



## ROLE OF THE PRINCIPAL IN IMPROVING TEACHERS' PROFESSIONAL DEVELOPMENT (TPD)

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**ABSTRACT-** The present study focuses on the role of the principal in improving Teachers' Professional Development (TPD). The objectives of the study were to find out the role of the principal in improving Teachers' Professional Development (TPD) and to find out the differences in the role of the principal in improving Teachers' Professional Development (TPD). The researcher adopted quantitative research design for this study. The quantitative data was collected through questionnaire. The population consist of 413 principals/Headmasters and 1523 Secondary School Teachers (SSTs) working at secondary school level. The current study took all the principals and teachers as the main population. A sample of 332(18%) participants/individuals of the whole population was selected by using stratified sampling method in which there were 68 principals and 264 SST's. questionnaire was used as data collection instrument. The results indicated that no school principal has unique position in school and play a significant role in improving PD of teachers. Also, the view s of principals and teachers are same regarding the role of principal in improving teachers' professional development.

**Keywords:** Secondary School Teachers (SSTs), Teachers' Professional Development (TPD)

### I. INTRODUCTION

Leadership plays an important role in the success of any organization, either it may be of business, industry or education. Yukl (2006, p.8) defined leadership is as "the process of assisting people and shared hard work to achieve shared objectives. Or it is the process of helping individuals and shared efforts to accomplish joint objectives. Leadership is basically managerial skill requires the capability to give confidence a set people of towards common goal.

CPD is the key element in the improvement of teaching and learning in the eyes of Government. MoE (2010, p.12) defined it as "formal training courses like full-time or part time, sharing of experiences in meetings with other teachers, action research, and mentoring and study groups. Teacher professional development means all those planned and systematic activities carry out by teachers to increase their knowledge, skills, know and how with work in connection with the essentials and interests of teachers personally or professionally nurture and goals of schools helping in flourishing the school.

Berry (2004) described that the role of principal is very important to support teachers' professional development activities for the success of teachers' professional growth. In other words the leadership role of school principal is critical, if he effectively implement TPD program. The school principal can influence effective teachers' professional development programs to stress on actively participation of teachers. Their role is crucial in stimulating, strengthening the staff, encouraging and affirming their efforts, speed the live process of communication and establish an ongoing process of consultation.

The school principals' leadership role is pivotal to increase their staff level of participation in CPD activities formulated under school based policy. They collaboratively identify CPD requirements; build up the content, offer and asses the program. Generally leadership role of the school principal is significant because of taking part in school improvement process within their schools.

Principals must be capable and skilled to play different roles to show better performance in their job. They ought to have the desired abilities, if they want to effectively perform their roles. The Ministry of Education pointed out five key abilities of school principal. 1) Leading and facilitating vision of learning, 2) Development and management of school community relationship, 3) Lead and develop team and individuals, 4) leading and management of teaching and learning, 5) leading and management of school operations and resources.

So therefore all the secondary school principals are required to develop the basic and essential abilities needed for carrying out their roles effectively. Their service as educational leader should be responsible for managing the policies, regulations and the measures to ensure that all pupils gained the basic and essential knowledge, skill and mind-set according to the determined and approved curriculum of education.

Therefore, researcher in this study explored the role of principal to improve professional development of teachers at secondary schools of Khyber Pakhtunkhwa. The present study was conducted in southern districts of Khyber Pakhtunkhwa: Bannu, Lakki Marwat and Dera Ismail.

### **Statement of the Problem**

Drake and Roe (2002) described that the role of school principal is too much significant to provide opportunities of PDPs of teachers and implement. Research confirmed that some principals are more successful than others to plan, create, and give practical shape to PDPs of teachers in the school.

Principals should knowledgeable, and capable to guide and help classrooms teachers through PD to enhance teachers' pedagogical knowledge of new standards. Therefore the researcher investigated the principal role to improve professional development of teachers.

The present study focuses on the role of the principal in improving Teachers' Professional Development (TPD).

### **Significance of the Study**

The present study was conducted to highlight the school principal role in teachers' professional development. The study will benefit the school principals, teachers and apex bodies. This study will bring to light different approaches used by the school principals to appraise the teachers' need of professional development. For this rationale, the current study will provide a vision with respect to leadership qualities in School Heads, principals have to arrange favorable environment and get better teachers' professional development program.

### **Objectives of the Studies**

The objectives of the study are:

1. To find out the role of the principal in improving Teachers' Professional Development (TPD).
2. To find out the differences in the role of the principal in improving Teachers' Professional Development (TPD).

### **Hypotheses of the study**

H<sub>01</sub>: There is no noteworthy difference in Mean Score between Principal and SSTs regarding role of principals as Stewards

H<sub>02</sub>: There is no noteworthy difference in Mean Score between Principal and SSTs regarding role of principals as Model

H<sub>03</sub>: There is no noteworthy difference in Mean Score between Principal and SSTs regarding role of principals as expert

H<sub>04</sub>: There is no noteworthy difference in Mean Score between Principal and SSTs regarding role of principals as instructional leader

### **Limitations of the Study**

The core shortcomings or drawbacks of a study are always its limitations. The current study is focused within the location of Khyber Pakhtunkhwa Southern Districts; hence the findings of the study are not to be extended to other district. The principals are going to be completed self-rated instrument under this study. Therefore, it will rather possible that principals overrated their ability level. So such kind of data may not be reflective the true proficiency level of Principal.

### **Delimitations of the study**

The study is delimited to:-

The underhand study delimited to three districts of Southern Area of Khyber Pakhtunkhwa. The School Heads and Teachers of Secondary Schools participated in the Study. Questionnaire for quantitative data and Semi-Structured interview utilized for data collection in the present study.

## II. LITERATURE REVIEW

### **Role of Teachers in Continuous Professional Development**

Secondary school teachers are professionally developed by continuous professional development. It means any professional development activity helps in insert professional knowledge and increasing professional skills of teachers and in so doing to capable students to learn more efficiently.

Teacher have so many roles in continues professional development. Taken from Ministry of Education Documents (2009), The following activities are necessary for the teachers to face: to keep them busy in their own CPD throughout their career life; in conference with others for example as a Mentor and supervisor, identification of their own continuous professional development needs required to the institution, working in group with their peers for the improvement in teaching and learning, keeping himself busy to bring into practice CPD in the classroom, committed to support the CPD needs of their institution, and to keep and maintain record of all CPD.

### **Leadership and Teacher Professional Development**

Actually Leadership is the process that can easily mold the behavior of others' towards the achievement of goals. Successful leadership is too much important for the successful achievement of school objectives. Educational activities: Any professional development activity which helps to insert in their (teachers) skills, professional knowledge and enable students to learn more effectively. All formal and informal learning activities support teachers to enhance their classroom instruction and indirectly students' achievement.

### **Role of Secondary School Principals**

There are so many roles of school principals to ensure teaching and learning. So in this section schools' principals general and specific roles to improve the professional development of teachers are briefly discussed.

Lunenburg & Irby (2006) described that the basic accountability of the principal is the encouragement of learning and the success of all the students. Teachers continuing professional development and achieving the school goals are the important elements for the instructional leadership. Principals being leaders directly focused on learning. Fullan (2007). Lunenburg & Carr (2003) described the following five dimensions for success of children. He can perform hopeful collaboration, focus on learning, keeping also record of learning, align curriculum, instruction, assessment as well provision of support. The overall development is possible by the combination of these five dimensions framework.

Spark (2002) said that active principals keep focus on instruction as well students' learning. They are expecting to work collaboratively with teachers, students, parents and as well as community. Such principals help people to do their assigned jobs effectively. Personal and professional code of ethics is also demonstrated by such leaders of the school.

Principals in Khyber Pakhtunkhwa are also responsible for the successful operation of the school. Serving as educational leader, they are accountable for running the policies, procedures and regulations to guarantee that how the teaching learning process is bring into practice in a suitable learning environment according to the predetermine objectives of the school. The development of their staff training programs is also their key responsibility for the achievement of educational objectives bases on the needs of the school (MOE, 2005).

## III. RESEARCH METHODOLOGY

### **Research Design**

The researcher adopted quantitative research design for this study. The quantitative data was collected through questionnaire.

### **Population of the Study**

Educational management information system (EMIS) (2017) found that there are 413 principals/Headmasters and 1523 Secondary School Teachers (SSTs) working at secondary school level. The current study took all the principals and teachers as the main population.

### Sample and Sample Size

The researcher selected 332(18%) participants/individuals of the whole population (1936) by Yamane's (1967) formula. Stratified sampling method was used to select a sample of 332 individuals (principals (68) and SSTs (264)). Stratified sampling method is a probability sampling method which stratifies the whole population with respect to some particular characteristics (Qualification, gender, locality ...). Then the researcher tries to select the required sample in each stratum.

### Research instruments

Khan (2014) described that questionnaire is data collecting tool or research instrument the researcher needs for collection of required information. It is based on Likert five points' scales. The questionnaire is comprised of different sub sections which indicate the school principal roles in different circumstances.

### Analysis of Data

The researcher used inferential and descriptive analysis for the analysis of gathered data, which has been discussed in detail in the following sections.

## IV. RESULTS AND DISCUSSION

**Table 4.1 Presenting the Difference in Mean Score between Principal and SSTs regarding role of principals as Stewards**

Status	n	Mean	S.D	t-Cal	Levene's Test	Sig
Principals	67	3.8678	.54388	.145	.372	.885
SSTs	265	3.8561	.60494			

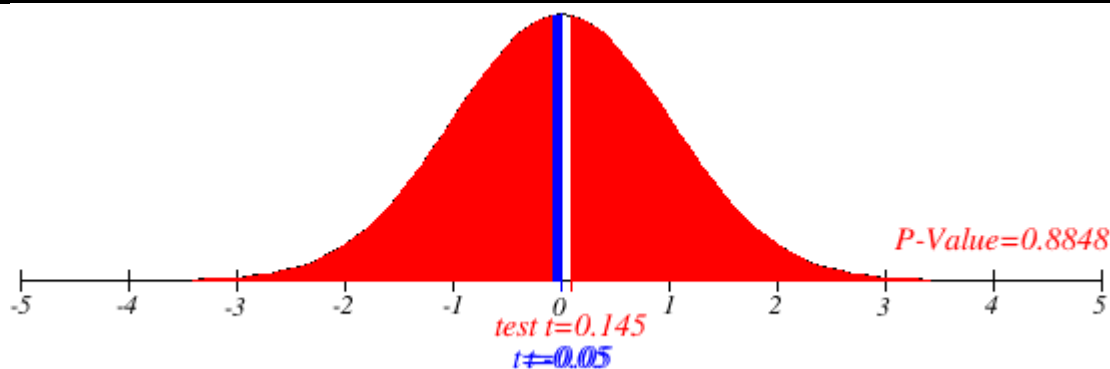


Table 4.18 reveals the statistics about Mean difference between views of Principals and Secondary school teachers regarding the Principal role as Steward. For equality of group variances, Levene's test was performed and the score of Levene's test shows that equal variances assumed ( $P=.372$ ). The table statistics indicates the Mean Score of School Heads and SSTs was calculated 3.86 and 3.85 respectively. The table also reveals that  $P=.885 > .05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as stewards. So,  $H_{01}$  is failed to reject.

**Table 4.2 Presenting the Difference in Mean Score between Principal and SSTs regarding role of principals as Model**

Status	n	Mean	S.D	t-Cal	Levene's Test	Sig
Principals	67	3.8422	.53112	1.65	.024	.099
SSTs	265	3.8154	.66705			

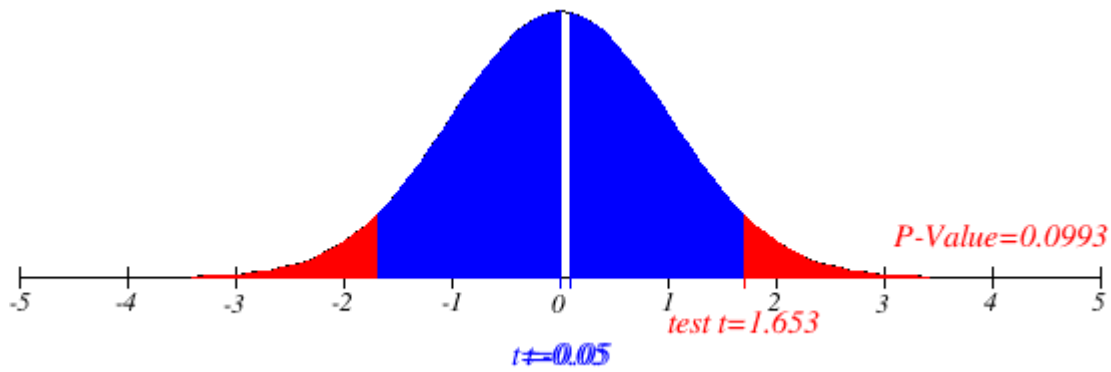


Table 4.19 reveals the statistics about Mean difference between views of Principals and Secondary school teachers regarding the Principal role as model. For equality of group variances, Levene's test was performed and the score of levene's test shows that no equal variances assumed ( $P=.024<.05$ ). The table statistics indicates the Mean Score of School Heads and SSTs was calculated 3.84 and 3.81 respectively. The table also reveals that  $P=.099>.05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as model. So,  $H_{02}$  is failed to reject.

**Table 4.3 Presenting the Difference in Mean Score between Principal and SSTs views regarding role of principals as Expert**

Status	n	Mean	S.D	t-Cal	Levene's Test	Sig
Principals	67	4.0000	.62226	1.68	.041	.092
SSTs	265	3.8528	.69248			

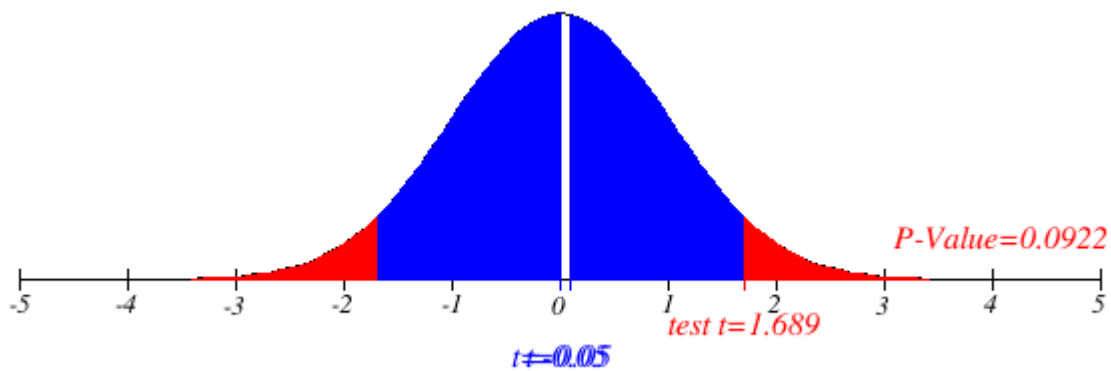


Table 4.20 reveals the statistics about Mean difference between Principals and Secondary school teachers' views regarding the Principal role as expert. For equality of group variances, Levene's test was performed and the score of levene's test assumed no equal variance ( $P=.041<.05$ ). The table statistics indicates the Mean Score of School Heads and SSTs was calculated 4.00 and 3.85 respectively. The table also reveals that  $P=.092>.05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as experts. So,  $H_{03}$  is failed to reject.

**Table 4.4 Presenting the Difference in Mean Score between Principal and SSTs views regarding role of principals as Instructional Leader**

Status	n	Mean	S.D	t-Cal	Levene's Test	Sig
Principals	67	3.7552	.60083	.940	.043	.347
SSTs	265	3.6755	.69329			

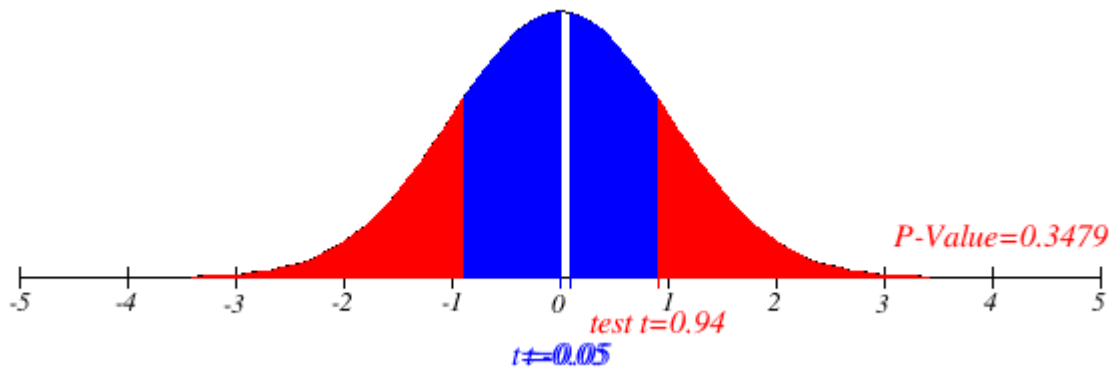


Table 4.21 reveals the statistics about Mean difference between Principals and Secondary school teachers' views regarding the Principal role as instructional leader. For equality of group variances, Levene's test was performed and the score of Levene's test assumed no equal variance ( $P = .043 < .05$ ). The table statistics indicates the Mean Score of School Heads and SSTs was calculated 4.00 and 3.85 respectively. The table also reveals that  $P = .347 > .05$  which depicts no significant difference between the school Heads and SSTs' views about principals' role as instructional leader. Thus,  $H_{04}$  is failed to reject

#### V. FINDINGS, CONCLUSION AND RECOMMENDATIONS

Following findings are drawn from the data analysis:-

The data analysis reveals that the Mean Score of School Heads and SSTs was calculated 3.86 and 3.85 respectively. The table also reveals that  $P = .885 > .05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as stewards. The findings of the study shows that Mean Score of School Heads and SSTs were calculated 3.84 and 3.81 respectively. The table also reveals that  $P = .099 > .05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as model. The result shows that Mean Score of School Heads and SSTs was calculated 4.00 and 3.85 respectively. The table also reveals that  $P = .092 > .05$  which depicts that no significant difference between the school Heads and SSTs about principals' role as experts. The data analysis reveals that the Mean Score of School Heads and SSTs was calculated 4.00 and 3.85 respectively. The table also reveals that  $P = .347 > .05$  which depicts no significant difference between the school Heads and SSTs' views about principals' role as instructional leader.

#### VI. CONCLUSION

There is no doubt that school principal has unique position in school and play a significant role in improving PD of teachers. In fact principal are busy and overloaded with administrative tasks in their school environment. Therefore, researcher believes it is essential to identify highly effective ways in which they can maximize their influence on PD of teachers. So, four areas identified in the study in which principal have the opportunity to play their role in enhancing teachers' professional development. The identified areas where principals play their role which include (i) instructional leader and learner (ii) creating learning environment (iii) direct participation in designing and delivery of PD content and (iv) assessment of PD content. Therefore, data was collected through questionnaire, semi-structure interview and researcher diaries and analyze data by using different analysis techniques. Following conclusions are made on the basis of research findings.

The primary objective of school is providing learning through effective teaching and effective teaching is possible through competent teachers, which is the most dominant factor influencing students' success. Teacher competency can be enhanced through the investment in teachers' professional development. In this regard, principal play a crucial role in improving teachers' professional development. The present study concluded that principals have positive attitude towards improvement of professional development. Mostly principals are playing stewardship role in improving PD of teachers. They are well-aware about the relationship among professional development of teachers, quality of education and school success. They exercise their role regarding teachers' professional development through training and classroom observations. They take the responsibility of motivating teachers in order to enhance their professional skills. Majority of respondents agreed that principal act as role model. They shared innovative ideas with teachers for their professional development. They mostly focus on interpersonal



relationship through effective communication. Some principals coordinate with training institutions like PITE and DCTE for teachers' professional development.

Creating learning environment is one of the vital areas of principal where school heads can have influence on teachers' professional development. The present study concluded that principal communicate with District Education officers. Both Principals and teachers agreed that principals shared ideas and their professional knowledge to improve their skills. They provide resources whenever need by the teachers to improve professional skills. Most of the principal and teachers disagreed that principal financially support for teachers' professional development. The study concluded that there is no such sanctioned amount in the school budget for teachers' professional development. Only Government of Khyber Pakhtunkhwa has the authority to develop Teachers professional development programs and other activities like assigning budget for PD, arrange location and assign human and material resources for PD workshop.

There is no doubt that school principal has play an effective role in design, delivery, and content of teachers' professional development. School principals need to work with teachers in designing appropriate activities relevant to the curriculum. The research concluded that principals play moderate role in designing PD content but majority of principal agreed that they delivered PD content in PITE where different teachers Batches got training regarding various skills such teaching methodology, assessment strategies and subject oriented training.

It is necessary to assess whether the individuals are actually putting into practice the new knowledge and skills they gained from participating in PD programs. The present study concluded that there is very little role playing by the teachers to assess the PD outcomes. There is no such mechanism developed in school to assess the PD outcomes. Teachers viewed that sometime principal visit classrooms to evaluate the performance regarding PD but there is no such mechanism developed in the school regarding the PD outcomes. There is no such tasks are given by the principal to assess the PD outcomes.

#### VII. RECOMMENDATIONS OF THE STUDY

School principal are academic leaders and are the most dominant and influential people in the school. They are responsible for all activities in the schools to enhance the professional development of teachers. They are key individuals in assisting teachers to build their professional skills; and vital to bringing on-going professional development programs in to reality. The result concluded that principals are not playing effective role in all four areas to improve PD of teachers. They play moderate role in some areas like designing PD content, assessment of PD content, instructional leadership and providing recurrences. Following recommendations were given on the basis of conclusions:-

- i. The result indicates that moderate instructional leadership role play by the school Heads to improve PD of teachers. Mostly they focus academic activities and sit in their offices. Therefore, the study recommended that principals support and improve teaching quality to enhance the students' performance. They emphasis on promoting the learning and students' success. In this regard, quality of instruction for PD is their top most priority. They set direction for their schools and reshaping their school through effective instructions.
- ii. The study recommended that school principal may create conducive and supportive environment for PD of teachers. School principals may coordinate PD activities, schedule time and provide opportunities for teachers to work together with available resources.

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