# Stewardship Role Of Principals In Improving Teachers Professional Development in southern Districts Of Khyber Pakhtunkhwa

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**ABSTRACT-** The present study focuses on the role of principals in improving Teachers' Professional Development (TPD). The objectives of the study were to find out the role of principals as Steward in improving Teachers' Professional Development (TPD).To compare the role of principals as Steward in improving TPD as perceived by Principals and Secondary School Teachers (SST). To compare the role of principals (Steward), in improving TPD in the perspective of southern districts of Khyber Pakhtunkhwa. The researcher adopted a quantitative research design for the study. The data was collected through a questionnaire. The population consists of principals/headmasters (413) and secondary school teachers (1523) working at the secondary school level. The current study took all the principals and teachers as the main population. A sample of 332(18%) participants of the whole population was selected through a stratified sampling method. There were 68 Principals and 264 SSTs. For data collection, a questionnaire was used. The result shows that the school principal has a significant role in improving the PD of teachers.They take part in teachers' professional development with the help of training and classroom observations. They also motivate teachers to improve their professional skills.

**Keywords:** Steward Role of principal, Teachers' Professional Development, Secondary School Teachers.

## I. INTRODUCTION

The success of any organization depends upon its leadership, whichever it may be of industry, business or education. Yukl (2006) defined leadership as "the process of assisting people and shared objectives". In other words, it is the process of assisting individuals to accomplish joint objectives. Leadership is the managerial skill that gives confidence to a set of people towards a common goal. The principal plays the role of a leader in the school. West-Burman (2001) described that the leadership quality of the principal is so much essential for the success and proficiency of the school. He is responsible for any activity to manage in the school. He works collaboratively with students, teachers, staff members, and other stakeholders to bring a crystal clear positive effect on school improvement which leads to the success of the students. He performed well and so has a significant role in the school.

Chaudary & Imran (2012) found that all those learning activities that help teachers' growth and development lies under the umbrella of continuous professional development (CPD). In line with thisWei, Darling-Hammond, Andree,Richardson,Orphanos(2009) analyzed that effective professional development focuses on the teachers' instructional practices with the help of new knowledge and techniques for evaluation of students learning. Hirsh (2009) investigated that an effective professional development program is job-embedded, ongoing, and is connected with school improvement goals. It offers continuously and the content of CPD matches the needs of the teachers. In this way, Heaney (2004); Lee (2005); Penuel et al., (2007) concluded that the school principal identifies the needs of their teachers and facilitates them with suitable programs so that to meet the needs of his coworker.

In this regard, the Government of Khyber Pakhtunkhwa developed the policy reforms and five years of teachers' education in the province to give and continue strength both to pre-service and in-service teacher education. For this purpose, they revised and developed Teacher Education Strategy (TES) to restore the whole education system. Directorate of Education Sector and Reform Unit, Directorate of Curriculum and Teacher Education, Director of Provincial Institute for Teacher Education, Additional Secretory to Education besides the Department of Elementary and Secondary Education build a force (TES 2013-18).

### Statement of the Problem

Leadership significantly affects the success of the school. The school principal is an academic leader and has so many accountabilities. In this regard, he has a pivotal

role to enhance the professional development of the teachers directly and students learning indirectly. Only a quality principal creates a learning environment and gives a practical shape to professional development programs in the school. In connection with this research confirmed that some principals are more successful than others plan, create and putting into practice professional development programs of teachers in the school. The principal is well-informed and capable to guide classroom teachers through professional development strategies to improve teachers' pedagogical knowledge of new standards. Therefore the researcher investigated the role of the principal in improving teachers' professional development.

## Significance of the Study

The present study was conducted to highlight the role of the school principal in improving teacher professional development. It will be beneficial for the school principals, teachers, and apex bodies. It will bring to light the school principal different approaches to appraise the teachers' professional development needs. For this rationale, the current study will provide a vision about the leadership qualities of school heads, creation of a suitable environment for teacher professional development programs.

## Objectives of the study

1. To find out the role of principals as Steward in improving Teachers' Professional Development (TPD).
2. To compare the role of principals as Steward in improving TPD as perceived by Principals and Secondary School Teachers (SST).
3. To compare the role of principals as Steward in improving TPD in perspective of Districts as perceived by principals and SST.

## Research Question

What is the role of secondary schools principals in improving Teachers' Professional Development as steward in southern districts of Khyber Pakhtunkhwa?

## Hypotheses

$H_{01}$    There is no significant difference between the views of the school principals and Secondary School Teachers (SST) regarding the role of the principal as Steward.

H$_{02}$      There is no significant difference among the views of respondents (Principals and SSTs) in the perspective of Districts about the role of Principal as Steward.

**Limitations of the Study**

The weaknesses of the study are its limitations. The study is focused on the jurisdiction of southern districts of Khyber Pakhtunkhwa hence the findings of the study are not being extended to other districts. A self-rated instrument was undertaken to be completed by the Principals and Secondary School Teachers. It is possible that school principals overrated their ability level. Such kind of data may not reflect the truly efficient level of principals.

**Delimitations of the study**

The current study was delimited to only three southern area districts of Khyber Pakhtunkhwa. Principals/School Heads and Secondary School Teachers (SSTs) participated in the study. The questionnaire was used as a tool to collect the data.

**II. LITERATURE**

Leadership is defined as "the process that can as easily frame the behavior of others towards the achievement of goals". In this regard, leadership plays an important role to achieve school objectives. Educational activities consist of all those teachers' professional development skills, professional knowledge which enables students to learn more effectively. In another word, all those formal and informal activities support teachers to improve their classroom instruction and so the achievement of the students.

**Role of Secondary School Principal**

Principals have so many roles to enhance teaching and learning. In this portion, the researcher will discuss the school principals' general and specific roles to enhance PDT.

Lunenburg & Irby (2006) found that principals play an important role in the reassurance of learning and students success. Instructional leadership consists of continuous professional development of teachers to gain school goals. They directly focus on learning. Fullan (2007), Marzano& Water (2010),Lunenburg& Carr (2003) described the following five elements of school students. Teamwork, concentration on learning, portfolio, instructions, aligned curriculum, provision of

support, and assessment. Teachers' harmonious professional development is possible by attending the above five magnitudes framework.

**School Principal as Instructional Leader**

Campbell (1991) described that principals determine teachers' and students' success, set priorities for effective teaching and student learning, and create a conducive environment in the school. The instructional leadership role of the principal encourages a mutual atmosphere for teachers in school success.King&Newmann (2001) analyzed that assembling facts about students' success can improve teaching and learning. Debevoise (1984)found that all those actions taken by the school principals that support students learning growth are lying under the umbrella of instructional leadership of the school principal. Bredeson & Johanson (2000) described that the Stewardship role of the principal plays a key role in the continuous professional development of teachers. Principals are the steward of their schools. Their first emphasis is on academic excellence. They say the importance of PD to all participators of school. School principals connect the concentration of TPD with students learning. The school principals need students and school and serving in a unique style. They communicate the school values and purpose time and again with teachers, parents, school board members, and policymakers. They also commit students' and school needs, moral development of students on equity and justice base, essential teaching methods to individually different students according to their needs. In Khyber Pakhtunkhwa teacher is divided into three components: the first one pre-service program, which is provided in teacher training colleges and universities. The second (induction) and third (in-service) training are mainly provided in schools DEO's, Directorate's offices of education.

The following key reforms were identified for the purpose to enhance both pre-service and in-service teacher education by KP strategic planning task force.

1. Up-gradation of pre-service professional qualification. 2. Up-gradation of teachers' professional qualifications. 3. Streamlining and creating quality improvements in apex and teacher education institutions. 4. Plan to improve the current capacity according to teachers' demand. 5. Make sure the entry of new graduates is according to the minimum standards of the new qualification. 6. Establishment of quality assurance of coordination system. 7. Restructuring of teacher educator service rules, 8. Allocate additional developmental funds to TEIs and apex institutions, 9. Put into practice of CPDPs for teacher educators and

managers, 10. Set up of provincial institution for implanting teacher licensing and certification system.

## III. RESEARCH METHODOLOGY

### Research Design

In the current study, the researcher embraced a quantitative research design. The data was collected through a questionnaire.

### The population of the Study

The researcher took the information about the population from the educational management information system (EMIS) from the respective District Education Office (DEO). There were 413 principals/Head Masters male and female and 1523 Secondary School Teachers (SSTs) at the secondary school level.

| Districts | Principals | | Teachers | |
| --- | --- | --- | --- | --- |
| | Male | Female | Male | Female |
| D.I.Khan | 102 | 59 | 396 | 217 |
| Lakki Marwat | 72 | 41 | 254 | 137 |
| Bannu | 86 | 53 | 322 | 197 |
| Sub Total | 260 | 153 | 972 | 551 |
| Total | | 413 | | 1523 |
| | | 1936 | | |

Educational Management Information System (EMIS)

### Sample and Sample Size

In the current study, the researcher selected 332(18%) individuals from the whole population (1936) with help of Yamane's 1967 formula. In this regard, a stratified sampling method was utilized to select a sample of principals (68) and SSTs (264). The researcher tried to select the required sample in each stratum (Qualification, gender, locality, designation, and experience).

### Research Instrument

According to khan & Afridi (2017), a research instrument is a tool a person needs for the collection of required data. Research instrument (questionnaire) based on five

points Likert scales. It is contained different sub-sections, shows the school principals' roles in different conditions.

**Validity & reliability of instrument**

The researcher used Cronbach's Alpha method to measure the validity and reliability of research instrument. Content validity Ratio (CVR) was also used to measure the score of content validity. The Cronbach's Alpha value of the instrument is .894 whereas CVR lies in the range of 0.5-0.9.

**Analysis of the Data**

Inferential and descriptive analysis was used by the researcher to analyze the collected data, which has been discussed in detail in the following section.

**IV. RESULTS AND DISCUSSION**

**The Role of Principal as Instructional Leader**

The instructional leadership role of the principal can pivotally mold the Teachers' Professional Development. There are four dynamic features that school principals have to play, (1) Steward (2) Model (3) expert (4) Instructional Leader. The following table depicts Principals/Head Masters and SSTs level of arguments about the Stewardship Role of Principals in PD of teachers.

**Table 1.1 The table presenting the views of Principals/ Headmasters and SSTs concerning the Role of Principals as Steward (Using Percentage)**

| S # | Statements | Respondents | SD 1 | DA 2 | UD 3 | A 4 | SA 5 |
|---|---|---|---|---|---|---|---|
| | | | Percentage (%) | | | | |
| 1 | Commits himself/herself to learn in his/her daily work. | Principal | 3 | 6 | 13.4 | 41.8 | 35.8 |
| | | SSTs | 4.5 | 10.6 | 4.9 | 46.4 | 33.6 |
| 2 | Realize the connections among PD, student learning & school quality. | Principal | 1.5 | 7.5 | 1.5 | 62.2 | 25.4 |
| | | SSTs | 5.3 | 13.6 | 2.6 | 54.7 | 23.8 |
| 3 | Communicate the values and purposes of PD consistently to staff, students, parents, and school | Principal | 1.5 | 10.4 | 20.9 | 52.2 | 14.9 |
| | | SSTs | 9.4 | 15.1 | 2.3 | 54.0 | 19.2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | board members. | | | | | | |
| 4 | Help keep the focus and goals of PD on student learning. | Principal | 1.5 | 9.0 | 25.4 | 46.3 | 17.9 |
| | | SSTs | 7.9 | 18.1 | 1.1 | 52.1 | 20.8 |
| 5 | Serves the needs of students and school Through his/her commitment to the fair and ethical treatment of all learners. | Principal | 4.5 | 20.1 | 11.2 | 41.8 | 22.4 |
| | | SSTs | 2.3 | 21.9 | 4.2 | 45.7 | 26.0 |
| 6 | Gives innovative ideas about teaching and learning in school. | Principal | 7.5 | 20.4 | 8.0 | 35.8 | 28.4 |
| | | SSTs | 1.5 | 18.1 | 10.6 | 47.5 | 22.3 |
| 7 | Motivate teachers to develop a personal vision. | Principal | 3.0 | 19.4 | 4.5 | 46.3 | 19.9 |
| | | SSTs | 9.4 | 20.4 | 2.3 | 43.4 | 24.5 |

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Table 1.1 depicts the perceptions of School Principals/Heads and SSTs concerning the Stewardship role of Principals. Most of the Principals (77.6%) and SSTs (80%) were agreed with the statement that school principals commit to learning in their daily work (Item1). The majority of the respondents' principals (78%) and SSTs (67.1%) inveterate the statement that principals communicate the values and purposes of professional development regularly to students, staff, parents, and school board members (Item 3). There were so many participants principals (64%) SSTs (73%), that were in favor of the statement that school principals keep the focus and goals of PD on students learning (Item4). A bulk of principals (64.2%) and SSTs (70%) complete that the school principal gives innovative ideas about teaching and learning in their school (Item 6). The majority of respondents' principals (66.2) SSTs (67.9) were in favor of the statement that principals motivate teachers to develop personal vision (Item 7).

**Table 1.2 Presenting the difference in Mean Score between Principals/Head Masters and SSTs concerning the role of principals as Steward**

| Status | N | Mean | S.D | t-Cal | Levene's Test | Sig |
|---|---|---|---|---|---|---|
| Principals | 68 | 3.8678 | .54388 | .145 | .372 | .885 |
| SSTs | 264 | 3.8561 | .60494 | | | |

*P-Value=0.8848*
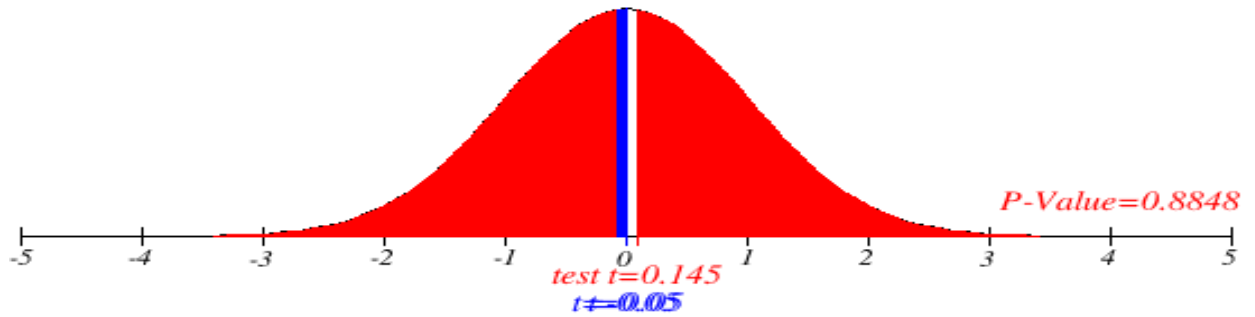
*test t=0.145*

*t=-0.05*

Table 1.2 exposes the statistics of Mean differences between views of Principals Secondary School Teachers (SSTs) concerning the role of principals as Steward. For this purpose and equality of group variance, Levene's test was applied. The score of Levene's test shows that equal variances are assumed (p=.372). The table also shows that the Mean Score of principals/ Head Masters and SSTs were calculated at 3.86 and 3.85 respectively. The table also illustrates that p=.885>.05 illustrates that there is no significant difference between the principals/ Head Masters and SSTs about principals' role as stewards. Therefore, $H_{01}$ is failed to reject.

**Table 1.3 Mean Difference between the Principals and SSTs in concerning of Districts about the role of principals as Steward**

|                | Sum of Square | Df  | Mean Square | F    | Sig  |
| -------------- | ------------- | --- | ----------- | ---- | ---- |
| Between Groups | .696          | 2   | .348        | .991 | .372 |
| Within Groups  | 115.447       | 329 | .351        |      |      |
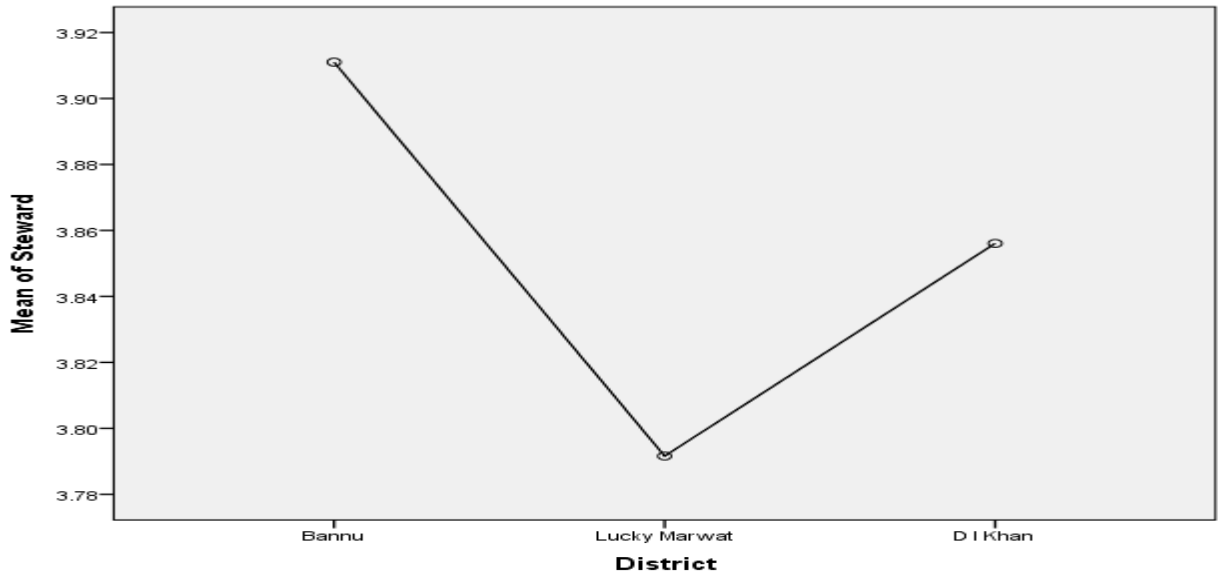
The above table 1.3 shows that the mean difference in the respondents' (Principals and SSTs) opinions of the three districts about the role of the Principals as Stewards. The value of F=.991 with p=.372>.05 shows that there is a significant difference lies between the opinions of respondents about the role of principals as Steward across the districts. Hence, $H_{02}$ is hereby failed to reject.

## V. FINDINGS

The descriptive statistics that Most of the Principals (77.6%) and SSTs (80%) were agreed with the statement that school principals commit to learning in their daily work (Item1). The majority of the respondents' principals (78%) and SSTs (67.1%) inveterate the statement that principals communicate the values and purposes of professional development regularly to students, staff, parents, and school board members (Item 3). There were so many participants principals (64%) SSTs (73%), that were in favor of the statement that school principals keep the focus and goals of PD on students learning (Item4). A bulk of principals (64.2%) and SSTs (70%) complete that the school principal gives innovative ideas about teaching and learning in their school (Item 6). The majority of respondents' principals (66.2) SSTs (67.9) were in favor of the statement that principals motivate teachers to develop personal vision (Item 7).

The data analysis discloses that the Mean differences between views of Principals Secondary School Teachers (SSTs) concerning the role of principals as Steward. For this purpose and equality of group variance, the Levene's test was applied. The score of the Levene's test shows that equal variances are assumed (p=.372). The table also

**1680 | Jehanzeb Ullah        Stewardship Role Of Principals In Improving Teachers Professional Development in southern Districts Of Khyber Pakhtunkhwa**

shows that the Mean Score of principals/heads Masters and SSTs were calculated at 3.86 and 3.85 respectively. The table also illustrates that p=.885>.05 illustrates that there is no significant difference between the principals/ Head Masters and SSTs about principals' role as stewards. Therefore, $H_{02}$ is failed to reject.

The table also shows that the mean difference in the respondents' (Principals and SSTs) opinions of the three districts about the role of the Principals as Stewards. The value of F=.991 with p=.372>.05 shows that there is a significant difference lies between the opinions of respondents about the role of principals as Steward across the districts. Hence, $H_{03}$ is hereby failed to reject.

## VI. CONCLUSION

The school principal has a significant role to improve the PD of teachers. There is no doubt that they are overloaded and busy with administrative tasks in the school. The researcher identified highly effective ways for school principals to maximize their influence on the professional development of teachers. The farm most was Instructional leadership (Stewardship). The data was collected through a questionnaire, analyzed the data through different statistical techniques. The following conclusions were drawn based on research findings.

The school principal plays a significant role to enhance the professional development of teachers. The researcher concluded that school principals have a positive attitude towards teachers' professional development. Most of the Heads play a stewardship role to enhance the professional development of teachers, in which an emphasis on quality education and the success of their schools. They take part in teachers' professional development with the help of training and classroom observations. They also motivate teachers to improve their professional skills.

## VII. RECOMMENDATIONS OF THE STUDY

The school principals are the record influential, dominant academic leader in educational institutions. All supportive activities lie on their shoulders which improves PDT. The result showed that all principals are not playing an effective role in all the areas to enhance PDT.

1. The result of the study indicates that school Principals play high instructional leadership in improving the professional development of teachers. Most of them emphasize academic activities. They just sit in their offices and emphasize promoting the learning and students' learning. So that the study

recommended that improving teaching quality and principals support to increase students learning.

2. The quality of instruction for the professional development of teachers is their topmost priority. They may direct and reshape their schools through effective instructions.

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