estimations of a school to be perceived that is useful or non-accommodating for headway (Lunenborg, 2010). The aptitudes of individuals must be recognized if the associations within the schools are reliably making. The other portion of the legitimate breaking point is framework knowledge. Since complex social structures will in general convey over-weight and crack in a non-straight creating style, schools are continually being bombarded by overwhelming and separated headways (Dugan & Komives, 2010).

The success and quality of education system largely depends upon school administration. The educational administration in Pakistan lacking in number of ways. There is a lack of qualified administration, conservative approach to run an institute, lack of adequate rules of service, and political interferences were the main obstacles for school administration. The 80% of the school administration possess no job related training (Nwankwo, 1983). There is growing need to find appropriate administrative measures to encounter the academic requirements. The changes required in the structure and procedures of the existing system of school administration to cope the future demands.

### **Statement of the Problem**

To cope with the new arriving issues and modern trends in the field of school education department role of head teachers is very significant. Teachers can also work more effectively if the head teacher is capable and talented in his/her work. Therefore the current study was planned to assess the role of head teacher in facing the complex and large problems. This study is carried out to treasure ways to expand the quality of the schools at the primary school level. While designing this study it was considered that the study will contribute positively to planning and management for the primary level schools.

### **Objective of the Study**

The objectives of the study were the following:

1. To assess the role of the head teachers in improving quality at the primary school level.
2. To know the deficiencies in the administrative machinery of schools at the primary level.

3. To give useful recommendations to improve the role of head teacher at primary level.

### **Delimitations of the Study**

While designing the study it was delimited to teachers and head teachers of Primary schools of the public sector in District Rahim Yar Khan.

### **Significance of the Study**

The research will be proved beneficial for the head teacher to assess their role in school improvement. Primary schools will also get benefit from this study to know about their strengths and weaknesses. Areas that needed to be improved can be identified by policymakers by seeing the results of this study. Training can be planned to teach the teachers effective management. The findings of the study will also be helpful for primary school management.

## II. METHOD OF THE STUDY

The study was descriptive. A survey method was adopted to collect the data.

### **Population of the Study**

All primary school level teachers and head teachers of the District Rahim Yar Khan were the populations of the study. In total 2250 primary schools in District Rahim Yar Khan, there were 1035 boys and 1215 girls schools.

### **Sample and Sampling Procedure**

A multistage sampling technique was adopted to collect the data. Through this technique, in the first stage, 500 schools from four tehsils were selected. At the level second stage, one head teacher and two school teachers were selected. In the end, there were 500 head teachers and 1000 teachers as the respondents of the study.

### **Research Instrument**

Two questionnaires were developed for head teachers and teachers of primary school. Questionnaires were on a five-point Likert scale. Each questionnaire consisted of two parts: part one for demographic information and part two was comprised of statements for assessing the role of head teachers. The content of the second parts of both questionnaires was the same. Main standards discussed in the questionnaires were personal traits (9 statements), school environment (6 statements), effective communication (10 statements) planning and strategies (10 statements), resources and development (8 statements), teachers and students evaluation and assessment (10 statements), Knowledge of Values/Social Life Skills (5 statements), Community Partnership (5 statements), Student's Disciplinary Rule (8 statements). Research tools were validated by six experts; among them, two were school teachers, two were educationists and two were head teachers. The reliability of the questionnaires was ensured by Cronbach alpha that was  $r = 0.913$  and  $r = 0.923$  respectively for teachers and head teachers. Inter correlation of all factors was also computed which was significant at the level of 0.01.

### **Data Collection**

Data were collected by survey method. Among 500 head teachers and 1000 teachers, questionnaires were distributed. 81% and 75% was the rate of return respectively for teachers and head teachers.

### **Data Analysis**

Data were organized and screened with software SPSS (SPSS). Descriptive and inferential statistics were employed to compute the desired results.

## III. RESULTS OF THE STUDY

Data of the study were analyzed applying to mean score and t-test statistics. Results have been given in tables in this chapter. To interpret data to mean score 3.50 and above was taken as a criterion to interpret respondents' agreement to the statement. But, to accept the statement right, the insignificant mean difference between groups' mean scores was taken as a criterion.

Table 1. Role of Head Teachers in School Improvement

<b>Standard -1 Personal Traits</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig.
Teachers	3.90	1.042	.051	1152	0.151	0.067	2.23	0.02
Head teachers	3.75	1.131	.041					
<b>Standard-2 School Environment</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig.

Teachers	3.616	1.237	0.0041	1152	0.153	0.0770	1.77	0.04
Head teachers	3.563	1.255	0.045				8	7
<b>Standard-3 Effective communication</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.253	1.287	0.005	1152	0.087	0.079	1.08	0.02
Head teachers	3.167	1.260	0.046				9	7
<b>Standards-4 Planning and Strategies</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.399	1.248	0.0017	1152	-0.221	0.0739	-2.99	0.00
Head teachers	3.620	1.172	0.0428					3
<b>Standard-5 Resources and Development</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.667	1.198	0.0595	1152	0.000	0.072	0.00	0.99
Head teachers	3.667	1.181	0.0431				5	6
<b>Standards-6 Teachers and Students Evaluation and assessment</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.544	1.261	0.0020	1152	0.126	0.0801	1.57	0.11
Head teachers	3.518	1.320	0.0482				1	6
<b>Standard-7 Knowledge of Values/Social Life Skills</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.509	1.228	0.0007	1152	0.078	0.0759	1.02	0.30
Head teachers	3.431	1.232	0.0450				8	4
<b>Standard-8 Community Partnership</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	263.0	37.2	1.846	925	2.077	2.3437	0.88	0.37
Head teachers	265.0	34.7	1.482				6	6
<b>Standard-9 Student's Disciplinary Rule</b>								
Groups	Mean	Std. Deviation	Standard Error	df	Mean Difference	Standard Error Difference	t-value	Sig
Teachers	3.650	1.188	0.0370	1152	0.0326	0.0730	0.44	0.65
Head teachers	3.617	1.183	0.0432				6	6

Table 1 reveals the results of descriptive and inferential statistics regarding the standard personal traits of teachers and head teachers. The mean score of teachers and head teachers' traits fall in the criteria ( $< 3.50$ ). Results of the t-test (t-value and  $p= 0.026$ ) show that there was a significant mean difference among the opinions of teachers and head teachers on standard personal traits. It also explores that head teachers don't make efforts to groom the personal traits of teachers. Data reveals the results of descriptive and inferential statistics regarding the standard school environment. The mean score of teachers and head teachers' traits fall in the criteria ( $< 3.50$ ). Results of the t-test (t-value= 1.998 and  $p= 0.026$ ) show that there was a significant mean difference among the opinions of teachers and head teachers on standard personal traits. It also explores that head teachers were unable to adopt effective strategies to make the school environment effective. Data also reveals the results of descriptive and inferential statistics regarding the effective communication of head teachers with school teachers and students. The mean score of teachers and the head teacher's traits do not fall in the criteria ( $> 3.50$ ). Results of the t-test (t-value= 1.089 and  $p= 0.0276$ ) show that there was a significant mean difference among the opinions of teachers and head teachers on standard personal traits. The greater mean score of teachers shows that head teachers were unable to adopt effective communication strategies to communicate with teachers and students. Data explores the results of descriptive and inferential statistics regarding the planning strategies of head teachers with school teachers and students. The mean score of teachers and head teachers' traits do not fall in the criteria ( $> 3.50$ ). Results of the t-test ( $-2.99$ ,  $P= 0.003$ ) show that there was a significant mean difference among the opinions of teachers and head teachers on standard personal

traits. The mean score of head teachers shows that head teachers adopted effective strategies and planned well to make the school system more effective. Data explores the results of descriptive and inferential statistics regarding the planning strategies of head teachers with school teachers and students. The mean score of teachers and head teachers regarding the standard resources and development fall in the criteria ( $< 3.50$ ). Results of t-test t-value = 0.073,  $P = 0.996$  show that there was no significant mean difference among the opinions of teachers and head teachers on standard personal traits. The mean score of head teachers shows that head teachers adopted effective strategies and planned well to make the school system more effective. The above data depicts the results of descriptive and inferential statistics regarding the mean he standard teacher students and assessment. Mean score of teachers and head teachers regarding the standard resources and development fall in the criteria ( $< 3.50$ ). Results of t-test t-value = 1.571,  $P = 0.116$  show that the head teacher's significant mean difference a month mean opinions head teachers and head teachers on standard head teachers. Mean score of head teachers shows that both teachers and head teachers accepted the teacher students' evaluation and assessment strategies. Data in the above table also depicts the results of descriptive and inferential statistics regarding standard social skills. The mean score of teachers and head teachers regarding the standard resources and development do not fall in the criteria ( $> 3.50$ ). Results of the t-test (t-value = 1.028,  $P = 0.304$ ) shows that there was no significant mean difference among the opinions of teachers and head teachers on standard personal traits. The greater mean score of teachers shows that was failed to adopt strategies to enhance the social skills of school teachers. Data indicates the results of descriptive and inferential statistics regarding the community partnership. The mean score of teachers and head teachers regarding the community partnership fall in the criteria ( $> 3.50$ ). Results of the t-test (t-value = -0.886,  $P = 0.376$ ) shows that there was no significant mean difference among the opinions of teachers and head teachers on standard community partnership. The greater mean score of head teachers shows that they have an effective community partnership with their teachers and students. Data indicates the results of descriptive meaning inferential satisfaction head teacher the students' disciplinary rules. Mean score of teachers and head teachers regarding the students' disciplinary rules fall in the criteria ( $> 3.50$ ). Results of the t-test (t-value = 0.446,  $P = 0.656$ ) shows that there was no significant mean difference among the opinions of teachers and head teachers on standard community partnership. The greater mean score of head teachers shows that they have good disciplinary rules for students.

#### IV. DISCUSSION

Schools are responsible to develop the social and personal skills of students. Schools plan and organize activities to socialize and improve and realize the abilities of the students.

As senior teachers, school head teachers assume a key part in school achievement and their authority aptitudes exceptionally add to the development of schools (Cemaloğlu, 2002; Şişman, 2004). An able and viable boss is one who influences others in the achievement of the association, persuades them, and remembers them for the cycle. The essential obligation of the school head teacher is to have their school arrive at its objectives (Yavuz, 2006). The regulatory capabilities of the head teacher have a huge effect on the nature of school instruction. The current investigation was configuration to assess part of Head teachers in school improvement. The discoveries of the examination uncover that the head teacher of the distinctive government-funded schools has adequate information about the topic abilities and aptitudes to address the difficulties. These discoveries are predictable with the consequences of numerous past examinations that head teachers' information and abilities about the topic have a critical effect on the solid learning climate of the school (Fullan, 2005; Schulte et al., 2010; Wong & Nicotera, 2007).

Current research features that the majority of the head teachers look into the accessibility of materials for the improvement of the school and staff. Best utilization of the hotspots for the improvement of the school staff shows the managerial abilities of the teachers that contribute to the advancement of teaching schools. These discoveries of the examination straightforwardly relate with the discoveries of the investigation directed by (Ayık & Ada, 2009; Helvacı & Aydoğan, 2011) that effective utilization of accessible assets shows the head teacher's regulatory abilities.

The findings of the research area the similar to the consequence of past studies directed by (Savaş, 2012) that, the head teacher has adequate information about the objective setting, improvement in teachers' works quality, the arrangement of staff issues, generally the board and distinctive instructing procedures. Information about these capabilities helps in creating a majority rule climate among staff.

The Head teacher is answerable for teachers' appraisal dependent on input, staff execution, learning accomplishment of understudies, and self-evaluation exercises and techniques. Additionally, Hampton (2005) affirmed that effective school head teachers are liable for organizing instructive projects for surveying the presentation of the staff and giving them input and completing amendatory exercises when



important to improve understudy achievement. As indicated by Harris (2007), the school head must keep correspondence bursting at the seams with the school and students.

It was seen that a large portion of the standards was conveying adequately and have adequate information about the utilization of correspondence for giving data on an ideal opportunity to the teachers, parents, and students for learning, exercise arranging and frequent examination of work to address the difficulties comparably expressed by Lopez, Gonzalez, and Fierro (2006) that powerful teaching administration requires being useful and mindful and having great relational abilities. All in all discoveries of the investigation shows the faculty the executives' aptitudes of the head teachers for compelling schools "organization which include: head distinguishing what spurs his staff, perceiving the endeavors of his staff, spurring the staff, including staff in dynamic, discussing adequately with the staff, empowering suitable staff for the proficient turn of events. These discoveries look like with (Adegbemile, 2004) who announced that empowering staff proficient advancement help teachers to enhance their shortcomings. These discoveries likewise take after with (Ngoka, 2000) who revealed those practices that show administration competency and peacemaking abilities which incorporate among others: sets desires, models practices anticipated from others, and great job execution.

## V. CONCLUSION AND RECOMMENDATIONS

Head teachers were able to enhance the personal traits of teachers in terms of managing routine and special activities, improving subject matter of teachers, constructing students' knowledge, developing the confidence of teachers and students, and making curriculum understandable for the teachers and students. Moreover, head teachers were in the front line to maintain and making clean the school environment but their strategies were not more effective than teachers of the school. Head teachers were also committed to providing the facilities to teachers and students in the classroom, arranging classrooms so that they were comfortable for students. Head teachers were also agreed and successful in providing clean drinking water to students and staff teachers. School head teachers proved themselves as a good mentor for junior teachers. They guided and gave information to the teachers, conducted parent-teacher meetings, and helped parents in resolving problems regarding their children's studies. Head teachers were also committed to providing the latest technologies to the teachers and effective communication channels. However head teachers' work was not more effective in planning strategies regarding school improvement, helping teachers to enhance their abilities, address, and remove their weaknesses. Head teachers were unable to defend their staff when they were not on the right way and need the help of the senior teachers. Head teachers were very successful in providing and adopting disciplinary rules for their teachers and students. Moreover, head teachers do not give enough stress to teachers to enhance their critical thinking skills. Based on the results of the study following recommendations were made:

1. Results of the study reveal that head teachers were not taking interest in enhancing the subject competencies of the school teachers so, it was recommended that head teachers should adopt strategies to enhance the subject matter of the teachers.
2. To make the environment of the school favorable and clean head teachers must make efforts so that students' learning can be more effective.
3. The communication system of the head teacher should also be more advanced and use reliable sources to keep parents in contact.
4. Appreciation of school teachers is the most important factor to maximize their performance. Teachers should be appreciated properly.
5. Strategies to develop critical thinking skills of school teachers should also be adopted.
6. Science labs in schools should also be more equipped.
7. Students should be aware of the school disciplinary rules and strategies should be adopted to make them followed by students.

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