

**A CASE STUDY EXPLORING PERCEIVED PROFESSIONAL DEVELOPMENT  
NEEDS FOR SECONDARY SCHOOL PRINCIPALS IN PAKISTAN**

by

Asif Khan

M.S.c. in Defense and Strategic Studies, Quaid-i-Azam University, Islamabad, Pakistan,  
1993

M.A. in Leadership and Management, School for International Training, Vermont, USA,  
2007

Submitted to the Graduate Faculty of Education,  
in partial fulfillment  
of the requirements for the degree of  
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This dissertation was presented

by

Asif Khan

It was defended on

November 15, 2010

and approved by

Dr. John C. Weidman, Professor, Administrative and Policy Studies

Dr. William E. Bickel, Professor, Administrative and Policy Studies

Dr. Cynthia A. Tananis, Associate Professor, Administrative and Policy Studies

Dr. Phyllis D. Coontz, Associate Professor, Graduate School of Public & International  
Affairs

Dr. W. James Jacob, Assistant Professor, Administrative and Policy Studies

Dissertation Advisor: Dr. Cynthia A. Tananis, Associate Professor, Administrative and Policy  
Studies

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Research suggest that just like the rise and fall of nation states and organizations depends on the capabilities of leadership, likewise the success and failure of schools is largely contingent upon the effectiveness of school leadership. Because of its importance, school leadership has long been the focus of Western research, but such a focus in the context of developing countries in general, and Pakistan in particular, is not very extensive. This is the reason the phenomenon of leadership and their capacity buildings have not received enough attention in the educational landscape of Pakistan.

Therefore, the study which was conducted in the Gilgit-Baltistan region of Pakistan intended to explore what secondary school administrators in Pakistan need in order to improve their performance. A constructivist paradigm was adopted by the application of the case study method. A convenience sampling approach was used to identify two government and two private schools. Besides four school administrators and eight teachers, the perspectives of two educational officials each from private and government sectors were also incorporated in this study. This research was conducted in a time period when the processes of educational development within the country were hampered as a result of terrorist activities followed by a government backed military offensive against the radical elements.

The study explored administrative, educational, and the human resource management skills of four school leaders located in two systems. The study revealed that as compared to government

school leaders, private leaders had a better understanding about their role as a manager and as a leader. This clarity of roles led them to become more focused on the instructional development through administrative measures. On the other hand, administrators in government schools were more focused on less productive tasks which in turn distanced them from their instructional responsibilities.

In order to address this issue the study made a number of recommendations ranging from selection of school administrators to the provision of particular administrative, educational, and social skills to the school leaders. To achieve this objective, the study suggests a holistic approach through the involvement of multiple stakeholders and the application of numerous strategies.

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## DEDICATION

Dedicated to the memory of my father Haji Sardar Khan, whose hard work made available all the resources that I needed for my education

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## **1.0 INTRODUCTION**

Well-trained and vibrant leadership is an asset for any school development program. As Erasmus and Westhuizen (1996) point out, “The successful transition from the classroom to the principalship is no simple matter” (p.197). Such a transition involves several processes; foremost is research regarding what expertise the school administrators need. Although Pakistan’s National Educational Policy 1998-2010 recognizes the essential role of strong leadership, little research about the role of leadership in Pakistani schools exists. Therefore, this research was designed to address several important issues related to school leadership in Pakistan.

This chapter provides an introduction to the research topic and the statement of the problem. Additionally, this chapter discusses the rationale for conducting this study and includes research questions that guide this dissertation.

## **1.1 INTRODUCTION**

Education is considered a key ingredient for economic growth and social sector development both in developed and developing countries. The phenomenal progress in education in most of the Western countries, as well as in some of the Latin American, Far Eastern, African, and Asian nations, stems from the conviction that the development of human capital is fundamental for the

overall progress of a country. This conviction has led the nations, particularly developing nations, to invest further in educational development. Also, the advent of globalization and revolutionary progress in information technology have increased the aspirations for education in developing countries. One indication of this phenomenon is that school enrollments and the flow of students from developing countries to the Western countries in order to pursue higher education have increased considerably. For instance, according to a National Science Foundation Report (2004), during the nineties a huge number of foreign students from developing countries enrolled in science related disciplines in higher educational institutions of the United States and other European countries (<http://www.nsf.gov/statistics/seind04/c2/c2s5.htm>). However, as the enrollment in school increases, influence of different stakeholder increases, the number of teachers increases, and new dimensions of responsibilities for school leaders emerge (Erasmus & Westhuizen, 1996).

To what extent are the school leaders in developing countries prepared to confront these new responsibilities? The answer depends on the quality and wisdom of those who manage schools (Chapman, 1998). Current research suggests that many school principals in developing countries are not adequately prepared to cope with complex issues pertaining to management and pedagogy of their schools. In terms of the availability of professional development opportunities in developing countries, Williams and Cummings (2005) point out that “Teachers are generally provided training, mostly at the beginning of their careers, but principals are far less likely to receive training for their management functions. In general, neither teachers nor principals receive extensive professional support once they begin work. Many education reforms simply cannot succeed without the support of teacher and principals” (p.183). Principals in Pakistan are no exception; the school principals in Pakistan are facing the same problems as their counterparts

elsewhere in the world encounter. In Pakistan, most of the school leaders, who are appointed on the basis of their seniority of teaching experience, lack a sound understanding of concepts such as vision development, participative decision making, sharing and delegation of powers, evaluation and assessment, pedagogical methods, parental and community participation, and other educational and leadership issues.

An analysis of the educational policies of past successive governments in Pakistan shows that governance and management at the school level did not receive much attention. This situation, in turn, has negatively and continuously impacted the quality of education at the school level. According to a World Bank report (2006), as cited in USAID report (2006), “The quality of education provided by the public sector in Pakistan has been poor due to ...weak sector governance and management” (p.8). Investment in the training and capacity building of school leaders remains a neglected sector. An absence of professional development opportunities makes the job of principals even more challenging. Research suggests that individual transformation enhances confidence and competence, and it results in improved practices that strengthen institutions (Elliot, Lucas, Stewart, & Burke, 1998). It is essential that the schools leaders should have a deeper understanding of different components of education, whether it is pedagogical knowledge or tactical uses of resources.

In order to face the challenges of the 21<sup>st</sup> century, an integrated professional development initiative for school leaders in Pakistan is needed to foster professional communities and enhance students’ learning in schools. The question arises as to what particular skills and expertise do the school leaders in Pakistan need to achieve these objectives. Because there is a paucity of literature about the roles, challenges, and strengths of principals in Pakistan, little is known of what skills they should be provided with that are specific to Pakistani context. Harber and Davies

(2004) argue that professional development programs for school leaders in the developing countries should be compatible with the particular needs of their respective countries and that empirical work is required to assess those needs. They mention: “Research is a greatly neglected area. Very little systematic study of the training needs of the clients is carried out” (Rodell & Hurst, 1985, p.123 in Harber & Davies, p. 77). This lack of research prevents policy makers and decision-makers from understanding the scope of challenges that confront the school leaders in Pakistan.

A review of literature shows that most of the leadership preparation programs developed in Western countries are being applied, with minor changes, in developing countries without evaluating the relevance of these programs to the cultures of the developing countries (Rodwell, 1998). In order to adopt a systematic approach for the professional development of school leaders in Pakistan, research should focus on the roles and challenges of school leaders in Pakistan. It is equally important that research should address the specific needs of school principals. On the basis of this research, it could then be decided what kind of professional development school leaders need and how professional development programs could be best delivered in a cost effective way. DeJaeghere, Williams, and Kyeyune (2008) argue that professional development programs for school leaders should go beyond the government initiated programs through the engagement of school leaders “in assessing their needs, identifying their strength and areas for improvement, and providing them resources and adaptive skills to lead complex and changing school environment” (p.13). Given this assessment, developing a principal preparation program according to individuals’ specific needs would help the school leaders to navigate through a complex and difficult situation in an efficient manner.

## **1.2 A STATEMENT OF THE PROBLEM**

Since 1998, the government in Pakistan has launched massive reforms for the development of their educational system. Under these reforms, the critical role of school leadership in school improvement and management development has been recognized for the very first time. These reforms are the first major steps in the direction of engineering a new school leadership that could become instrumental in preparing students and teachers for their future responsibilities. It is hoped that this research, specifically by providing in-depth knowledge and information about the particular needs of secondary school leaders in Pakistan, will lead to necessary reforms. The findings of this study will broaden the understanding of those entities and actors involved in educational interventions by specifically focusing on those skills that school leaders need to foster a democratic environment, practice collegiality, introduce student-centered pedagogies, mobilize parents and communities, utilize scarce resources, and, most importantly, contribute to the learning of students and teachers. To generate the essential data, therefore, this study investigated the perceptions of school administrators, teachers, and educational officials from two private schools and two government schools.

## **1.3 GUIDING STUDY QUESTIONS**

In this section, I present the main research question and some specific guiding questions for the study. My research perspective assumes a constructivist paradigm, where “knowledge is socially constructed by people” active in the experience (Mertens, 2005). I used the case study method,

including the usage of such tools as interviews, document reviews, and observations. The sample for this study involved school principals, teachers, and education officials of both private and public schools. A total of four schools, two governments sponsored [public] and two from the private sector, were selected for this study. These schools are located in the Northern Area of Pakistan- a disputed territory between India and Pakistan. Although Pakistan became a country in 1947, its federal government did not take charge of the affairs of education of the Northern Area until 1970 (Jones, Baig, Sajid, & Rahman, 2005). Because this area remained outside the jurisdiction of the federal government for such a long time, its level of education, particularly in the public sector, has suffered. Furthermore, researchers in the past did not conduct systematic studies to assess the particular educational needs of this area. Industrial infrastructure could not be established in the region for several reasons. The source of income of majority of the population is agricultural, small business, and government and private jobs. As a result, the population has an enhanced awareness about the importance of education and its linkage to human and economic development. These circumstances compelled the researcher to select Gilgit, a region in the Northern Areas (NAs) of Pakistan, and its schools for this study. Additionally, I chose to conduct this study in Gilgit, the Northern Areas [NAs] of Pakistan for two reasons.

First, this area was geographically accessible to me; second, because I remained affiliated with the educational system of this area through the Karakorum International University, I was familiar with the area, the educational system, the socio-economic conditions, and most importantly, the schools under study. Therefore, this region emerged as the most convenient one for this study.

Although research suggests that in Pakistan the schools within the private system perform better than those under government control (Andarabi, Das, & Khawaja 2008; Alderman, Orazem & Paterno, 2001), this study looked at the management and leadership styles of school administrators in both the private and government systems and explored the differences in the practices and roles of school leaders. The core research question guiding this study is as follows: Given the changing development needs of Pakistan, what are the perceived skills and expertise needs for secondary school administrators?

More specific questions for study include:

In order to support the development of professional learning communities to contribute to students' learning:

- 1) What kinds of management skills and expertise are perceived to be needed by secondary school administrators?
- 2) What kinds of academic/instructional skills and expertise are perceived to be needed by secondary school administrators?
- 3) What kinds of communicational, motivational, and interpersonal relationship skills are perceived to be needed by secondary school administrators?
- 4) What kinds of professional development opportunities might best address secondary school administrator's needs, and how might professional development be best delivered to school administrators in Pakistan?

The following section, which provides a rationale for conducting this study, focuses on two factors. First, in developing countries, in-school factors play an important role in students' achievement. Therefore, the capacities of school leaders need to be developed to ensure quality education. Second, the educational officials in Pakistan are not maintaining the quality of education as expected. In order to bridge this gap, the school level administrators need to be offered professional development opportunities.

## 1.4 RATIONALE FOR THE STUDY

The diffusion of education is comprised of several inputs, processes, entities, and actors, all of which are interrelated with each other. The success of one unit depends upon the actions of other units. In order to bring about meaningful changes and an effective and efficient utilization of these inputs and processes, the capacities of those people instrumental in this process need to strengthen and expand. In a school setting, the responsibility of initiating and sustaining change and providing direction for the implementation of changes rests with the school leaders (Crow, Lumby, & Pashiardis, 2008).

Research indicates that in developing countries, the performance of students is largely attributed to in-school factors such as availability of qualified teachers, availability of instructional materials, and other instructional processes (Davies & Harber, 1997; Fuller, 1987). A review of the literature of both the developed and developing countries shows that student performance is enhanced, teaching methods are improved, and the role of community in school improvement efforts is multiplied when school leaders maintain a safe and orderly environment, demonstrate strong instructional leadership role, have high expectations for student achievement, and have a clear mission (Waters & Marzano, 2006). Cohn and Rossmiller (1985) cited by Plank (1987) mention that “variability in material facilities appears to have a larger effect on student achievement in less developed than in developed countries, but the quality of administration and instruction remains extremely important” (p.125). Warwick and Reimers (1995) are of the same opinion after conducting their study of Pakistani primary schools. They mention that the concept of social class and family background has little impact on overall performance of the students as compared to the school characteristics and capacities of teachers. They mention, “Studies in the more developed countries suggest that social class should be one of the most powerful predictor

of a students' academic achievement... but the Pakistan survey shows that student social class – as measured in the study – is a weak predictor” (p.108).

The findings of these studies have amplified the importance of examining the best school practices with respect to the learning and performance of the students. At the same time these studies have highlighted the important role of school leadership as a priority for school improvement programs. These findings suggest the need to re-invent and strengthen the roles of school leadership in Pakistani schools. Chapman and Burchfield (1994) argue that if a headmaster does not understand the importance and timely availability of instructional material, it cannot be viewed as an adequate way of improving student performance. They use the term “performance efficiency” (p.406) which they relate to the headmasters' efforts to increase student achievements. They say efficiency can be learned through a headmaster's working experience in school and targeted interventions which “ensure that headmasters have both the skills necessary to act in the desired ways and understanding of the links between the behaviors and the desired achievement outcome” (p.406). DeJaeghere, Williams, and Kyeyune (2008) point out that “one of the rationales for targeting head teacher training, like other strategies to improve educational quality is that it can potentially have a greater impact and make the most efficient use of resources” (p.2). Therefore, it is essential that the school leaders are equipped with the skills and management strategies necessary to best utilize the resources at their disposal for turning schools into effective schools. This case study has explored the practices and strategies instrumental in preparing effective school leaders in developing countries.

Another important factor that provides a rationale for strengthening school level governance is that educational officials [district level administration] responsible for maintaining the quality of education in Pakistan are not very effective. During the course of this doctoral

program, I had an opportunity to study the educational systems of many developed and developing countries that have made significant progress. As a result of this study, I realized that two factors largely contribute to this progress: first, the commitment of national leaders to guide and support educational policy; second, a sound educational plan that is the by-product of the best management system and practices in these countries. According to Chapman (2002) the significant progress in terms of access and quality in most of Asian countries is the demonstration of better educational management at the school, district, and ministry levels.

The educational system in Pakistan is comprised of multiple hierarchies (discussed in detail in the next chapter). The upper level of the hierarchies is responsible for policy making, while the lower level hierarchies, mostly at the district level administration, are responsible for the supervision of government sponsored schools (Warwick & Reimers, 1992) and the implementation of policies. The District Education Officer manages schools through a supervisory team comprised of Sub-Divisional Education Officers, Assistant Sub-division Education Officers, and Learning Coordinators (Khan, 2004). This team has the responsibility of visiting schools, observing classes, providing feedback to teachers, checking school records and teacher attendance, evaluating students' academic progress, and checking the schools' cleanliness and discipline (Warwick & Reimers, 1992). Komatsu (2008), Khan (2004), Warwick and Reimers (1992), UNESCO (1984), and Nwankwo (1983) point out that the officials working at the lower levels of the hierarchies are not instrumental in maintaining the quality of education in Pakistani schools. Nwankwo (1983) focused on the educational officials in one of the largest provinces of Pakistan as reflective of officials in other provinces as well:

Over 80% of the Education Department's officers and administrative staff have no formal training in educational administration or in education. Most officers carried out their studies in disciplines other than education ... this limits their understanding of educational problems and often leads to unrealistic solutions being found. Crucial areas,

such as supervision of instruction, program development and teachers' welfare, often receive only the partial or superficial attention of the top administrators. This situation seriously limits the provision of effective education (p.2-3).

According to a UNESCO (1984) report, in Pakistan the communication among different levels of educational administration is inept, which, in turn, slows down the speed of innovations undertaken by administrators at different levels. The report mentions that not only the educational leaders at school levels, but also at district and ministry levels lack deep understanding of educational management. The interaction among various levels happens through correspondence, with little face-to-face communication; this limits the ability of policy makers to understand the challenges of the schools heads. Jacobson and Bezzina (2008) point out that when schools are provided support and autonomy, there are greater chances for improvement. Research suggests that the causes of failure of most educational interventions in developing countries are due to a lack of coordination among different levels of education.

During his study of district level administration in one of the provinces of Pakistan, Komatsu (2008) observed that a district education officer spent most of his time in dealing with issues such as the transfer of teachers, local election duties, and social obligations. Komatsu also noted that the Assistant Education Officers failed to carry out monthly monitoring visits due to various reasons. Komatsu (2008) comments that the inefficiency of local educational administrators [at the district level] could be one of the reasons for the government's inability to ensure "Education for All" (p.220) which emphasizes "the need to strengthen the local management of schools, thereby increase accountability and transparency" (p.220). Warwick and Reimers (1992) also reported the limited impact of the district level administration on the overall quality of education in Pakistan. They believe that "given that these officials call at each school less than twice a year and stay for about an hour, it is hard to imagine much direct impact on

achievement [of students]” (p.92). Regarding the performance of Learning Coordinators [middle level educational official], Warwick and Reimers mention that they have not been able to implement any viable change in teaching [of teachers] and learning [of students]. They note, “Learning Coordinators thus seem to have had only a modest impact on the quality of teaching” (p.98). According to Khan (2004) the district education officers are responsible for the supervision of schools at their jurisdictions, but they are not trained to conduct their duties in an efficient manner.

Although Komatsu’s (2008) account, mentioned earlier, relates to only one of the provinces of Pakistan, the situation he describes is replicated throughout the country. These circumstances reflect an absence of meaningful support and a lack of an accountability mechanism on the part of district level administration. In order to rectify this situation, more efforts need to be taken to better prepare the school administrators. The absence of efficient administrators at the district level requires the consolidation of the role of school leaders through professional development programs. School level administrators should be the focus of development programs because educators at the local level are more informed about the ground realities; they manage their schools in a more adequate way (Chapman & Burchfield, 1994). The schools that principals governed today differ from earlier schools because of the diverse nature of responsibilities and challenges the principals face (Scott & Webber, 2008). In order to improve the processes of supervision in schools, many countries, in which the external staff carries out supervision, have started to engage such in-school actors as principals and peers (Perera, 1997). Therefore, it is essential that school leaders be prepared to deal with the challenges that confront them in their own domains.

The next chapter provides a brief insight into Pakistan's history, culture, society, as well as the organization and structure of its education system. In order to help the reader better understand the dynamics that shaped the current educational situation in Pakistan, a concise analysis of Pakistan's educational development follows this overview.



## **2.0 SETTING FOR THE STUDY: EDUCATIONAL PROFILE OF PAKISTAN**

### **2.1 INTRODUCTION**

An expanded, equitable, and high-quality education provided to every segment of society provides hope and can lead nations in the right direction. However, a vast majority of the world's population that lives on the Asian continent is deprived of even basic educational opportunities. In fact, about 420 million adults in the South Asian regions of Pakistan, Bangladesh, and India are illiterate (Lewin, 1998). The nations that understood the pivotal role of education in development have made substantial investment in education and have laid the foundation of a viable socio-economic system. Baker and Holsinger (1996) point out that countries like Pakistan, Bangladesh, Laos, and Afghanistan have not made a huge investment either in primary or secondary education. That is the reason these countries have not been able to achieve the level of development witnessed in other Asian countries such as South Korea, Japan, Taiwan, and Malaysia. The following section discusses some of the factors that have negatively contributed to the establishment of an underdeveloped educational system in Pakistan and the impact of this weak educational system on the social, political, and economic aspects of the country.

## 2.2 HISTORICAL CONTEXT

Pakistan emerged on the world map on August 14, 1947. Its independence from the British Empire was the result of a long political struggle which came with the sacrifice of millions of people. With an estimated area of 800, 000 sq km, Pakistan consists of four provinces: Punjab, Sind, Balochistan, and the North Western Frontier Province. Besides these four provinces, there are the Northern Areas, Federally Administered Tribal Areas [FATA] and Azad Kashmir, which come under the jurisdiction of the federal government (Khan, 2007). Pakistan is surrounded by India on the eastern side, China on the northern side, Afghanistan and Iran on the western side. The proximity to these countries has played a decisive role in shaping Pakistan's political and economic history.

Pakistan is the sixth most populous nation in the world and third most populous nation in the South Asian region after China and India. According to UNESCO (2006) statistics, the population of Pakistan is more than 160 million, with an annual population growth rate of 2.4 percent. A total of 65 percent of the population is based in rural areas and 35 percent in urban areas. One of the peculiar aspects of the population in Pakistan is that one half, or 77 million, are below the age of 18, a number even larger than that in the United States (Burki, 2005). In pursuance of a quality education and better job opportunities, the rural population often makes its way to the urban areas. The major urban centers are Karachi (port city), Lahore, Rawalpindi, Peshawar, Quetta, and Islamabad, the capital city. The economic basis of the country is agriculture, which contributes enormously to the gross domestic product, which is the by-product of its irrigation system (the largest in the world).

### 2.3 CURRENT POLITICAL CONTEXT

For the last ten years, Pakistan has endured precarious political and economic circumstances. The war in Afghanistan, as well as Pakistan's support of the War on Terror, has resulted in an indigenous resistant movement by some radical elements. This movement, which is eclipsed with suicide bombing and sectarian violence, poses serious dangers not only to the national unity, but also to the existence of the country. As a result of the movement's violent activities, thousands of innocent civilians and men in uniform have lost their lives. In order to eradicate these radical forces, the Pakistani army has launched an armed offensive in different parts of the country.

These tenuous circumstances have badly hampered the course of educational development throughout the country. A suicide bombing in one of the higher educational institutions, the blowing up of female schools, the kidnapping of university professors, and the closure of schools due to terrorist threat illustrate the negative association between the status of the country and the status of education. According to a media report, for the last five years the radical elements have destroyed 1000 boys' and girls' schools in one of the localities of the Northwestern Province of Pakistan (Daily Time, 2010); these schools had only been developed during the past 60 years.

It is assumed that the above-mentioned circumstances have not only added a new dimension to the responsibilities of educators, but have complicated the jobs of both the Pakistani school leaders and teachers. According to a UNESCO document (cited in Goddard, 2004), despite the conflicting circumstances, educators are still expected to address the emotional and physical needs of different stakeholders. Unfortunately, educators in Pakistan are not well prepared to fulfill this responsibility. Therefore this study, which focuses on school leadership, was conducted to better prepare the educators for their multidimensional responsibilities.

## **2.4 CULTURE AND SOCIETY**

Pakistan is a multicultural society where different cultures, beliefs, values, and principles co-exist. A vast majority of its population is involved in agriculture-related activities, particularly in the rural areas where the majority of the population lives. In her memoir, Madeline Albright (2005), the former U.S. Secretary of State, elaborates on some of the features of Pakistani rural culture: “Pakistan’s rural clans practice traditional brands of conservative Islam laced with cultural values [...] they have lived according to their traditions for centuries without bothering those who do not bother them” (p.216). According to Carrasco and Graham (1956), two significant characteristics of Pakistani society are that Islam is the religion of the majority of the population, and that the rural population has a greater share in the total demographics; both of these strongly influence the societal values of Pakistan. They add that family ties are an important unit of society; this in turn, emphasizes collectivism. Another feature of Pakistani society is its patriarchal disposition. The men are considered the head of the household, and all the important decisions regarding education and weddings are accomplished with his approval. Because the Quranic and religious instructions are very clear regarding the acquisition of education, people revere education and engage in different ways of achieving it through public, private, and religious schools.

## **2.5 ORGANIZATION OF EDUCATION**

The organization of education is centralized in Pakistan into three tiers: federal, provincial, and district; each tier has different tasks and responsibilities regarding the dissemination of

education. Curriculum design and educational policies are the responsibility of the federal government, whereas provincial governments act as the implementers of the policies directed by the federal government (Simkins, Sisum, & Memon, 2003). According to the constitution, dissemination of education is the responsibility of the provincial governments (Kardar, 1998). The provincial governments, through their district level administrations, manage schools at the primary, middle, and high school levels. At the federal level, a Curriculum Wing has been established through legislation which devises and maintains a single curriculum for the entire country (Hoodbhoy, 1998).

There are gender-specific schools all over the country as the country's culture does not support co-educational classes. However, there are a limited number of co-educationally arranged schools at the elementary and middle level. In contrast, higher level education at the university level is mostly co-educational. Segregated universities for females exist as well, but are fewer in number. Public education in Pakistan is not compulsory despite the fact that the country's constitution acknowledges education as a fundamental right of its citizens. A total of 155,000 schools at the elementary, middle, and secondary levels exist across the country (Burki, 2005). The government spending on education is 2.6 percent of the gross domestic product, which is 12.2 percent of the total government spending budget (UNESCO, 2006).

The process of education is carried out by four kinds of institutions: public, private, community, and religious schools. The public schools are owned by the government and the government is the sole operator of these schools in terms of financial support, hiring of teachers and support staff, teacher training, and provision of infrastructure. A total of 73 percent of school-going children attend government owned schools at the elementary, middle, and secondary level (Burki, 2005). The second group, private schools, is for-profit institutions and do

not receive any kind of government support or funding. They have their own infrastructure, salary packages, rules and regulation and hiring and firing policies. These are managed and run by individuals and boards of governors. The private schools charge tuition fees varying from Rs 50 (less than one dollar) to Rs 1499 (\$25) monthly (Rahman, 2004). About 26 percent of the school population in Pakistan attends private schools (Burki, 2005).

The religious schools, the third group of institutions, are considered a favorite destination for poor and needy students. Over the last two decades, Pakistan has witnessed enormous growth of these religious schools. Besides providing free religious education, they provide free food, clothing and accommodations. Some of these religious schools have the patronage of main stream religio-political parties (Hoodbhoy, 1998); others are being run by charities and donations. These religious schools cater to the educational requirements of some 1 percent of the total students (Burki, 2005).

The fourth group of schools consists of community-based schools whose aim is to increase the female enrollment and maintain the retention rates (<http://www.learningforlifeuk.org/projects/pakistan-earthquake-school-reconstruction/>). Most of these schools are located in rural areas, calamity-hit areas, Afghan refugee camps, and poverty-stricken areas. The local communities and parents manage some of these schools, while local NGOs, with the support of parents, communities, and external donors, manage others. With the financial support of foreign agencies, the Pakistani government has established refugee schools for the children of the three million Afghan families who fled to Pakistan in 1979. About 50-60 % of refugee children attend these schools, but fewer than 1/3 of these students are girls (UNESCO, 2003).

## 2.6 DISTINCTION BETWEEN PRIVATE AND PUBLIC INSTITUTIONS

The government schools, the largest provider of education in the country, meets the educational needs of 24 million children at different levels of public schooling (Saleem, 2005). The federal government and provincial government are largely responsible for the policy formulation and financing of public schools. In the government schools, the hiring of teachers and staff takes place through Provincial and Federal Public Service Commission [FPSC] - a body that oversees the recruitment of aspiring candidates for government jobs. In addition to the FPSC, district level administrations also recruit teachers and staff for the schools that fall under their jurisdiction. The school administrators have no role in the hiring of teachers and staff or in the setting of the salary of personnel; instead, they work within a very limited budget with minimal purchasing power.

Three types of private schools exist in Pakistan. As earlier mentioned, the community schools are managed by communities and local NGOs. Some of these community schools provide free education, while others charge very nominal fees. Trusts and private individuals manage a second type of private school. These schools, located in both rural and urban areas, are for-profit schools that have different fee structures. For instance, schools in the rural areas charge modest fees, while schools in cities, also called “private elite schools” (Rehman, 2005), charge higher fees. The post 1990s period has witnessed the enormous growth of private schooling in Pakistan where “nearly all rich Pakistani children in urban areas, almost a third of the richer rural children, and close to 10 percent of children in the poorest deciles nationally were studying in private schools” (Andrabi et al. 2008, p.337). Lastly, Pakistan has religious schools that are financed and managed by either politico- religious groups (Hoodbhoy, 1998) or funded from

selected Middle Eastern countries (Rehman, 2005). These schools provide free education in addition to food and accommodations.

All of these private schools have their own policies regarding hiring and salary structures. The availability of inexpensive teachers has contributed to the rise of private education in Pakistan; as compared to government teachers, the private school teachers receive little salary (Andrabi et al. 2008). All private and public schools, excluding religious ones, follow the national curriculum at the secondary level. At the primary and middle levels, they have some kind of autonomy to decide their own curricula.

## **2.7 STRUCTURE OF EDUCATION**

There are five levels of education: elementary, middle, secondary, higher secondary, and tertiary. Unlike the 12 years of schooling in Western countries, the pre-college schooling in Pakistan is completed in ten years: five years of elementary, three years of middle, and two years of secondary level. The medium of teaching in most public schools is Urdu [the national language] as well as the regional languages of respective provinces, for example Punjabi in the province of Punjab. Most of the textbooks in public schools are written in Urdu. Textbooks in private schools are in English. The medium of teaching in some of the private schools in cities is English. However, Urdu is generally the medium of teaching in private schools located both in urban and rural areas. Apart from the state-run Urdu language schools, there are state sponsored English language schools in the form of cadet colleges, federal government model schools, and armed forces schools (Rehman, 2004). These institutions are smaller in number.

The teaching methods, mostly teacher centered with an emphasis on memorization, involve little participation of students. The assessment and evaluation are based on quizzes, tests, and internal examinations at the elementary and middle school levels. At the secondary level, students take an examination managed by external bodies called Boards of Secondary Education; by 1995, Pakistan had 19 of these boards (Greaney & Hassan, 1998). The secondary level examination is a primary determinant regarding the students' future field of study. All students, no matter what grade level, buy their books and supplies from the local markets. The schools do not provide them with breakfast or lunch. A majority of the students commute to schools through private transportation. However, education is free in public schools of Pakistan.

## **2.8 A BRIEF ANALYSIS**

Since the creation of Pakistan resulted from the popular demand by Muslims for an independent country on the subcontinent, Islamic ideology has served as the basis of educational policies within different regimes until today. Even after fifty years of existence, however, Pakistan has not been able to establish a just, universal, and equitable educational system. As a result, the development of human capital and the sense of citizenship are limited in the society (Korson, 1993). Awareness about democracy and political participation can only be engendered when the members of society are exposed to literacy and educational opportunities (Korson, 1993).

With a total adult literacy rate of 49.9% (UNESCO, 2005), 64% for males and 35% for females, Pakistan ranks below most countries in the South Asian region in terms of educational development. A very small number of females benefit from education, which, in turn, reduces their chances of securing employment opportunities. The situation is worst in rural areas where

the majority of the country's population is located. The rate of female participation in education is minimal in rural areas. The total literacy rate for both the males and females is 33.64 % in rural areas, while the rate of literate rural females is only 20% (Population Census Organization, Pakistan). Limited access to education has potentially led Pakistan be principal contributors to some of the world's socio-economic problems: a high population growth rate, environmental degradation, increased poverty, and high infant mortality rates.

Williams and Cummings (2005) attribute the failure of the education system in the developing countries to the top down model. They point out that the current centralized model plays an unrealistic role in the provision of education because "centralized systems tend to lecture rather than to learn" (p.35). This is what is happening in Pakistan. Policies are being made at the central level without considering the local context. Projects are being implemented, but neither their failures nor success are being analyzed. Seth (1978) points out that educational planning in Third World countries is hostage to shortsightedness; such planning largely ignores political and social factors that affect educational expansion. In the context of the development of education system in developing countries, Davies and Harber (1997) mention that "What is required, therefore, is not a particular management design in the sense of a more refined contingency theory, but rather a set of operating principles which allow for effective decision-making, flexibility, transparency, innovation, informed choice, and localized consultation" (p.2)

Exploring the causes of non-development of the education sector has led to the conclusion that education has not been the priority for different regimes during the last fifty years of the political history of Pakistan. Jalil (1996) believes that in Pakistan the past governments were more concerned about "the economic growth and accumulation of physical capital" than the development of education sector (p. 66). Kardar (1998) argues that the low

priority extended to the education system not only impacted its outcomes, but also negatively affected the delivery system and implementation mechanisms. One of the causes for non-development or lack of resources for the social sector is the substantial budget allocation to the defense sector in Pakistan; this allocation is 6.5% of Gross National Product (Kardar, 1998). According to the Sustainable Development Policy Institute (SDPI) (cited by Commonwealth Education Fund report, 2004), “Pakistan ranks amongst the bottom five countries of the world, as far as public expenditure on education, as a percentage of total public spending, which is close to eight percent” (p.7). Although a growing awareness about the importance of education has changed these attitudes during the last few years, these past practices have caused substantial damage to the overall development of education in Pakistan.

Many researchers consider the teacher the focal point of the development of an education system (National Center on Education and the Economy, 2006, p.58). Despite repeated commitments through different educational policies to enhance the quality of teachers and teaching practices, the Pakistani government has not been able to achieve its objectives of creating a quality teacher education. According to a USAID report (2006), the standard and quality of education at public sector schools in Pakistan are poor, due to incompetent teachers and poor teaching practices. Likewise, a World Bank report asserts, “The paramount issue facing education planners in Pakistan today is how to recruit, train, deploy, and improve the quality of teachers in primary and secondary schools” (Hoodbhoy, 1998). Yet, teaching is not considered an attractive profession in Pakistan. Rahman (2004) points out teachers choose the teaching profession only because they have failed to find jobs in other sectors of the economy. What can we expect from teachers who come to this profession by chance, not by choice?

The course of the educational development in Pakistan shows that attention to primary education remained lacking for a long time with priority being accorded to the development of secondary and higher education (Curle, 1966). As a result, Pakistan failed to provide a solid base for the development of primary education; this has negatively impacted the overall process of development in the country. A study of different developing countries shows that “the economic yield on primary education in those countries is considerably higher than the yield on university education” (Coombs, 1970, p. 45). Karson (1998) notes that the causes of the substantial growth of the industrial economies of Hong Kong, Japan, South Korea, and Singapore were due to an increase in universal primary enrollment by 1965. He adds that an educated population not only contributes to the overall socio-economic development, but it also contributes to the welfare of individuals within the society.

The education system in Pakistan is highly uneven. There are two parallel systems of education: private and public. Affluent families prefer private schools that follow Western models of education with more emphasis on English language teaching. Poor households, however, send their children to public schools due to their lower income level. For the last two decades, the growth of private educational institutions has remained a wide spread phenomenon. According to Rahman (2004), this class-based education system has not only increased, but has also given rise to poverty: “They [public and private education] catered, respectively, for the rich and the powerful; the deprived and the very poor and marginalized sections of the society” (p.20). The poor classes due to their weaker grasp of the English language cannot compete with the affluent classes, who have the advantage of a good grasp of and proficiency in the English language; this eventually helps them secure good employment (Rahman, 2004). On the other hand, the poor classes or less privileged classes are destined for clerical positions or the teaching

professions. Thus, “English is the main filtering device for ‘elite closure’ defined as limiting the ‘access of non-elite groups to political position and socio-economic advancement” (Scotton 1993, p, 149, cited in Rahman, 2004, p. 94). In the absence of a well-structured and well-developed educational system, Pakistan is facing a barrage of problems on the educational front, such as low enrollment, a high dropout rate, gender disparities, lack of qualified teachers (particularly in rural areas), inadequate supervision, inadequate teaching practices, lack of monitoring and evaluation mechanisms, urban and rural disparities in education, teacher absenteeism, and school access. These are some of the major issues that need to be addressed.

The process of dissemination of quality and equitable educational opportunities is essential for the democratic process, economic development, political stability, and social cohesion. As the country’s main provider of education, the Pakistani government needs to review its educational policies in order to remove the bottlenecks that prevent enhanced access, better quality, and efficient delivery of education. In this regard, inspiration, motivation, and dedication come from leaders. A strong and devoted leadership with commitment and dedication to the cause of education is a first step to fostering a just and equitable education system in the country.

### **3.0 LITERATURE REVIEW**

#### **3.1 INTRODUCTION**

The school is an important and fundamental unit of any education system. With the combination of several inputs and processes, several actors in a school system engage in enhancing the student's performance, preparing them to become responsible citizens, and good parents, and, most importantly, instilling within them those competencies which could enable them to become successful in their future endeavors. However, questions arise concerning which person is most responsible for effectively utilizing these inputs and processes? The answer lies in school leadership. However, a review of literature about the role of school administrators, particularly those administrators in developing countries, reveals that school leaders generally do not play an instrumental role in the process of school improvement programs. Approximately, 200,000 head teachers at different levels of pre-college education in Pakistan (Khan, 2004) pass through the same experience as their counterparts in other developing countries.

This chapter focuses on an array of topics ranging from the selection of school administrators to the administrative and instructional role of the school principals in the Pakistani [public] educational system. In addition, this chapter describes those processes that prepare individuals for the education profession and explore the availability of pre- and in-service training opportunities for school teachers and leaders in Pakistan. Due to the dearth of literature,

especially in the context of Pakistan, I have incorporated into this dissertation empirical studies undertaken in the context of developing countries (beyond Pakistan) that have some relevance to this study. The terms school leaders, administrators, headmasters, head teachers, and principals are used interchangeably in this document; each carries the same meaning.

### **3.2 ROLE OF SCHOOL LEADERSHIP**

Giorgiades and Jones (1989) as cited by Harber and Davies (1997), state that because school principals in developing countries come from the teaching staff, they lack essential leadership skills. These individuals are selected because they are good teachers; however, the post of principalship requires a different set of skills and knowledge than those appropriate for the classroom. Kandasamay and Blaton (2004) point out that in the recruitment of head teachers, emphasis is placed on qualifications and teaching experience rather than on management and human relation skills. Khan (2004) cites a well written Annual Confidential Reports (ACRs) by the head teacher and seniority as the basic criteria for promotion. He adds that the validity of these ACRs is questionable, “the concept of ACR is based on ‘fear and subordination’ rather than performance and objectivity. Within this backdrop, it is very difficult to expect any improvement in the quality of educational management in the country” (p. 99). ACRs and length of service account for about 80 percent of selections of school heads (Khan, 2004). A UNESCO (1984) document reinforces this belief: “Most educational administrators are senior teacher turned administrators ... find themselves handicapped in managing the routine office business of an administrative position” (p.8). Therefore, schools heads in public schools are less motivated to show efficiency (Simkin et al., 1998). Due to a lack of skills and knowledge, even those school

principals in Pakistan who would like to make change are often incapable of succeeding. In their longitudinal study of three head masters of Pakistani secondary schools, Simkin et al., (1998) observed that head teachers are motivated to initiate changes, but are restricted by a bureaucratic environment and cultural pressure. Hence, they are unable to act independently. This makes many school leaders feel vulnerable because they are not well trained to efficiently handle the situations in which they find themselves.

Knowing that their position of principalship resulted from ACRs and teaching experience rather than expertise in instructional leadership, school heads are less likely to practice democratic principles in their schools. Instead, their roles are autocratic in nature; they do not want to alter their traditional roles by sharing their authority with other teachers. Harber and Davies (1997) point out that school heads in developing countries are considered the formal ladder of hierarchy and, accordingly, they exercise their powers in an authoritative manner. A review of literature shows that shared leadership, the prevalence of democratic values in schools, and the participation of communities play a significant role in the educational development of Western countries. Many developing countries, however, lack these attributes. As Oplatka (2004) states, the autocratic role of the school principals in these nations hampers the development of collegiality and democratic values in those schools where principals are “likely to refrain from involving teachers and parents in decision making, participative leadership, delegation of responsibilities, or major school change initiations” (p.440). Oplatka attributes the insignificant role of school principals in developing countries to their organizational and cultural orientations. He adds that school leaders in the Western countries demonstrate a drive for innovations, while those in developing countries adopt a conservative posture that makes them less inclined to initiate innovations. Chapman (2000) asserts that administrators in developing

countries neither understand the meaning of efficiency nor know how to maintain it; they also lack the powers to make changes. In fact, the centralized system of education is a major impediment that prevents the implementation of change (Oplatka, 2004).

Rizvi (2008) argues that school principals in Pakistan do not want to abandon the “organizational model” [top down] that they have been practicing for a long time because they are skeptical that it would alter their power and authority. This attitude limits the role of school leaders to an administrative one. Plank (1987), as cited by Burchfield and Chapman (1994), also defines the role of head masters in developing countries, including Pakistan, as one of management related, such as the scheduling of classes, the provision of instructional materials and books, and the maintenance of records. In pointing out the ambiguity of head masters in the Pakistani education system, Warwick and Reimers (1995) state, “with no clear definition of who they are and what they are supposed to do, schools heads are adrift in the educational system [...] they were not trained to be leaders, did not see themselves as leaders, and did not act like leaders” (p.101). As the Pakistani public schools do not provide job description to their leaders (Khan, 2004), these school leaders choose an administrative role that allows them to more involved in management related jobs rather than curriculum design and instructional practices (Memon, 2000).

Harber and Davies (1997) note that “instructional leadership” is one of the most important features of effective leaders: “in countries with a centrally defined curriculum, and in the light of everything else a head has to do, the scope for curricular initiatives is likely to be small and come under AOB” (p.76). Oplatka (2004) argues that head teachers in Pakistan, due to government control over curriculum development, cannot change the curriculum. The government’s control over curriculum development further minimizes the instructional role of

head teachers. Khaki (2005) notes that the actions of head teachers are more influenced by the “perceptual and procedural constraints” rather than managing issues pertaining to curriculum and instruction. He asserts that “heads are seen as administrators rather than teachers or educators; they have neither the skills nor the time to engage in teaching or coaching” (p.35). He adds that “many developing countries, like Pakistan, have strong political ideologies and government policies about education, which leave schools little room for maneuvering in such areas as curriculum” (p.38). Memon, Ali, Simkin, and Garrett (2000) point out that head teachers in Pakistan have little understanding about the matters pertaining to curriculum. Because principals do not motivate their teachers be involved in the curriculum process, the quality of education decreases. Oplatka (2004) mentions that in developing countries, the training programs of principals are more focused on management and administration than on instructional role of leadership.

Not only do the school heads of Pakistani secondary schools shy away from initiating innovations, but some also adopt traditional practices of maintaining academic and disciplinary excellence. According to a report of the Society for the Protection of the Rights of the Child (SPARC), every year about 35,000 high school students drop out due to various kinds of corporal punishment (Dawn, May 2, 2009). The case study of effective public and private school heads in Pakistan by Khaki (2005) illustrates this. During his research, Khaki found that one of the heads of a government [public] school starts his day by subjecting his students to corporal punishments due to disciplinary related issues:

At around 8:30 am, Naz sahib [head master] gives a male teacher a list of students for punishment. The day before, some fighting had taken place between two rival groups associated with outside school political faction. He further instructs one of his assistant to call the parents of some of those students involved in the accident. Meanwhile, another teacher enters the office with a strong stick in his hand (meant for punishing the students) and puts it in the right side of the Naz sahib’s office (p.105).

Leadership is not rooted in discipline; instead, it lies in the leader's ability to create an environment of learning that invites teachers to create new directions and promote the learning of students (Hargreaves & Fink, 2003). Warwick and Reimers (1995) report the limited role of Pakistani school principals in the daily supervision and guidance of teachers. The following accounts characterized the headships in most of the public schools [primary] of Pakistan:

They rarely supervise other teachers, help them to develop greater self confidence and better teaching skills, or work with them in other ways... in a typical week they spent twenty- four hours teaching their own classes and substituting for absent teachers, five hours on school administration, four hours on keeping disciplines, three hours on supervising teachers, two hours on preparing lesson plans, and less than an hour on fund raising (Warwick & Reimers, 1995, p.99).

Principals in Pakistan typically spend most of their time looking after management related matters. They are less inclined to supervise their teachers or provide guidance on pedagogical issues. In order to enhance the efficiency and effectiveness of the teaching force, it is essential that school administrators have a level of understanding such that they can provide guidance and support to their teaching staff.

Chapman (2000) notes that "education management in virtually all developing countries of Asia follows a pyramid model in which national policy, programs, and logistics are formulated by a central ministry of education organized into a set of divisions, bureaus, and units" (p.298). Pakistan also embraces a centralized education system in which various government-controlled entities implement educational policies. According to Simkin et al. (1998), because a multifaceted bureaucratic system manages the government educational institutions in Pakistan, school heads have limited power and autonomy and are less motivated to show efficiency. In essence, the government is the major and sole actor controlling the affairs of education; this in turn, restrains the principals from playing a more autonomous role. Douglas

(1988) points out that in developing countries, power and status hamper the willingness of administrators to take initiatives because an “upward looking” attitude is one of the important features of organizations. She explains that a centralized system, such as the one in Pakistan, places more emphasis on imposed goals which narrows the interests of the people involved; in a decentralized system, different people have a voice in identifying goals. Douglas asserts that this “upward looking” attitude in developing countries motivates the people to become loyal to their bosses rather than their organizations. The concepts of innovations and efficiency remain alien terms when school heads become a tool of implementing policies coming from higher echelon. Douglas (1988) who believes that developing countries inherited their hierarchical practices from their colonizers, calls this the legacy of “cultural dominance model” (p.35).

A centralized education system expects its school heads to value rules, regulations, and obedience. Therefore, school leaders are “constantly eclipsed by the drain of bureaucratic compliance demonstrations and inescapable administrative minutiae” (Beatty, 2008. p.138). They know they could achieve progress and promotion by demonstrating allegiance to the higher authorities. Chapman (2002) notes that some teachers accept the role of principalship as a way to escape the teaching responsibilities or benefit from “upward mobility” not as an opportunity to commit to school management and change. This passive attitude prevents them from becoming more focused on educational processes. According to Kandasamay and Blaton (2004), the top-down model results in various challenges for school heads in Pakistan: the limited role of head teachers in curriculum design, limited financial control, and no voice in the hiring and firing of teachers. Important decision and policies are devised without getting input, especially from school principals and teachers who are the targets of different interventions. Plank (1987), as

cited by Burchfield and Chapman (1994), attributes the failure of educational reforms in developing countries to the non-participatory role of school heads in the reform process.

Successive governments in Pakistan have paid little attention to school governance and management when creating educational policies (Memon, 2000). The district, provincial, and federal level governments treat school principals as instruments for the implementation of their policies. Because the school principals have no say in policy matters (Memon, 2000) they tend to blame their own failures on other people involved in the process of education. For instance, instead of taking responsibility for the low levels of students' achievement, they blame the teachers, students, or the parents. Since the system does not hold the school principal accountable, the school principals do not have to justify the low performances of students in most of the public schools in Pakistan. This situation has reduced the role of school leadership to merely an administrative position, while the concept of instructional leadership remains blurred. School leaders generally understand that they are supposed to rule rather than change the status quo. This disposition of school heads is detrimental to any change effort. Schools heads, then, are not instrumental in creating an environment in which innovation can take place.

Westhuizen and Legotlo (1996), mention that in developing countries, where the low morale of teaching staff is a common phenomenon, principals find it difficult to deal with those teachers who are involved in disciplinary measures or matters related to their competencies. They suggest that principals make efforts to improve the attitudes of those teachers, but they lack the skills and competencies to act in an effective and professional way. Principals need to bring these irregularities to the notice of higher authorities, but that involves a lengthy process. Kandasamay and Blaton (2004) claims that the limited authority of school heads in Pakistan stems from the fact that head teachers cannot fire teachers who do not perform their duties in an

adequate manner. Simkin et al., (1998) confirm that the head teachers in governmental schools in Pakistan have no control over the appointment, dismissal, and salary structures of their teachers. Principals further feel handicapped when no actions are taken against those incompetent teachers who do not carry out their duties in an efficient manner. The inability of school principals in dealing with the teachers not only negatively affects the provision of quality education in public schools of Pakistan, but also emphasizes the absence of accountability mechanism. One of the weaknesses of the education system in Pakistan is that there are no mechanisms of monitoring and evaluation for teachers and school heads in order to assess their performances and provide support. The district level administrators are primarily responsible for the monitoring and evaluation of their schools, but they are not making any substantial contribution to improving the quality of education in schools. This makes the educators less interested in the process of educating children. The school leaders who are the products of this system and reach the position of principalship share the same experiences.

Even if school administrators in Pakistan and other developing countries had available resources, they would not know how to best utilize these resources (Chapman, 2002). For example, though many countries in the South Asian region do not allocate as much of their budget to each student enrolled in primary education as Pakistan does, their progress in educational development still exceeds that of Pakistan. In 1990, Pakistan spent twice as much or more on each student placed in a primary or secondary school than India, Bangladesh, and Sri Lanka: \$65 as compared to \$33 for India, \$36.2 for Bangladesh, and 36.2 for Sri Lanka (Kardar, 1998). However, the enrollment rates of Pakistan, India, Bangladesh, and Sri Lanka were 31.5%, 48.0%, 71.5%, and 90.5%, respectively. This low enrollment rate highlights the lack of efficiency on the part of management both at the local and district level in Pakistan. Chapman

(2002) states, “The wise use of resources to improve the quality of schooling will demand school managers who understand the elements of good instructions and who are not drawn off by pressure to spend money on show rather than substance” (p.24).

Programs should train principals so that they can effectively utilize available resources to design, plan, and implement educational interventions. Like Pakistan, India, China, and Sri Lanka have rampant poverty; a large population is also an issue in China and India. Yet, these countries have a higher level educational development than Pakistan due to their efficient management systems. According to Fidler, “This is a time when the challenges for school leaders are more demanding than ever-quality improvements, social fragmentation, diverse expectations, and all at a time of resource scarcity” (p.24). Concerted efforts by the Pakistani government are required to re-invent the role of school leadership in order to fix the educational problems of Pakistan.

### **3.3 PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EDUCATORS IN PAKISTAN**

Researchers consider school leadership as a primary agent that motivates teachers to exercise the best teaching processes and, therefore, results in a higher quality of learning among students. According to Miller (2004), there is a significant relationship between the overall performance of students and effective leadership. However, Chapman (2005) emphasize that a “Quality school requires quality leadership. Quality leadership cannot be assumed or acquired without a coherent, integrated, consequential, and systematic approach to leadership... development” (p.1). The following paragraphs, based on the literature review, focus on the discussion about the current

practices of teacher and leader preparation programs in Pakistan. It is assumed that these practices can neither enhance the competence of students nor contribute to the development of professional communities in Pakistani schools.

In order to pursue a career in the teaching profession, both school administrators and teachers need to fulfill certain criteria in Pakistan. As previously mentioned, to become a school head, requires a positive Annual Confidential Report [ACR] and extensive length of service. To join the teaching profession in Pakistan, individuals must earn a Certificate of Teaching (CT) and a Primary Teaching Certificates (PTC). “The qualifications of teachers are generally matriculate [ten years of high schooling]/HSC [twelve years of education] + PTC/CT. In some of the areas even the condition of matriculate has to be relaxed” (Iqbal & Sheikh, 2003). The total duration of these training programs is one year (Khan, 2004). One can become eligible for teaching at the primary level after getting a PTC. Seventy nine percent of the teaching force in Pakistan acquires a PTC (Khan, 2004). Similarly, teachers at the middle level require a CT. About 66% of both the male and female teachers at the middle level possess a CT (Khan, 2004).

A UNESCO report (2003) states that although teachers in Pakistan must qualify in order to enter the teaching profession, compared to other countries “their entry qualifications and the duration of training are lower” (p.11). In order to teach at the secondary or high school level, a Bachelor of Education (B.Ed) is the requirement (Khan, 2004). The PTC offers such courses as the principles of education and methods of teaching; child development and counseling; school organization and classroom management; health and physical education, and methods of teaching (Kizilbash, 1998). The B.Ed program offers courses including perspective of education in Pakistan; human development and learning; school organization and management; evaluation

and guidance; society; school; individual projects; and teaching methods. Although these courses encompass a variety of themes, they are rarely applied in the schools (Kizilbash, 1998).

A number of institutions participate in the development of educators in Pakistan. Kizilbash (1998) mentions four of these institutions involved in activities related to the capacities of teachers. First, colleges of elementary education offer PTC and CT programs that are considered primary requirements to get into the teaching professions in Pakistan. Second, colleges of education offer B.Ed. and M.Ed. programs. Third, public sector universities offer MA and PhD programs in education. Fourth, the directorate of the staff development, offers trainings, attached with the department of education in each province. A total of 129 public sector institutions and five private sector institutions are involved in different kinds of professional development interventions ranging from short duration courses and workshops for teachers to PTC and CT certification and M.Ed and PhD programs (Kizilbash, 1998).

A web search through the data base of the Higher Education Commission [HEC] of Pakistan shows that out of 154 HEC recognized higher educational institutions, only seven institutions, three private and four public, offer program exclusively on school leadership and administration. One of the private sector institutions is the Institute for Educational Development, The Aga Khan University [AKU], Karachi. AKU, a pioneer in introducing courses in educational administration in Pakistan, offers a number of programs such as a one year field-based advance diploma in school management for aspiring school heads (Memon, 2000). “The major emphasis of the program is to prepare head teachers as ‘pedagogical leaders’ which helps them to enhance the social and academic capacity of students and the intellectual and professional capacity of teachers” (Memon, 2000, p.2). Similarly, the National University of Modern Languages is an autonomous institution that offers an M.A degree in Educational

Management (web site: National University of Modern Languages). Beacon House National University, a private higher education institution offers a Master degree in Educational Leadership and Management with the objective of enabling the participants to develop their knowledge and skill about organizational change and development (<http://www.bnu.edu.pk/SE/MAELM.htm>).

Two public sector institutions that are involved in the service of administrators and supervisors and offer program in educational planning and management are the Academy of Educational Planning and Management [AEPM] and Allama Iqbal Open University [AIOU], Islamabad, respectively (Kizilbash, 1998). “AEPM trains supervisory personnel such as college principals, sub divisional and district education officer, divisional and regional directors, and planning directors in the field of educational planning and management” (Khan, 2000, p. 101). Two other public sector higher education institutions that offer Master level programs in Educational Leadership and Management are Kinnaird College for Women (<http://www.kinnaird.edu.pk/academics/undergraduate-programs/intermediate>) and University of Education (<http://www.ue.edu.pk/programs/programs.html>).

As the largest provider of education in Pakistan, the state run institutions meet the requirements of a vast majority of educators. No mechanism, however, can evaluate the relationship between these programs and courses instrumental for the learning of both teachers and students. As a result, concern exists about the standard of state run programs. According to Kizilbash (1998), the standard and quality of existing training programs [PTC, CT and B.Ed] are questionable and do not offer any particular strategies to teach young children. Warwick and Reimers (1995) note that teacher training in Pakistan is of poor quality because it neither develops skills in teaching nor makes these teachers masters in their fields. They further mention

that teachers do not seriously take these in-services. Instead, they consider them as opportunities to earn a modest income through travel and daily allowances. Hargreaves (1997), as cited by Eliot and Rizvi (2005), demonstrates that teachers in Pakistan are at the pre-stage of professional development, while the rest of the world moves toward post-professional development. In terms of the quality and overall environment of professional development programs in Pakistan, Kizlibash (1998) asserts that teachers' training programs are confronting an array of challenges: conventional lecture methods, inadequate training of teacher educators, short training periods, shortage of schools for practice teaching, inadequacy of in-service training, conventional curriculum, lack of commitment, lack of research, and lack of evaluation of teacher education programs.

Teaching methodologies at training centers focus more on giving facts and less on encouraging class discussions or developing critical thinking. Teachers are expected to memorize their lessons. A final examination that tests memorizations skills makes these teachers eligible to teach at the primary and secondary levels. Kizilbash (1998) has provided some of the features of the existing training programs in Pakistan:

Examination for the skills of teaching is only for a few minutes observation by a team of examiners, while the trainee teacher is actually teaching a specially arranged class. Actual working days devoted to class room instruction and practice teaching in schools are less than 150 in the academic year (p.108).

Teachers in Pakistan are not acquainted with such terms learning through experience, reflection, and problem solving because they are not taught about these teachings approaches. According to Rarieya (2005), educators considers reflection to be one of the most important facets of teaching practices today, but "teachers in Pakistan and most of the developing world are generally unaware of what the term 'reflective practice' means" (p.285). Interactive environment

and teaching through experience are also almost non-existent. Consequently, educators fail to develop cognitive habits in their students, and students fail to integrate what they learn in school in their practical lives.

Mohammad and Jones (2008) believe that the traditional bureaucratic model is also pervasive in the teacher training institutes in Pakistan: “Even when they are advocating more creative and innovative ideas and methods, the teachers’ educators’ approaches are likely to be formal and transmission based. For the teachers-in-training, whether in pre-service or in-service courses, the medium is most of the message” (p.535). In their study of the development of teaching and learning practices in Pakistan, Mohammad and Jones (2008) elaborate on the general attitudes of teachers and their teaching practices in the following words: “The teachers-isolated from practical and moral support in their schools-were rigidly constrained by the authority of their schools, taught for the right answers and explained facts and rules rather than developing their students’ intellects and thinking abilities” (p.535). According to a USAID report (2006), two of the reasons for the abysmal educational situation in public sector institutions in Pakistan are the incompetency of the teaching force and the paucity of classroom based support for teachers. Khan (2002) reports that due to a limited budget allocation, only a few teachers are offered in-service training opportunities. In most of the cases, teachers do not take these training sessions seriously: “government sources describe these courses as being attended ‘in a holiday mood’ and of poor quality” (Khan, 2002, p.339). A UN report (n.d) about the primary education situation in Pakistan elucidates that insufficient pre-service and in-service opportunities for teachers and absence of motivation and inspiration among the teachers are major obstacles to achieving the desired goals in the field of education, particularly in rural areas.

Oplatka (2007) claims that professional development opportunities for teachers in developing countries are inadequate as they do not contribute to the teachers' teaching skills and competencies. In the context of teaching skills of Pakistani teachers in mathematics and science, Saeed and Mehmood (2002), as cited by Oplatka (2007), stress that teachers could not demonstrate minimum competencies due to their poor background knowledge about these subjects. Another important point that Oplatka (2007) makes regarding the training of teachers is that the only teachers exposed to training opportunities are the ones nearer to geographical areas where a particular donor funded intervention is taking place. Therefore, a vast majority of teaching forces remain deprived of these opportunities. To describe the characteristics of Pakistani teachers, Eliot and Rizvi (2007) use the terms under-educated, under-trained, and undervalued. A UNESCO document (2003) reports that official policy requires the training of teachers every five years, but such policies are not implemented. An absence of or limited pre- and in-service professional development opportunities portray teaching as a stagnant profession. These circumstances have negatively impacted the overall process of education in Pakistan.

Jalil (1993) argues that Pakistan has neglected educating and training of its educational professionals - the most important features of human development. Not only has the process of training of teachers remained disorganized, and irrelevant to the popular teaching culture, but also the capacity development of school heads have remained a neglected sector. According to Williams and Cummin (2005), principals, the frontline actors in school improvement programs, do not receive any formal training in developing countries; even in their new leadership roles, they do not have extensive management training. Khan (2004) recognizes that school heads in Pakistan can get limited training: "There are some training programs, which provide in-service training to head teachers, but this happens rarely and benefits only a very limited number. This

usually takes place under foreign funded projects” (p.100). Memon (2000) notes that since its creation, the Pakistani government has launched several educational reforms, but has not recognized the professional needs of managers and supervisors. He adds that since school leaders are not savvy in management and leadership skills, they seem reluctant to take steps to improve their schools. Under these circumstances, it is irrational to expect a change initiative from a leader who sees his role as implementer of the policies determined by higher echelon.

Kandasamay and Blaton (2004) assert that head teachers in Pakistan lack administrative and management skills because school management is not taught at the B.A and Master’s [Education] levels, and no sustainable system of providing management training exists. Khan (2004) claims that Pakistan lacks any mechanism for giving school heads management training before their promotion to the post of principalship. He continues to say that current M.Ed. and B.Ed. programs do not cover the concepts related to management, modern management techniques, monitoring and evaluation, and planning. Because school leaders are promoted to the post of headship without any training and orientation, they are less motivated or able to bring a viable change in their schools or contribute to the learning of their teaching force. In the following quotation, a Pakistani school head reflects on the non-availability of opportunities for management training and impact on his performances in school:

When we appointed principals we have no relevant experience and know nothing about the job... before appointment as head, we must be provided training for a specific period, related to that job [requirement]. Then the principals would not have to worry much or ask people right and left, be misguided [by them] in the process. Some believed that not everyone is sincere. It is only if you have the ability to pick the right things that you can learn and succeed...when you come to the job, you should have the knowledge of all its details...we have picked things over the time and still there are gaps...Audit team usually point to error and omissions” (Shah, 1998, cited by Khan, 2004, p.102)

The situation this school head describes applies to many Pakistani educational leaders. To meet the challenging environment of the 21<sup>st</sup> century schools, Pakistan need to develop qualified school administrators.

Rizvi (2008) points out that school heads in Pakistan are indecisive about the educational model that could make their schools effective and possibly improve the performance of students and teaching staff. School principals are neither familiar with nor make attempts to become familiar with the models that could bring a viable change in their schools. The educational system does not provide them an environment in which they could increase their knowledge and information through workshops and training programs about the new developments that occur around the world. Khaki (2005) has identified a number of characteristics of effective school heads which seems absent among most of the public school heads in Pakistan, such as holding a master's degree in education and a strong personality coupled with better communication skills. This deficit is evident from the following description:

In one school in Pakistan, known to the authors, the new principal was puzzled by the way the timetable was handled. There were complaints from the students that the curriculum was overloaded and that they could not get through all the syllabus. He found that in spite of the school day officially being 8:30-4 pm, senior members of staff uniformly taught only in the morning. They all had private businesses which they ran in the afternoon...attempts to make the timetable both more equitable and efficient met with strong resistance... (Harber & Davies, 1997. p.31).

This description shows the limited and rather ineffective role of a Pakistani head master in the daily business of his school.

As a major provider of education, policy makers in the government educational department are naïve about the essential elements of good leadership, the designing of a successful professional development program, and the structures that provide the best learning opportunities (Stanford Educational Leadership Institute, 2005). In Pakistan, policy makers, who

generally come from “non-professional cadres” are not familiar with educational management (UNESCO, 1984). They are mostly concerned about the provision of inputs, not whether the school leaders are engaged in mobilizing the communities and parents or whether they have skills to mobilize the communities and parents. According to Chapman (2000), many Asian countries emphasize on improving school level administration, but little efforts have been done to improve the existing situation of school leadership. Khan (2004) believes that lack of resources is one of the major hurdles that school heads in Pakistan face for designing capacity development programs. Rodwell and Hurst (1985) list five major problems that developing countries encounters when trying to establish the professional development of their educational administrators: inadequate budget, shortage of suitable training material, under-trained trainers, neglect of research into training needs and impact of training, and lack of coherent national training policy. Khan (2004) notes that in the past, some of the programs for school administrators were initiated with the financial support of the World Bank, the Asian Development Bank, and other donors, but with the conclusion of those foreign funded projects, “the process of capacity building has come to a standstill” (p.109).

Although trainings and professional development activities are crucial for ensuring quality educational practices, there is currently no such mechanism in Pakistan that could enhance the capacities of management and governance at school level. As a result, in most cases, Pakistani school leaders are not playing an effective role. Since school leaders are not familiar with management skills, they seem unprepared for improving their schools (Memon, 2000). A viable educational reform could only be possible when the policy makers promote the intellectual quality of educators through the following: pre-service and in-service teacher education; support of national professional organizations for teacher’s professional development;

sponsoring of conferences to help schools to create shared power relations; and programs that improve instruction, curriculum, and assessment (Newman & Wehlage, 1996).

The following section discusses different skills that school managers need as well as different modes of delivering these skills. Further, this section provides information about those strategies of leadership development that other developing countries successfully implemented as well as the models developed in the Western context.

### **3.4 LEADERSHIP DEVELOPMENT STRATEGIES – A GLOBAL PERSPECTIVE**

Grauwe (2004) links the improvement of education in developing countries with the improvement in the function and management of schools. He suggests that the different actors should be given professional training so their autonomy can be increased. In the context of Pakistani head teachers, Khan (2004) asserts that “head teachers should be the role model for teachers and students... [they] must be proficient in administration and academics, so that they can supervise educational problems” (p.84). In order to strengthen the management capacities of educational administrators in Pakistan, a UNESCO report (1984) suggests three kinds of training: a) general professional training for all educational administrators before their placement as an educational administrator or planner; b) area specific training for all educational planners and administrators before and during their placement on a certain job; and c) job specific training provided as in-service training for performing a special job (p.8). In order to increase efficiency, Chapman (2002) recommends that school managers in developing countries increase their knowledge about instructional processes: “to improve the quality of schooling will demand school managers to understand the elements of good instruction” (p.24).

In terms of professional development of school leaders in developing countries, Erasmus and Westhuizen (1996) suggest a systematic approach to principal preparation programs: “If the beginning principals are to succeed, alternative training methods need to emerge, especially in developing countries where principals often perform in isolated environments” (p.197). Harber and Davies (1997) believe that professional development programs for school leaders in developing countries should be compatible with the particular needs of their respective countries; empirical studies are required to assess those needs. In this regard, Rodwell (1998) points out that the transfer and implementation of particular international educational management initiatives should be subjected to a careful analysis to make these initiatives compatible with the indigenous circumstances. He adds, “Clearly, improving the knowledge base about educational management, management and learning, and issues surrounding international transfer is essential if desired outcomes (effective management development) are to be achieved in LDCs [less developing countries]. International and comparative experiences in related field can contribute towards an understanding of the issues involved” (p.45). In this regard, Simkins, Sisum, Memon, and Khaki (2001) suggest that the application of foreign models should be entertained with caution, especially in the context of Pakistan where extensive cultural variations among the school systems “provide a complex context for leadership development” (p.20). Huber (2008) shares a similar philosophy: “Given the importance of leadership in the current education policy environment around the world, better knowledge about effective leadership and its development should be a high priority” (p.296). Therefore, empirical investigations whether related to designing a particular professional development program for school leaders or for the application of a foreign model, can play an important role in any educational intervention.

Because Western countries recognize the relationship between the leadership and overall performance of students, policy makers in the West have shifted the traditional school leader preparation program towards one of more focused leadership skills and a management training program (Miller, 2003). Many developing countries that also realize the importance of school leadership have started to review their traditional process of leadership preparation. For instance, in Bhutan and Malaysia, candidates not only need five years of teaching experience, but they must also pass a rigorous selection process where several aspects of their personal characteristics, including personality structure, capacity to grow, and generic skills, are assessed (ANTRIEP, 2000). After selection, head teachers are provided training on diverse topics of management. In the context of professional development of school heads in Malaysia, Bajnud (2000) states that school heads need to attend three weeks of obligatory training in addition to taking short training courses which cover an array of topics: instruction and pedagogy, personal development, and organizational development. He adds that the curricula of the principals' training programs are more oriented to the instructional leadership roles of the principals. Bajnud states that school leaders are required to be master in several themes pertinent to educational management, for instance, rights of children, parents, and teachers, school finances, and the politics and economics of education. Fuller (1987) attributes the better performance of students in 60 primary schools of Egypt and 53 primary and secondary schools of Bolivia to the principals' involvement in training courses and post secondary educations. He says that in order to become a robust leader, school heads need different levels of skills:

Head master differ qualitatively on several aspects of school management: 1) whether they enforce a hierarchical power structure or encourage participation of teachers in addressing problems; 2) how-and the frequency with which – they evaluate teachers performance in the class room; c) the extent to which they prescribe curricula to teachers or encourage different approaches and professional judgment; and d) their competence in budgeting and accounting for material inputs (p.285).

Thus, professional development programs need to incorporate those skills which address the human, political, technical, and structural aspects of management.

While elaborating on the characteristics of effective schools in developing countries, Levin and Lockheed (1991) cite the phenomenal role of school leadership in some areas of Sri Lanka. They complement school leaders for playing a crucial role in school improvement through mobilizing the communities and fostering a working relationship with other schools. Levin and Lockheed add that “because of the important role played by principals, providing training for them has been found to promote school improvement” (p.12). School leadership preparation programs in Sri Lanka are comprised of a comprehensive program. School principals are selected on the basis of four written papers that focus on aptitude, education management, study skills, and English language (Perera, 2004). The resulting pool of two hundred candidates passes through different screening tests. Finally, 50 promising candidates are selected for the post of school headship. In order to make these individuals effective principals, they receive one year of training. In addition to pre-service training, the leadership improvement program in Sri Lanka also includes in-service trainings. This training covers such diverse topics as leadership, organization, Education Management Information System [EMIS], planning, curriculum management, supervision, administrative practices, education law, financial management, guidance and counseling, resource management, school and community, and staff development and evaluation (Perera, 2004).

Chapman (2005) asserts that school leadership should be offered continuously and with multiple learning opportunities for developing core leadership competencies. In order to ensure sufficient training, he advocates an organized approach in order to achieve sufficient training with the involvement of schools, training centers, and higher educational institutions. A review

of the literature points out the presence of a plethora of strategies and approaches for developing the capacities of school leaders both in the context of developed and developing countries. In this regard Huber (2008) notes that leadership development programs are moving from traditional models to more experiential methods such as problem-based learning, internships, shadowing, coaching, and mentoring. Chapman (2005) also identifies an array of activities that could develop capacities of school leaders: "...formal university award bearing study, engagement in programs organized by learning institutes and academies...inter school visitation, online discussions...peer pairing." (p.21).

According to Daresh (2001), mentoring is a process that provides individuals with guidance and support to become effective contributors to an organization. He views mentoring as an effective tool that helps leaders generate new skills, build collegiality among professional communities, and "help move the novice from a level of mere survival to initial success when used with beginning administrators" (p.9). Barnett and O'Mahony (2008) argue that "mentoring should not be seen as a school improvement strategy or as way of directly improving students learning, but as a facilitating process to support the professional growth of individuals" (p.238). Erasmus and Westhuizen (1996) note that mentoring has been quite successful in the United States and other European countries, but a well-designed mentoring program has not yet become part of the educational intervention in most developing countries. They state that "to promote the professional development of school principals in developing countries, we argue that experienced principals serve as mentors to their beginning colleagues" (p.198).

Chapman (2005) focuses on coaching provided by an expert outside the system, as another approach related to professional development. Although Barnett and O'Mahony (2008) state that mentoring and coaching programs are different in nature, they recognize some overlaps

between them. Chapman (2005) describes the following relationship between the coach and coachee:

The coach moves between instructional and facilitative coaching strategies based upon assessment of coachee's needs and in pursuit of agreed goals. The coach's fundamental commitment is to student success. The program specifically addresses the principal's needs, designed around the challenges that principal face (p.25).

Bajnud (2000) describes that Malaysia invites leaders from other sectors to share their experiences in order to develop the capacities of the local school leaders. This approach is "refreshing, challenging, reinforcing and different one that provides wider frames of references pertaining to the phenomena of leadership" (p.58-59).

Research suggests that all of these programs, especially mentoring and coaching contribute to the capacities of school leaders in the developed countries. Despite the fact that mentoring, coaching, and other programs have advantage for novice and practicing principals, researchers, such as Erasmus and Westhuizen (1996) and Barnett and OMahony (2008) are cautious about the application of these programs in the context of developing countries. In this regard, Harber and Davies (1997) point out that current courses on educational administration in the developing countries are not adequate, neither for the managers nor for the teachers. They argue that those courses are not developed in the context of developing countries; instead, they are more general courses. The researchers say, "Our claim is that school effectiveness literature has been under theorized and that, particularly in a developing country context, we need to locate the management of schools within broad parameters of the international and local economy, of the local culture, and of the way that social actors make sense of these worlds" (p.5). Therefore, for assessing the impacts of these programs [mentoring, coaching and others] on education in Pakistan, a trial period of the application of these programs followed by extensive research into

the program's applicability, outcome, advantages, and disadvantages is needed. It is also important to look at the financial cost of these programs because some researchers reports that these programs are "resource intensive" (Chapman, 2005), while others insist that the cost is not very high (Barnett & O'Mahony, 2008). Literature does not provide information as to what extent these concepts are being applied in the case of Pakistan.

In addition to pursuing a traditional academic program from a higher educational institution, there are several other ways to enhance the capacities of school leaders. However, because a huge portion of the educational budget in Pakistan and developing countries goes to the salaries of the teaching and administrative staff, few resources remain for the development of other components of education, such as the professional development of educators. Therefore, schools need to initiate their own enrichment programs. In the context of developing countries, the new approach of the World Bank recognizes the individual efforts of schools regardless of national educational policies, with the conviction that individual efforts contribute significantly to educational effectiveness (Harber & Davies, 1997). Regarding the development of an 'indigenous corpus of knowledge' for educational administrators, Bajnud (1996) presents the idea of the 'reflective practitioner'. He emphasizes that administrators need to develop competencies to analyze their own needs and "the need for the development of their organization or systems within their own unique national and cultural context" (p.51). He argues that the role of school leadership is crucial to the effectiveness of a school, but there are certain cultural and historical traditions that administrators need to know as well. In order to make the training of school administrators more cost effective, Johnson (1995) identifies an array of approaches used in South Africa: "support for self-directed study by individuals, school teams, peer groups; in school and near to school training; distance learning materials, information packs and projects"

(p.227). According to Johnson (1995), one of the benefits of school-based initiatives is that schools devise solutions to their own problems rather than waiting for directives from central authority; as a result, the head and school staff assume the responsibility of managing their own schools.

Action Learning also emerges as another way of developing school leadership within school (Bush, 2005). According to Fry, Ketteridge, and Marshall (2002), Action Learning is a process of reflection and action where groups of people first come with their problems and issues and then plan their future action with the help and support of the group. In quoting McGill and Beaty (1995), Bush (2005) mentions that Action Learning is a process of learning with the involvement of colleagues. He further emphasizes that in Action Learning, principals first explain their problems to others and then seek feedback and solutions to these problems. Therefore, the most important step for the principals is to create an environment of trust and respect within the organization. Once trust is established, it is easier for different stakeholders to discuss and debate certain issues related to school improvement and personal development. It is essential that school leaders need to be equipped with the required skills and capacities to institute such an environment. These skills and capacities can be developed only when certain aspects of leadership, including communication, collegiality, and coordination become part of principal recruitment and development programs.

Fenech (1994) believes that although a centralized system makes it difficult for local initiatives to flourish at the school level, it is still possible to develop such initiatives. Fenech's observations resulted from his ethnographic study of four school heads in the highly centralized educational system of Malta, a Southern European island. Fenech (1994) asserts that even in a highly centralized educational system, the head teachers can use their professional development,

personality, and educational perception to neutralize or minimize the impact of a centralized system and to “provide a strong impetus for professional discretion at the school level” (p.131).

He argues that strong leadership is essential for the success of local initiatives:

The evidence is that creative leadership does not only cultivate for itself a space within which local discretion can be exercised, but its successes are also acknowledged and disseminated. Leadership at the school level, perhaps unavoidably in these circumstances, has to come from the head teacher as the person occupying the position ascriptive of the highest authority (p.139).

Fenech attributes the success of Maltese school heads to their exposure to training in school management and administration and their successful teaching experience. The account of Fenech’s ethnographic study proves that even in the bureaucratic model that is prevalent in most of the developing countries, including Pakistan, inspiration, motivation, and dedication can come from the school heads.

Rizvi (2008) provides an account of local initiatives in a centralized system in her case study of four school heads of girls’ primary schools in one of Pakistan’s largest cities. She adds that the concepts of “distributed leadership, value centered leadership, and emotional leadership” were quite visible in the practices of these school principals; this then engendered a high degree of professionalism among the teachers of the respective schools. Rizvi states that the democratic practices of these school principals, a shift from the traditional bureaucratic approach, provide ample opportunities for the teachers to enhance their capacities within the schools. Such practices involve teachers in leadership roles by delegating responsibilities, inviting them to participate in decision making processes, demonstrating trust, extending appreciation, and helping them gain confidence.

One of the successfully implemented training models that has received substantial recognition is the Field Based Teacher Development Program [FBTDP] (Sales, 1999). The

FBTDP, introduced by the Aga Khan Education Service of Pakistan [AKESP] in the Northern Areas of Pakistan, has gained ample appreciation from the World Bank. This program is particularly designed for those female teachers who are unable to travel to far-flung areas. According to Sales (1999), under this program a school is designated as a training center with two master trainers who are school heads. These master trainers work with nine untrained or under trained teachers for a one year period. Sales further states that the AKES extended this program to aspiring female school heads in order to better address those socio-cultural and geographic factors that limit the mobility of female teachers in this region. The introduction and successful implementation of such Field Based Teacher Development Program by AKESP provide a model for the government to initiate these kinds of interventions for school heads in Pakistan. One benefit of this model is that the master trainers are local and, therefore, familiar with the community context and problems. This model also addresses the socio-cultural milieu by bringing the training to the doorsteps of trainees. Furthermore, this model can considerably reduce the cost of professional development. As a result, it can address the lack of resources that the government in Pakistan cites as the reason for its inability to initiate reforms in education, especially the investment in the training of educators.

Another intervention that Chapman (2002) describes is the establishment of regional training centers. By collaborating with national and international universities, these regional training centers can offer aspiring candidates a well-designed training program at a convenient site. Chapman adds the following two stipulations to ensure success: 1) the training should indoctrinate required skills in trainees in an effective way; and 2) the training sessions, rather than being restricted to the classrooms, should instead encompass the skills and knowledge related to the participants' workplaces. Chapman (2002) further mentions that the advent of the

internet has made available a plethora of information for the developing countries. Therefore, he suggests that developing countries should design special web sites that provide information and knowledge [about pedagogical processes, community relations, budgeting, evaluation, monitoring, and others] to their educational managers and teachers.

For the last few years, robust economic, scientific, and technological developments have been occurring across the world (Crow, Lumby & Pashiardis, 2008). These changes have resulted in large-scale educational reforms and have altered the meaning and nature of school leadership. These reforms have further increased the responsibilities and challenges of school leaders. In order to overcome these challenges and effectively utilize available resources, it is important to enhance the capacities of those involved directly in the implementation of educational reforms through a well-researched leadership development program.

### **3.5 SUMMARY**

A review of related literature illustrates that school administrators in Pakistan are promoted to the post of headship without proper training and preparation. Because they are promoted on the basis of their length of teaching experience, these administrators lack core competencies such as social, administrative, and educational skills. In general, their roles are administrative as well as autocratic in nature. Instead of involving teachers and other actors in the decision-making process, they follow a top down approach. This approach prevents the development of democratic norms in schools. Furthermore, school principals have limited capability to provide guidance and feedback to their teachers about their teaching practices. Most of the school heads prefer to follow the state prescribed curricula; they do not make attempts to enrich the existing

curricula in order to make the classes engaging and compatible with the individual needs and interests of students. The school principals' lack of exposure to any kind of management-related training minimizes their interpersonal, motivational, and communicational skills.

The CT, PTC, and B.Ed degrees, which are the primary requirements for joining the teaching profession in Pakistan, do not significantly contribute to the knowledge of teachers and administrators. One of the weaknesses of these preparatory programs stems from the absence of teaching through experience. The programs do not familiarize educators with such terms as action learning, reflections, in-school professional development programs, and others. As a result, the teachers and principals are neither motivated nor prepared to initiate these kinds of interventions in their schools. In order to address this situation, research suggests a plethora of strategies, including mentoring, coaching, online programs, and school-based professional development programs. This study looked at the applicability of these programs in the context of a principal's preparation program in Pakistan.

The following section discusses the conceptual framework of this study with a focus on the administrative, educational, and social skills needed by school leaders. Additionally, this section discusses the difference between the concepts of leadership and management.

## **4.0 CONCEPTUAL FRAMEWORK**

### **4.1 INTRODUCTION**

Research suggests that schools have become complex organizations (Scott & Webber, 2006) with the involvement of multiple entities and actors such as communities, parents, students, teachers and in the case of developing countries, international donors, non-governmental organizations, community organizations and district level education officials. A major concern of these actors and entities is to ensure the delivery of quality education in schools. The growing involvements of multiple stakeholders and the efforts for the delivery of quality education have made the job of school leaders multidimensional. On the one hand, school leaders need to take care of their official/managerial/technical obligations; on the other hand they have to fulfill their academic/instructional responsibilities, and they need to carry out their social duties relating to those that work under their supervision and in other capacities (parents, communities, school management committees, and parent teacher associations). To maintain a fine balance between all these responsibilities and for the mastery of all these responsibilities, it is essential that the school leaders be proficient in carrying out these tasks. For the sake of proficiency, officials need to provide school leaders with the various skills and expertise related to management and leadership. MacGregor (1976) emphasis that “they [school leaders] must be able to communicate

with a variety of people of widely different backgrounds, temperaments, interests, and attitudes (p.374).

Contemporary literature on leadership development nullifies the previously held concept that leadership is an inborn trait; instead, researchers believe that nurture rather than nature plays a pivotal role in the process of the development of leadership and management (Lashway, Mazzarella, & Grundy, 2006) whether it relates to school or to a business organization. This belief has resulted in the evolution of several leadership and management development theories, such as leadership frames (Bolman & Deal, 2003); the 6L frames (Tirmizi, 2002); the 4L frames and adult learning theory (Scott & Webber, 2008); theory based leadership development (Popper & Lipshitz, 1993); leadership and management theory (Dalin, 1997); and the forces of leadership (Sergiovani, 1984). Except for Tirmizi's 4L frames, these theories have been developed in the Western context, but some aspects of these theories are generic in nature and they can be applied in any context: setting goals, delegating authority, motivating people (Dalin, 1997); encouraging learning and development (Tirmizi, 1997); providing expert knowledge about matters of education and schooling, applying sound management techniques (Sergiovani, 1984); empowering people, handling conflicts (Bolman & Deal, 2003); and developing self-efficacy and specific skills e.g. giving feedback (Popper & Lipshitz, 1993).

Before going into detail it is important to define the concepts of leadership and management because both are different in nature. This clarification will provide a better understanding of the essence of these themes and their relevance to schools' effectiveness.

## 4.2 LEADERSHIP AND MANAGEMENT

Bolman and Deal (2003) assert that leadership and management are two different themes that have different meanings and interpretations. They believe that leadership is a process of combining efforts and “a subtle process of mutual influence fusing thoughts, feelings, and action to produce cooperative effort in the service of purposes and values embraced by both the leader and led” (p.339). Bolman and Deal point out that some of the terms that are associated with leadership are vision, strength, and commitment. Cuban (1988) cited as by Bush (2008) has elucidated one of the precise differences between leadership and management:

By leadership, I mean influencing others’ action in achieving desirable ends. Leaders are people who shape the goals, motivation, and action of others. Frequently they initiate change to reach existing and new goals. Leadership...takes... much ingenuity, energy and skills. Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change (Cuban, 1988, p. xx in Bush, 2008, p.273).

Memon and Bana (2005) contend that management and leadership are not different concepts; instead, both are “two sides of the same coin” (p.165). They add that the jobs of the managers are operation oriented, whereas the jobs of leaders are vision oriented. The acquisition of both the managerial and leadership skills is important for school leaders, according to Memon and Bana. Webber and Scott (2008) describe the following characteristics of school leadership: “The primary purpose of leadership is to facilitate high-quality teaching and learning, i.e. provide effective instructional leadership for all stakeholders, including students, teachers, support staff, parents, and to some extent, associated community members” (p.764). According to Hughes (1994), school administrators accomplish two roles; as manager they maintain the policies and procedures, and as leaders “they work to change goals, policies, and procedures in response to or in anticipation of internal (organizational) and/or external (environmental), issues, concerns, or

problems” (p.33). He further mentions that successful school leaders keep a fine balance between “the art of leadership” and “the science of management” to improve the various facets of their schools such as curriculum, and instruction.

Leadership and management are two important dynamics of school leadership for which school leaders need to be trained (DeJaeghere, Williams, & Kyeyune, 2008). Hughes (1994) and Memon and Bana (2005) all support the idea that both leadership and management are important for school leaders and that a fine balance between the two phenomena is important in creating efficiency within different areas of education. Therefore, it is imperative that both leadership and management be given equal importance for effective operations of schools (Bush, 2003).

### **4.3 LEADERSHIP DEVELOPMENT THEORIES**

This study is primarily guided by Dalin’s (1997) leadership and management theories and Sergiovani’s (1984) “forces of leadership theory”. Sergiovani (1984) uses the term “force” in order to explain different dynamics of leadership and management such as technical force [administration], educational force, human force [social], symbolic force, and cultural force. Although Sergiovani equally endorses all five of these forces of leadership, I will only discuss his first three: technical, educational, and human forces. However, I will also integrate aspects of Sergiovani’s symbolic and cultural forces in analyzing the technical, educational, and social forces. Sergiovani believes that “Technical, human, and educational aspects of educational leadership forces are essential to competent schooling and their absence contribute to ineffectiveness” (p.9). Sergiovani (1991) as cited in McEwan (2003) pointed out that technical and human leadership expertise are not specific to schools, rather they are generic and could be

applicable to any organizations. The following table provides an explanation of several functions of school leadership that I will focus on as themes in this study.

**Table 1. Sergiovani's Forces of Leadership (Adapted)**

<b>Force</b>	<b>Leadership Role</b> <b>Metaphors</b>	<b>Theoretical constructs</b>	<b>Examples</b>
Technical	Management engineer	<ul style="list-style-type: none"> <li>▪ Planning and time management</li> <li>▪ Contingency leadership theories</li> <li>▪ Organizational structure</li> <li>▪ Articulate school purpose and mission</li> <li>▪ Explain SoPs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan, organize, coordinate, and schedule</li> <li>▪ Manipulate strategies and situation to ensure optimum effectiveness</li> </ul>
Educational	Clinical practitioner	<ul style="list-style-type: none"> <li>▪ Professional knowledge and bearing</li> <li>▪ Teaching effectiveness</li> <li>▪ Educational program design</li> <li>▪ Clinical supervision</li> <li>▪ Visit classroom</li> <li>▪ Tour the schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diagnose educational problem</li> <li>▪ Counsel teachers</li> <li>▪ Provide supervision and evaluation</li> <li>▪ Provide in-service</li> <li>▪ Develop curriculum</li> </ul>
Human	Human engineer	<ul style="list-style-type: none"> <li>▪ Human relation supervision</li> <li>▪ Linking motivation</li> <li>▪ Internal competence</li> <li>▪ Conflict management</li> <li>▪ Group cohesiveness</li> <li>▪ Rewards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide needed support</li> <li>▪ Encourage growth and creativity</li> <li>▪ Build and maintain morale</li> <li>▪ Use participatory decision making</li> </ul>

(Sergiovani, 1984)

Dalin (1997) has identified three important functions of school administrators, which contain both management and leadership aspects: 1) the administrative function (Sergiovani's technical force), 2) the educational function (Sergiovani's educational force) and 3) the social function (Sergiovani's human force.) These frames help the leaders widen their perspective on different situations and circumstances and better understand the diverse nature of their jobs.

Dalin has provided four subcategories under each function. In the following paragraphs, I discuss each one and incorporate related literature from other sources pertinent to each section.

#### **4.3.1 The Administrative Functions**

Under this function, Dalin (1997) has identified the following four categories followed by a brief description:

- i). Organizing: Relates to the utilization of human, physical, and financial resources, setting goals as well as following administrative rules and procedures.
- ii). Decision making process: Involves developing and creating support for a collective decision making and collection of information before making decision.
- iii). Delegating: Involves extending responsibilities to teachers and students and creating a relationship of trust with others.
- iv). Representation: Includes interaction and communication on behalf of one school with other school systems and organizations.

Dalin (1998) points out that school management consists of several functional areas. While citing Mintzberg (1989), Dalin has identified six important ways through which organization is managed: 1) day to day informal coordination at the work level; 2) direct supervision; 3) standardization of work progress; 4) standardization of product; 5) common goal orientation and 6) standardization of knowledge and skills. Lashway (2006) claims that developing a vision is a core responsibility of a school leader and vision helps the leaders to reach their ultimate goals. Therefore, a vision is road map to reach a particular destination. Effective schools are led by robust and visionary leaders (Bolman & Deal, 2003) that set goals and secure the support of their followers through involving them in decision-making and delegating responsibilities.

Sergiovani (1984) points out that a technical leader is involved in the planning, organizing, and coordinating aspects of schools and has the skills to achieve best results through different strategies. Leithwood and Riehl as cited by Lashway (2006) mention that three factors are important for leaders to set their direction: monitoring organizational performance, communicating ideas, and working with the actors and entities that are located outside of their schools. Lashway further mentions that when school leaders use data for school improvement and “held high expectations for students’ achievement, students indeed perform better” (p.45). These school leaders remain engaged in overseeing the effect of teaching practices on students’ learning and promoting innovation for school improvement. Webber and Scott (2008) suggest that school leaders should have knowledge and expertise concerning the use of data to “inform decision-making ranging from the macro level of school evaluation to the micro level of class room assessment” (p.767).

Dalin, Rolf, and Kleekamp (1993) point out that management skills are important and required, but that “skills in isolation, however, may be reduced to instrumentalism” (133). They suggest that those who are managing schools are involved in a plethora of tasks/activities and they need to delegate/share these responsibilities with their colleagues. They have also identified some of the important responsibilities of school managers:

Management has a major role in developing the work climate, in groups and in the school as a whole; that management has a particular responsibility for resolving conflict and to assist in problem solving; that management has the ultimate responsibility for securing the needed resources, sheltering the process from undue external intervention...; that management has a responsibility for restructuring the process and thereby clarifying conditions, expectations and the action steps necessary; and that cooperation among staff, students, and parents is critical to success (p.134).

To promote positive interactions and the development of a productive organizational culture (Scott & Webber, 2008), school leaders need a wide range of skills and expertise: “the ability to

plan and organize one's work; the ability to work together with others and to lead others; the ability to analyze problems and make decisions; the ability to communicate orally and in writing; the ability to understand the needs and anxieties of others" (Hersey, 1982, cited by Dalin, 1998. p.84). According to Dalin (1998), the structural perspective is concerned with the running of organizations, and from this perspective the fundamental purpose of school leaders is to create a link between the organization and different entities within the organization. He further says that the aim from the structural perspective is "more efficiency, better coordination, optimal use of resources, putting the right person in right place and making adjustments between the environment and the organization" (p.86).

Leaders that work in a centralized system of education (as in Pakistan) ultimately have more control and authority within their schools. In this regard, Fenech (1994) suggests that initiating a change in a centralized system can be difficult; however, it is still possible. A will to change on the part of school leaders is a pre-requisite. Wezel et al. (2003) point out that school development is neither achieved through top down nor bottom up approaches; instead, it emerges from the inside out through a combination of the will and skill of educators. This will and skill, as earlier mentioned, can come through learning and education, two elements that the school leaders in Pakistan do not receive. Therefore, it can be assumed that the availability of proper training will give confidence and courage to school leaders to initiate change in their schools.

#### **4.3.2 The Educational Function**

Under this function, Dalin (1997) has identified the following four categories followed with a brief description:

- i). Value clarification: Helping the school personnel to understand various norms and objectives related to the school as well as clarifying the goals and communicating these goals to others.
- ii). Development: Encouraging the maximum participation of those who are involved in school with respect to planning and development.
- iii). Guidance: Providing guidance to teachers regarding achieving those goals that have already been set for schools and teachers, in addition to monitoring teachers' performance and responding to their behavior.
- iv). Evaluation: Being involved in evaluation plans with the help of others in order to assess whether the school has achieved its goals and to discuss the results of evaluation.

Regarding the educational functions of school leaders, Sergiovani (1984) mentions that school leaders take on the role of "Clinical Practitioner" by providing supervision and counseling to teachers, identifying educational problems, and participating in professional and curriculum development. Sergiovani (1998) uses the term "Pedagogical Leader" in order to elaborate on the educational functions of school heads. He says that Pedagogical Leaders engage in developing 'academic capital' for students and 'intellectual and professional capital' for teachers. Sergiovanni describes 'academic capital' as nurturing the best teaching and learning practices, 'intellectual capital' as sharing knowledge among school communities, and 'professional capital' as developing collegiately by focusing on single methods of pedagogy. The ultimate goal of these three capitals is to contribute to the students' learning by creating a culture where different stakeholders can work together for a common cause. Sergiovanni adds that pedagogical leaders carry out ten important tasks:

1. Purposing: Pedagogical leaders bring together shared vision into a covenant...

2. Maintaining harmony: Pedagogical leaders build a consensual understanding of school purposes...
3. Institutionalizing values: Pedagogical leaders translate the school's covenant into a workable set of procedures and structures...
4. Motivating: Pedagogical leaders provide for the basic psychological and cultural needs of members...
5. Problem solving: Pedagogical leaders help others to tackle their problems...
6. Managing: Pedagogical leaders ensure day-to-day support that keeps the school running effectively and efficiently.
7. Explaining: Pedagogical leaders give reasons for asking members to do certain things
8. Enabling: Pedagogical leaders remove obstacles that prevent members from meeting their commitment
9. Modeling: Pedagogical leaders accept responsibility by following the school's covenant and modeling purposes and values in thoughts, words, and action...
10. Supervising: Pedagogical leaders provide the necessary oversight to ensure the school is meeting its commitment... (p.14)

Quinn (2001) points out that in order to effectively maintain a school, the school principal must be a robust instructional leader, because an instructional leader motivates others to adopt best teaching practices. Research shows that instructional leaders carry out an array of tasks, such as making regular class visits, promoting discussion of instructional issues, communicating instructional goals, emphasizing test results (Heck, 1992 cited in Quinn, 2001). In addition, instructional leaders develop teachers' competencies, become involved in curriculum development, encourage parents to take an interest in their children's education, and effectively

utilize school resources (Pansiri, 2008). Therefore, in order to foster the traits of instructional leadership, leadership reparation programs “should teach practicing and aspiring principals how to develop professional dialogue and collegiality among educators...theories of teaching and learning (vis-à-vis both adults and children), action research methods, change, and reflective practice” (p.138).

Research confirms that institutions make or break as a result of the quality of their leadership. The same is true regarding quality of an education in school. Effective leaders spend more time on the academic and social development of students, whereas ineffective leaders demonstrate a sense of ineptness (Khaki, 2005). To become an expert in pedagogical matters is considered one of the most important traits of a school administrator. Students perform better and teachers teach better when school leaders demonstrate a higher degree of professionalism, guidance, self-confidence, shared vision, clear goals, motivational impact, innovation, and consensual decision-making. Memon (2000) asserts that school principals in Pakistan are not well prepared to carry out their educational functions in an expert and academic manner. Most of the time, researchers claim that the country’s centralized educational system is the largest hurdle in the way of better performance of the school heads. While this may be true to some extent, there are school leaders in Pakistan who demonstrate a high degree of professionalism (as a result of their exposure to professional development programs) in their schools, thereby transforming their schools into effective schools (Rizvi, 2008).

Earlier, I briefly mentioned the lack of will and skill among the school leadership in Pakistan. Will is intrinsic in nature. School leaders need to demonstrate a will to bring a change in their school; they need to demonstrate an interest to learn about new knowledge. Skill is extrinsic in nature – individuals receive or learn new skills to update their knowledge. An

amalgamation of will and skills on behalf of school leaders is important. The provision of professional development will help the school leaders acquire new skills, and it will motivate them to develop a will to adopt innovative strategies. An effective leadership development program not only strengthens the competencies of leaders, but it can also motivate the leaders to cultivate these competencies within their colleagues and subordinates. Therefore, school leaders need exposure to the professional development programs which will help the school leaders better understand the importance of incorporating all of the stakeholders in school improvement programs.

### **4.3.3 The Social Function**

Under this function, Dalin (1997) has identified the following four categories followed by a brief description:

- i). Motivation: Addressing individual needs and extending support and encouragement in school.
- ii). Communication: Creating structures that ensure two-way communications and also ensure that each individual receives the necessary information...
- iii). Resolving conflicts: Discovering and resolving conflicts.
- iv). Personal care: Listening and extending help for the personal problems and the professional challenges of others.

Dalin (1997) mentions that it is important for leadership to demonstrate trust and to delegate powers because this behavior will motivate others to work hard. Regarding the delegation of powers, Dalin says that making others realize that they control their own lives [self-realization] is important for happiness. Therefore, leadership in a school system plays two important roles. First, leadership implements the administrative functions; secondly, “it provides

more people with the potential for self-realization” (p.86). Dalin and Rolff (1998) suggest that a sense of ownership is very important for the process of change: “Those who carry out the hard work of change also need to feel motivated and involved in the process. This can best be achieved as the different perspectives of teachers are taken into account, as cooperation is learned and conflict used as opportunities for learning and growth” (p.103). Dalin suggests that a manager should have interpersonal relationship skills, and he should be able to motivate people. He mentions, “Management should, by its behavior, bind the organization together so that it can better meet the needs of individual, groups and the organization as a whole” (p.87).

Sergiovani (1984) has used the phrase “human engineer” to elaborate the social aspects of leadership. He identifies an array of activities, such as emphasizing human relations, giving encouragement, maintaining morale, and engaging in participatory decision-making, that leadership carries out under this heading. Coleman (1988) and Gamoran as (1996) cited by Sergiovani (1998) point out that a school builds social capital by demonstrating care, and social capital is comprised of norms, obligations, and trust among people in community and neighborhood. Sergiovani (1992) says that emotions, values, and relationships with other people have far reaching impacts. He asserts that through a cordial relationship, people can get maximum benefits. In order to further elaborate the human aspects of leadership, Sergiovani (1992) uses the terms stewardship and servant leader for school leaders: “The concept of stewardship furnishes an attractive image of leadership, for it embraces all the members of the school as community and all those who are served by the community. Parents, teachers, and administrators share stewardship responsibilities for students” (p.139). Regarding the servant leader, Sergiovani (1992) mentions that in “virtuous schools” a leader is seen as a servant and one aspect of this virtue is care so that “caring places teacher and administrators in service to

each other” (p.115). Dalin and Rolff (1998) note that the attitude of a school manager is important for the process of development within the school because a positive attitude and support from the school administrator encourage the hesitant staff members to invest their energies into the development efforts.

In a collective society leaders are expected to be supportive (Triandis, 1993, as cited in Tirmizi, 2002). The situation is different in Pakistani schools where school leaders are more inclined towards autocracy rather than democracy (Simkins, Sisum & Memon, 2001). As earlier mentioned, in a centralized system, as in Pakistan, people are more loyal to their bosses than their organizations (Douglas, 1988). This attitude prevents the administrators from becoming more focused on educational and social processes in schools. As a result, teachers feel isolated and less interested in the process of educating children. Therefore, it is important to foster an environment of collegiality, trust, care, and respect within school to achieve the broader goals of teaching and learning. In this regard, it is essential that the school leaders need to be skillful in interpersonal communication, conflict resolution, and community mobilization. According to Pansiri (2004), “a leader applies more of the motivational strategies to energize the interest and support of the group or followers towards action” (p.474). An effective school leader is not only a source of inspiration, but also a source of guidance and motivation for his/her teachers and staff.

## 5.0 METHODOLOGY

The intent of this study was to explore what professional development experiences would enable secondary school principals in Pakistan to improve their performance. A constructivist paradigm was adopted by the application of the case study method. Yin (1994) points out that as compared to other methods, the case study method has a diverse set of audiences, such as policy makers, community leaders, colleagues, and members of a dissertation committee. Another purpose of this research focused on how the study's findings could provide guidelines to policy makers in Pakistan for creating a comprehensive program of professional development for school leaders. The case study method helped to produce "a highly readable narrative that can be used by decision makers and information users" (Patton, 1980. p.305). By the applying this method, I highlighted those challenges that the school heads in Pakistan confront in the absence of systematic professional development programs, and I explored those cultural, social, political, structural, and educational dimensions that shape the roles of Pakistani school leaders. Data for this research were collected during the period from September to December 2009.

Since the intent of this study was to identify the professional development needs of school administrators in terms of their managerial, instructional, and human management skills, the following questions were developed to address the fundamental issues:

The core research question guiding this study is:

Given the changing development needs of Pakistan, what are the perceived skills and expertise needs for secondary school principals?

More specific questions for the study include:

In order to support the development of professional learning communities to contribute to students' learning:

- 1) What kinds of management skills and expertise are perceived to be needed by secondary school administrators?
- 2) What kinds of academic/instructional skills and expertise are perceived to be needed by secondary school administrators?
- 3) What kinds of communicational, motivational, and interpersonal relationship skills are perceived to be needed by secondary school administrators?
- 4) What kinds of professional development opportunities might best address secondary school administrator's needs, and how might professional development be best delivered to school administrators in Pakistan?

This chapter addresses the methodological processes and covers the following aspects: rationale for selecting the case study method, sampling, data collection methods, and data analysis procedures.

## **5.1 THE CASE STUDY METHOD**

No one has been able to design a perfect method of investigation to find the solution to human problems (Turney & Robb, 1971). As Best and Kahn (1989) explain, "There is no single scientific method, for scientists carry on their investigation in a number of ways. However, accuracy of observation and the qualities of imagination, creativity, objectivity, and patience are some of the common ingredients of all scientific methods" (p.24). Despite the challenges due to methodology, people have not stopped asking questions and looking for answers. Turney and Robb (1971) point out that the search for reality involves making use of: 1) tradition, 2) learned

authority, 3) personal experience, 4) logical reasoning, and 5) scientific investigation. In their search for reality, therefore, researchers have turned to a systematic way of conducting research; this has led to the development of qualitative and quantitative methods.

Due to the context and nature of the research, I used a qualitative method approach in this study. While quantitative methods tend to be more concerned with establishing cause and effect relationships, qualitative methods provide “thick description, experiential understanding, and multiple realities” (Stake, 1995, p. 43). Mertens (2005) gives a more comprehensive definition of the qualitative methods: “Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them” (p.229). The most important reason for selecting the qualitative methodology is the quest “to step beyond the known” and get into the world of participants and view the world through their lens while making discoveries which will “contribute to the development of empirical knowledge” (Corbin & Strauss, 2008, p.16)

The umbrella of the qualitative method includes a wide variety of research approaches, such as the case study method, ethnographic study, phenomenological research, and others. Social science researchers often find the diversity of research approaches attractive. Hatch (2002) claims that qualitative researchers in educational settings consider various perspectives, methods, and theories. In this regard, Garman (2008) stresses the need for rigorous methods of understanding the contemporary world. She believes that “we live in a complex and contentious world these days and, perhaps one contribution we can make in our practice of democratic deliberation is to search for deeper, more intelligent, and wiser understandings of the situation under consideration” (p.7). To better understand the phenomenon under consideration, I selected

the qualitative methods of the case study for my research. The case study method helped me view the topic at hand through the lenses of those people who will benefit from this research.

Two factors provided a strong justification for selecting the case study method for this research: 1) the contemporary nature of this study and 2) the exploratory nature of this study. Stake (1995), who links the concept of case study method with the contemporary issue, asserts, “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p.13). The focus that I propose for this study is a contemporary issue new to the educational landscape of Pakistan. The decentralization initiative launched in Pakistan in 2001 recognized for the very first time the importance of school leadership and the professional development (of school leaders) (Khan, 2004). This major shift in policy makes my research topic more compatible with the case study method. Ogawa and Malen (1991, as cited in Yin, 1984; Mayer & Greenwood, 1980) point out, “When the topic of interest has not been the subject of extensive empirical examination, an exploratory case study is a sound and sensible first step” (p.271). Since researchers have not focused on leadership and its development in Pakistan, this study explored what kind of managerial, instructional, and social skills might improve the performance of school leaders in Pakistan. Thus, the case study method is an instrumental tool which helped me investigate multiple and rich perspectives related to my topic.

Stark and Torrance (2005) note that it [case study] takes an event or instance and adopts multiple approaches in order to explore and interrogate it. Because of its sociological approach to explain various aspects of social life (Hamel, Dufour, & Fortin, 1993), the case study method seemed to be the best fit for this research. Hamel et al. (1993) point out that under sociological investigation, the sample of the study is not considered only as a fact; instead, “It is, first and foremost, an experience containing the meaning and symbols involved in the interactions of

social actors. These meanings and symbols enter into actors interactions, and define their point of view on these interactions” (p.17). Stark and Torrance (2005), who agree with the belief of Hamel et al. (1993) regarding the sociological disposition of the case study method, state that social reality is developed through social interactions. They emphasize that “it [case study] assumes that things may not be as they seem and privileges in-depth inquiry over coverage: understanding the case rather than generalizing to a population at large” (p.33).

The case study method also enabled me to adopt multiple methods of data collection. The benefit of the multiple methods is that they provide an opportunity to cross-check the validity of several themes that emerged during the research process. As Yin (2003) asserts, “The case study’s unique strength is its ability to deal with a full variety of evidence-documents, artifacts, interviews, and observation beyond what might be available in a conventional historical study” (p.8). The case study method not only allowed me to collect data in a “comprehensive, systematic, and in-depth” way (Patton, 1980), but the application of this method also enabled me to generate an authentic document that contains the voices, perspectives, and reflections of diverse stakeholders. Consequently, this method helped me develop “evidence based professional knowledge” (Stark & Torrance, 2005), in which equal opportunities ensured the inclusion of multiple voices.

## **5.2 SAMPLING**

Convenience sampling, “where subjects are selected because of their convenient accessibility and proximity to the researcher” (Castello, 2009), was used to identify the samples for this study. This approach is used in an exploratory research where researchers are interested in an

approximation of truth (<http://www.statpac.com/surveys/sampling.htm>). As earlier mentioned, I remained a part of the education system where this study took place for almost four years. Therefore, it was convenient for me to identify the sample for my research. Consistent visits to the schools gave me an in-depth knowledge of the internal cultures and operations of these schools. My close relationship with the schools also provided me with a great deal of access to both the principals and teachers that would probably have been more limited if I were not involved. Moreover, the respondents became more comfortable and open with me than would be true in other settings.

### **5.3 CONTEXT**

A total of four secondary schools, two from the private sector and two from the public sector, were selected for this case study; all four schools are located in Gilgit, the capital of the Gilgit-Baltistan region, formerly known as the Northern Area of Pakistan. The two private schools are part of a network of schools being operated by an International Non-Governmental Organization, which is famous for its educational, agricultural, and health-related interventions in developing countries. These two private schools are different from mainstream private schools that are operated in different parts of Pakistan. They have their own professional development centers, where the teachers and school heads from their schools as well as from public schools receive training and short courses. They also operate their own school building, as opposed to other private schools that are mostly situated in rented buildings. However, they follow the same curricula set by the federal government for secondary schools across the country.

Unlike the private schools, the public schools depend upon the government for the provision of funds, the hiring of teachers and principals and the fulfillment of other essential matters. The schools in this study, like the other public schools in Pakistan, share a similar culture of teaching methodologies, style of governance, non-availability of professional development for school heads, and a limited role of school leadership in the school affairs, especially in the hiring and firing of staff. Andarabi, Das, and Khawaja (2008) point out that students in Pakistan perform better in private schools than in government [public] schools: “The difference between public and private schools is large ... In English, for instance, the gap is almost 150 points, which is to say that the average child in the private sector performs better than the top third of children in the public sector” (p.353). The discrepancy between private and public schools in terms of practices, cultures, and contexts not only affects the performance of the students, but also impacts the role of the school leaders. It is assumed that the private school heads act independently, while the public school heads are more inclined to follow the governmental policies (Memon, Ali, Simkin, and Garret, 1998). This case study examined the functions of school leaders and how these leaders defined their responsibilities. Furthermore, this study also identified those strategies and approaches that the school heads [private and public] adopted to improve the performance of students.

#### **5.4 DATA COLLECTION METHODS**

Today, most qualitative researchers believe that knowledge is constructed rather than discovered (Stake, 1995). For data collection, I used multiple components, including interviews, direct

observations, and document reviews, of the case study method. The next section will provide a description about the application of these tools in this research study.

#### **5.4.1 Interview**

Conducting interviews is considered one of the preferred ways of data collection because interviews accumulate better data in a cost effective way (Dexter, 1970 as cited in Guba & Lincoln, 1981). Guba and Lincoln state, “The ability to tap into the experience of others in their own natural language, while utilizing their value and belief frameworks, is virtually impossible without face-to-face and verbal interaction with them” (p.155). Miles and Huberman (1984) assert that verbal communication has great impact. They prefer qualitative research because it involves words rather than numbers: “Words are fatter than numbers and usually have multiple meanings...most words are meaningless unless you look backward or forward to other words” (p.54). Stainback and Stainback (1988) argue that interviews give researchers a deeper understanding of the interviewee. They add that the aim of an interview is to provide an opportunity for the participants to discuss “things of interest to them and to cover matters of importance to the researchers in a way that allows the participants to use their own concepts and terms” (p.52).

Because “the interview is the main road to multiple realities” (Stake, 1995), I used the interview as a primary tool of data collection. I conducted a total of 14 formal in-depth interviews of school principals, teachers, and officials of education departments located in two different systems: private and public. I selected four school heads, two from the private and two from the public sector, and eight teachers, two from each of the four schools, and two educational officials, one each from government and private sectors, for interviews. Before

selecting the teachers, I turned to the respective school principals for their input; however, I made the final decision in order to get an impartial perspective from each respondent. I only interviewed those teachers who had more than five years of teaching experience and who had worked in the same school for the last two years. The interview process also included two officials, one from the private sector and the other from the public sector, who had had frequent interactions with school administrators and notable involvement in school improvement programs.

I used a standardized interview protocol that “consists of a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same question with essentially the same words” (Patton, 1980. p.198). Because the case study is a process that includes various voices, I developed three separate interview protocols for school principals, teachers, and officials. As Patton (1980) points out, “The case study should take the reader into the case situation, a person’s life, a group’s life, or a program’s life” (p.307). I created a total of 31 questions for school principals under four major categories: administrative functions, educational functions, social functions, and professional development. Most of these questions stemmed from the literature pertinent to school leadership. Similarly, I developed a total of 19 questions for teachers. These questions encouraged teachers to evaluate the administrative, educational and social functions of their school leaders. The interviews of both the principals and the teachers revealed the ways in which school leaders and teachers agreed and disagreed. A total of nine questions were developed for the officials of the education department of government and private sector. As key players in the educational process, these officials provided a broader picture of policies and of challenges with respect to the implementation of professional development programs for school administrators.

Detailed interview protocols are available in appendices F (principals), G (teachers), and H (education officials) for review. The following table provides a distribution of interview questions aligned with each major category for coding purposes and the research questions of this study.

**Table 2. Summary of Major Categories and Interview Protocols**

Research Questions	Major Categories	Interview Questions			Observations	Doc Review
		Principals	Teachers	Educational Officials	Principals	School
Q.1 What kind of management skills and expertise are perceived to be needed by secondary school administrators?	Administrative skills	1-7	1-6	1-9	x	x
Q.2 What kind of academic/instructional skills and expertise are perceived to be needed by secondary school administrators?	Educational skills	8-17	7-10	1-9	x	x
Q.3 What kind of communicational, motivational, and interpersonal relationship skills are perceived to be needed by secondary school administrators?	Social skills	18-23	11-19	1-9	x	x
Q.4 What kinds of professional development opportunities might best address secondary school administrator's needs, and how might professional	Professional development	24-31			x	

development be best delivered to school administrators in Pakistan?						
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These interview protocols contained open ended questions; I used follow-up questions for clarification and verification. The interviews lasted from forty to eighty minutes. With the permission of the participants, I audio taped their responses in Urdu, the national language of Pakistan. This helped the respondents to express their perception in a more effective way. I later transcribed these interviews into Urdu as well. For the sake of protecting the identities of interviewees in reporting, I used pseudonyms instead of their original names (Yin, 1994). In order to get clarification, I also sought second informal interviews with the respondents. In addition to these formal interviews, informal communication also took place with school principals, teachers, non-teaching staff, and educational officials.

#### **5.4.2 Direct Observations**

The process of observation in the qualitative methods provides researchers with rich sources of data and places the researchers “where the action is, in a place where they can see what is going on” (Corbin & Strauss, 2008. p. 30). According to Stainback and Stainback (1988), the observation allows the researchers to see what people do and to listen to what people say. They further mention that the direct observation method provides the researchers an additional opportunity to gather that information which cannot be achieved in traditional methods of data collection. Stainback and Stainback add, “The purpose is for the researcher to be able to describe in detail the setting that was observed, the activities that took place in the setting, the people who participated in those setting, and the meaning of the activities” (p.48).

In order to filter out those subtle and covert communications that are often difficult to notice, I also conducted a series of direct observations in different settings. Such direct observations help researchers get a deeper understanding of the topic at hand (Stake, 1995). Yin (2003) claims that the process of observation in the case study method provides additional information about the case under review. Yin identifies an array of activities, including observation of meetings, sidewalk activities, and classrooms, that falls under the umbrella of direct observation. I conducted direct observations in the following settings and situations: the principals' office; faculty meetings; the principals' classroom visits; and the principals' interactions with teachers, non-teaching staff, officials of the education department, and external actors such as parents and communities. To understand the meaning of different situations, I used both the *emic* view, where interpretation comes from the participants, and the *etic* view, where the outsider or researcher provides interpretations (Parse, 2001). However, as suggested by Patton (1980), it is important that the meaning of the observations be provided by the person who made them. Over a three month period, I visited each sample school from seven to ten times. Local holidays, particularly those celebrated in government schools, and poor law and order situations prevented me from spending equal amounts of time in each school. I spent at least five hours per day in each school to observe the participants in different situations. Because people behave differently in different situations (Patton, 1980), the purpose of the direct observation was to verify behaviors of participants in different situations.

In order to fulfill the ethical aspects of observations (Lincoln & Guba, 1981), I created certain parameters after consulting with the respective school heads. My observations depended upon field notes and journal writings. I divided these field notes into two categories (Gordon, 1956 in Guba & Lincoln, 1981): observational notes that were the result of watching and

listening and theoretical notes “which represent self-conscious, controlled attempts to derive meaning from any one or several observation notes” (p. 184). During these observations, I played a passive role.

### **5.4.3 Document Review**

Another tool associated with the case study method is document review. Lincoln and Guba (1981) believe that documents are stable, natural, and rich sources of information. They argue, “Documents record a variety of other evidence about the environment and people’s perception about it. They are thus repositories of well-grounded data on the events or situation under investigation” (p.232). In collecting data, I drew information from numerous documents: annual results of secondary school certificates exam; job descriptions of school heads; minutes of meetings; evaluations of staff; appreciation notes of administrators; and the schools’ mission statement. Stake (1995) points out that documents, such as school improvement plans or student test scores, serve as indicators of measurement. He adds, “The document may be analyzed for frequencies or contingencies, such as how often school success is interpreted in terms of student achievement” (p.68). Stake stresses that documents provide records of activity that the researchers could not observe directly.

### **5.4.4 Data Analysis**

Interpretation is one of the most important characteristics of a qualitative study because it allows the researcher to draw his own conclusions (Stake, 2004). Since data analysis in qualitative research is a continuous process (Mertens, 2005; Stainback & Stainback, 1988), I remained

involved in analyzing data throughout the data collection period. The analysis during the data collection was guided by certain themes or categories relevant to research questions. According to Constan (1992), category development is the fundamental step of data analysis in qualitative studies. In order to get a better understanding of the topic before beginning the data collection process, I first reviewed the related literature to identify “*a priori*” categories (Constas, 1992) that fall under the administrative, educational, and social functions of school heads. My purpose was to compare how my findings correlated with the results of previous research conducted under somewhat similar circumstances. Therefore, my data analysis was a hybrid process of collecting data and then examining the data for patterns of similarities and dissimilarities.

After I completed the data collection, I started reviewing my data, which consisted of more than three hundred pages of interview transcripts, observations, field notes, and documents. According to Bodgan and Biklen (1988), data analysis is the “process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others” (p.157). Therefore, during the process of data analysis, I looked at particular episodes, events, phrases, and ideas with the intention of broadening my understanding and creating a connection with the research question. To identify further categories and subcategories, I applied the method of content analysis (Kumar, 2005), where I identified *iterative* (Constas, 1992) themes that emanated from the interviews, observations, and field notes. Lincoln and Guba (1981) used the term inductive analysis, which is the process of “making sense of field data” (p.202), to elaborate this stage of category development. They noted that “inductive data analysis bears remarkable similarities to content analysis, a process aimed at uncovering embedded information and making it explicit” (p.203).

I did line-by-line analyses of interview transcripts, field notes, and other documents; I reread these documents several times. Instead of using any computer software, I manually accomplished the categorization process by transferring the emergent themes onto paper and then organizing them by relevant questions and major themes. I used phrases and words for the identification of any emergent themes and subcategories. Due to the wide variations among the leadership practices of the four school leaders and their school culture, new themes frequently emerged. Using these themes, I analyzed and made cross-comparisons of the practices of the four school leaders. After looking at the consistencies of these themes, I then filtered out only those categories whose frequency was higher in terms of their occurrences during the data collection processes. I thoroughly examined the categories' relevance to my research questions.

## **5.5 GENERALIZATION**

The findings based on the study of these four secondary school principals cannot be generalized to all the heads of secondary schools across Pakistan; however, this study could serve to provide guiding principles for launching a particular leadership development program suited to the local context. The wide differences among the internal culture, organization, and demographic composition of both teachers and students within secondary schools across the country limit the option to look at other schools through the same lens. The two private schools selected for this study also differ from mainstream private schools operated in different parts of Pakistan. Therefore, a generalization about the practices of other private schools of Pakistan cannot be developed on the basis of information derived only from these schools. Yet, Stake (1995) asserts, the objective of a case study is particularization, not generalization. He states that researchers

choose a specific case to study; their intentions are not to compare it with other cases. However, Stake believes that the researchers need to assist the readers in making their own naturalistic generalization through the provision of detailed information about the case. He insists, “The contemporary view of research establishes the responsibility of researchers to assist readers in arriving at high-quality understandings” (p.88). Therefore, my role as a researcher, as suggested by Stainback and Stainback (1988), is to provide a balanced interpretation and analysis of the data collected.

The following chapter discusses the findings of the case studies of the four schools.

## **6.0 FINDINGS**

### **6.1 INTRODUCTION**

As previously explained, this study was conducted to assess the professional development needs of secondary school administrators for the purpose of designing a coherent leadership preparation program in Pakistan. Using case study as a method of research, this study selected two private and two government secondary schools situated in the Gilgit-Baltistan region of Northern Pakistan. This chapter consists of four major sections that separately report case studies of each school. Each section has further sub-sections that provide detailed information about the schools, profiles of school heads, and findings about the administrative, educational, and human management skills of the four administrators. Each major section concludes with a brief summary of the emerging themes. A summary at the end of the chapter elucidates the circumstances under which schools in Pakistan are being administered and the effect this type of administration has upon the quality of education. In order to hide the identities of samples and schools, fictitious names have been used: Government High School A (GHSA), Government High School B (GHSB), Private School A (PSA), and Private School B (PSB). Table No. 3 provides the record of academic achievements of secondary school students (10<sup>th</sup> grade) from the sample schools on the Board Examination during the 2006-2009 period.

**Table 3. Summary of the Annual Result for Secondary School Certificate (SSC) 2006-2009**

School	2006			2007			2008			2009		
	Total # of students took exam	Passed	%	Total # of students took exam	Passed	%	Total # of students took exam	Passed	%	Total # of students took exam	Passed	%
GHSA	83	57	69	91	7	7	96	13	13	49	30	62
GHSB	36	8	22	45	2	4	59	12	20	32	11	34
PSA	75	74	99	74	70	95	88	78	89	94	94	100
PSB	52	34	65	53	18	33	50	24	48	74	64	86

Source: Examination Branch, Karakorum International University & Private School A

The following section reports the case study/findings of the Government High School A.

## **6.2 CASE STUDY I**

### **6.2.1 Profile of Government High School A (GHSA)**

The origin of the Government High School A [GHSA] goes back to the era when the entire region was under the control of the British Empire. Initially, it was a primary school, but it was later upgraded to a high school. This school is considered one of the oldest institutions of this region. Because GHSA was once the only educational institution available, a vast majority of the local population of the Northern Areas graduated from this school. In addition, a high number of existing teachers, support staff, and parents graduated from this school. GHSA, located in the middle of the city, is surrounded by a busy shopping area, a middle class neighborhood, a general post office, and some office buildings. The central office of the Department of Education is situated a few hundred yards from GHSA.

Before 2004, GHSA was officially an Urdu medium school where teachers taught in Urdu and all the textbooks, including those focusing on science subjects, were written in Urdu. When the school earned a model school status in 2004, English became the official medium of teaching; however, teachers still speak and teach in Urdu. Combinations of both the Urdu and English text books are part of the syllabus. The school offers a science curriculum exclusively at the secondary level. GHSA, which goes from grades six to ten, includes 11 sections for different classes: two sections for tenth grade, three sections for ninth grade, and two sections for sixth, seventh, and eighth grades, respectively. The number of students in each section varies from 26 to 52. However, fewer students are enrolled at the secondary level (ninth and tenth grades).

GHSA does not charge any tuition, but it does request a small amount of Rs 20 (\$ 0.23 cents) as a welfare fund from ninth and tenth graders and Rs 10 from sixth through eighth graders. The school uses this money to purchase supplies, such as markers, white boards, stationery, and paper. GHSA has 23 teachers and six support staff, including the office clerk and watchman. Thirteen teachers hold a BEd, while nine have earned an MEd degrees. GHSA has two laboratories: one for computer science and another for physics, chemistry, and biology. These laboratories are not fully equipped with the scientific tools. Although the lab contains 20 computers, none of these computers has internet access. GHSA currently has 21 classrooms; work is in progress for the construction of 12 additional classrooms. A huge playground in front of the school is used for the daily assembly, sports, the celebration of national events, weddings, funerals, and other neighborhood activities.

Approximately 95% of the 415 students comes from the middle class, with the remaining five percent coming from the lower middle class. Based upon the Board<sup>1</sup> examination administered to students at the end of grades nine and ten, GHSA is considered an average-performing school [Table-3]. A seven-member School Management Committee [SMC] exists, but it does not play an instrumental role in school improvement programs.

### **6.2.2 Profile of Headmaster**

Mr. Nadir (pseudonym), the headmaster of Government High School A, is not a native of this region. Instead, he grew up in another region where he practiced a different culture and spoke a different language. Mr. Nadir comes from a middle class family. He completed his education up to high school from Urdu medium government schools situated in one of the rural areas of Pakistan. In 1981, Mr. Nadir joined a government boys' high school, located in the suburbs near GHSA, as a Trained Graduate Teacher [TGT]. As a TGT, he served at different government schools within this region from 1981 to 2003. In 2003, he was transferred to GHSA as an assistant headmaster. When the headmaster retired in 2008, Mr. Nadir assumed the position of acting headmaster with the full powers and authority of a headmaster. Not only has he earned both a BSc and BEd, but Mr. Nadir also has a background as a teacher of physics, chemistry, and mathematics; he regularly taught these subjects when he served as the assistant headmaster of GHSA. Mr. Nadir did not receive any formal training before assuming the position of headmaster.

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<sup>1</sup> At the secondary level, students take an examination managed by external bodies called Boards of Secondary Education; by 1995, Pakistan had 19 of these Boards (Greaney & Hassan, 1998). The secondary level examination is a primary determinant regarding the students' future field of study.

The office of Mr. Nadir is located near the main entrance of the school. A huge playground surrounded by classrooms sits in front of his office. Mr. Nadir's large office has wall-to-wall carpet and sofas for visitors and teachers. A soft board contains a list of the School Management Committee members, a graph shows the academic performance of students on Board exams during the last five years, and a pie chart displays the percentage of time allocated to different activities during the academic year. For instance, the school allocates 4% of the time for test and examination. One board provides the names of those headmasters who served as a head of this institution since 1950, while a second board lists the names of those outstanding tenth graders who performed well on the Board examinations. Another soft board behind the chair of Mr. Nadir contains pictures of different events held in GHSA. Trophies and shields won by students are displayed in a glass closet. A computer covered with a plastic sheet sits on the right side of the headmaster's table.

### **6.2.3 Administrative Skills of Headmaster**

Mr. Nadir has 22 years of teaching experience and five years of management experience. He served as an assistant headmaster for three years under a headmaster perceived by teachers as an effective and highly disciplined school administrator. Therefore, the school teachers expected that their new headmaster would follow in the footsteps of his predecessor, but Mr. Nadir did not meet their expectations. Like other public school headmasters, Mr. Nadir had not received training related to his position or a job description that could guide him regarding his administrative and educational responsibilities. When questioned about how he learned his responsibilities as a school administrator, Mr. Nadir replied, "I started learning through my own experience. I was not told what I had to do."

In the absence of a clear job description and management related training, Mr. Nadir maintains the status quo without seeking new ways to do things. Mr. Nadir has the powers of a regular headmaster, but he still functions like an acting headmaster. During the observation period, Mr. Nadir mentioned on several occasions that his stay in this school is temporary “because I am being told by my superiors that I will be transferred to another school within a couple of months.” According to some of the teachers, this uncertainty prevented Mr. Nadir from effectively doing his job. One of the teachers explained, “As an individual, Mr. Nadir is very intelligent and competent, but the problem with this headmaster is that he is being told that he will be transferring to another school; this is the reason he is not taking an interest in his job.”

Mr. Nadir believes that a good teacher cannot be a good administrator and a good administrator cannot be a good teacher; a person has to be one or the other. Because he makes his opinions clear to his staff, the teachers perceive Mr. Nadir as a headmaster who, due to his 20 years of teaching experience, still has the mentality of a teacher. One of the teachers commented about this situation:

Before assuming the charge of headmaster, Mr. Nadir had been teaching for a long time. He still acts like a teacher and forgets he is an administrator. He still holds discussions in the staff room from the perspective of a teacher. As an administrator, Mr. Nadir needs to maintain a distance with his school teachers. Although his style is democratic in nature, we teachers do not understand the democratic style of a headmaster. We prefer a leader who rules with a stick and who uses the stick to motivate us.

Mr. Nadir emphasized that his educational and administrative responsibilities are equally important. He added that the effectiveness of an educational program in a school largely depends upon on an effective administration. I noticed that Mr. Nadir did actively engage in the following administrative tasks: preparation of the monthly salary sheets; attestations of the application of

students who take exams as private candidates<sup>2</sup>; approval of any new admissions; approval of casual and short leaves of staff; preparation of draft answers to the letters sent by the central office; provision of birth and character certificates; and preparation of students to welcome dignitaries according to the directives of the central office. Since Mr. Nadir has no computer competency, he depends upon a computer operator to type official letters and prepare salary sheets for him. In the execution of his administrative responsibilities, Mr. Nadir receives support from the assistant headmaster, an administrative officer, and a Physical Training Instructor [PTI].

Not only does the assistant headmaster teach 22 classes every week, but he also arranges for substitute teachers and prepares the daily time table. An administrative officer is responsible for purchasing the school supplies, providing school leaves and birth certificates after the approval of his headmaster, and fulfilling any other task assigned by the headmaster. The PTI works with the administrative officer and assistant headmaster and maintains the school by ensuring that the students follow the proper dress code and take care of their personal hygiene. In order to maintain discipline, the PTI frequently provides physical punishment to students who come late or do not follow the school's dress code. To deter other students from misbehaving, the PTI usually administers these punishments in front of the students, teachers, and headmaster during the morning assembly.

Throughout the observation period, I saw Mr. Nadir engaging in numerous administrative tasks that did not contribute to the administrative or educational aspects of GHSA. For instance, on the eve of a dignitary visit, the senior officers of the Education Department asked Mr. Nadir

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<sup>2</sup> According to the Board rules that conduct the external examination, students are required to get the attestation of their application form from the principal at the school where they take their exam.

to prepare welcoming banners. Mr. Nadir, who was unclear about the content of the welcoming banners, spent at least three hours making phone calls to different offices in order to clarify his job. During this process, Mr. Nadir exchanged hot words with one of the officials of the Administration Department [not education department] who was taking care of this event. This experience led Mr. Nadir to vehemently assert that “there is no respect for educators and teachers in the society. Administrators dump tasks on us; they want us to stand in streets to welcome the dignitaries.” On another occasion, Mr. Nadir spent five hours with his computer operator to respond to a letter sent by the Education Department. Ironically, the information which the Education Department sought was very concise and should not have taken up so much time. Mr. Nadir once squandered an entire school day to separate the unused keys from the bunch of keys he carried. In the presence of assistants, he chose to further waste his time by checking the keys personally on different classroom doors; he failed to complete this job by the end of the day.

GHSA lacks an acceptable standard of cleanliness. Layers of dust cover the walls, carpets, and windows of the headmaster’s office. The computer and two telephones installed in the headmaster’s office are very dirty. When one of the school teachers asked Mr. Nadir to have someone remove the webs hanging outside of his office, Mr. Nadir told him that he had ordered the removal of the webs, but the aid had paid no attention to his multiple requests. Although Mr. Nadir frequently asks his workers to regularly dust, they do not. Mr. Nadir confessed that he could not take action against his aides because they have sources in the central office. After the summer holidays, when students were shifted to the newly constructed blocks of the school, I noticed that every classroom contained inches of soil and sand. Students sat on chairs covered in dust and worked on desks covered in dirt. Trash, animal waste, and construction stones also filled the grassy school playground.

Only during special events does GHSA look clean. For instance, on the eve of World Environment Day, a middle level education official came to the school and asked the headmaster to take the children out of their classes for the purpose of cleaning the school playground. When the headmaster asked the reason behind this request, the official told him about the World Environment Day. The middle level educational official also told the headmaster that he should take some pictures while the students and staff cleaned the playground. When Mr. Nadir conveyed this message to the teachers, the teachers quickly took their students to the playground and supervised the cleaning process. I observed that the education official and Mr. Nadir also picked up a few papers.

When I asked the educational official about the purpose of taking pictures, he explained that he wanted to submit a report to the high official about today's event and that the pictures would provide evidence of this activity. The educational official added that he would visit another school to repeat this exercise. Although he left after twenty minutes of beginning the cleaning process, the students spent two more hours cleaning the school playground. I noticed a similar cleanliness drive on the eve of Independence Day when GHSA expected visits from the Secretary of Education and other dignitaries.

Mr. Nadir claimed that he involves the teachers in the overall decision-making process of his school and delegates some responsibilities to school teachers. Teachers serve on school committees that deal with admission, discipline, and other tasks. Mr. Nadir stated, "I call the staff meeting and seek the teachers' opinions...I don't make decisions on my own...I have developed committees, and I make decision based upon the recommendation of those committees." Teachers, however, have many reservations about the decision-making process of

GHSA and the role of different committees. They asserted that the committees have no powers. They also reported that their headmaster does not take a stand when committees make a particular decision and recommendation. The teachers agreed that their headmaster needs to act as a team captain who supports the committees and the teachers' recommendations. One of the teachers argued that the committees are more symbolic than relevant. Mr. Nadir substantiated this belief when he offered admission to a student without consulting the admission committee. A member of the Admission Committee protested Mr. Nadir's action of bypassing the Admission Committee. A former member of the Admission Committee made the following comment:

I used to be a member of the Admission Committee, but I quit. If you are a member of a committee and you give some suggestions, these suggestions should be considered. You offer admission to 10 students on the basis of their test scores. If the headmaster accommodates 10 more students who did not take the test, then he undermines the value of the test and the legitimacy of the Admission Committee ...We have students at the secondary level who do not understand anything because they were admitted without fulfilling the standard procedures.

Another teacher noted that the headmaster is powerless when dealing with these kinds of situations because any time he denies admission, the parents then go to higher authorities for references. During the research period, I noticed that Mr. Nadir received telephone calls from the central office that ordered him to admit students, even though GHSA had no openings for new students. The central office pressured Mr. Nadir to follow its edicts.

When I questioned teachers about the consultation and decision-making process of GHSA, one teacher admitted that Mr. Nadir consults the teachers regarding different decisions, but emphasized that Mr. Nadir rarely implements their ideas. During a faculty meeting that I attended, teachers stated that Mr. Nadir seeks their opinions and suggestions during the meetings,

but he does not follow up on their ideas after the meeting. During the same meeting, teachers pointed out that despite a consensus-based decision about the teachers' involvement in the processes of lesson planning, none of the teachers had any involvement in the process. Similarly, despite circulars to maintain cleanliness in the school, Mr. Nadir never followed through with action or supervision.

Mr. Nadir neither controls his teachers nor holds them accountable for their performance. Although Mr. Nadir does write the Annual Confidential Reports (ACRs) of his teachers, he stated that the ACR does not contain enough indicators to shed any light on the many aspects of teaching responsibilities. For example, the ACR asks "whether he [teacher] is taking interest in 1) teaching and coaching, 2) maintaining of discipline, 3) extracurricular activities, 4) other duties assigned to him, 5) behavior and cooperation with other staff, and 6) Keeping the register, in tidy condition." As the reporting officer, the headmaster is supposed to write one-two sentence responses for each question. These responses determine the promotions and annual salary increments for teachers. However, both Mr. Nadir and his teachers have doubts about the ACR standards. One teacher stated the following:

No action is taken on the basis of these ACRs...The ACRs ask the headmaster to mention the academic performance of students in the subjects of different teachers...If the performance of students is not good, the teachers only get an explanation, but not a reprimand. The headmaster cannot take action; the climate is not suitable to take action. [referring to the political influence and sectarian unrest that prevent the authorities from taking action].

According to Mr. Nadir, the lack of a proper accountability mechanism made his teachers less responsive to his authority.

Mr. Nadir consistently complained about the educational system that encourages teachers to become negligent about their duties. He feels helpless when dealing with the teachers who do not act in a responsible manner. Mr. Nadir attributes this negligent attitude of teachers to the political intervention in the appointment of teachers, the lack of an accountability mechanism, and the minimal focus on merit. The teachers at GHSA admitted that they do not always honestly do their best because they recognize the weakness of their headmaster. During this research period, I noticed teachers often asking for short leaves, skipping classes, and demanding early release times. The following paragraphs cite some of the episodes that illustrate the above mentioned situations and behavior of Mr. Nadir on those occasions:

On one occasion, the PTI informed Mr. Nadir that three of the classes did not have teachers. Mr. Nadir asked the PTI to check the time table and provide him with the names of the missing teachers. When he learned the names, Mr. Nadir told the PTI to find the teachers because “there is nothing I can do.” On another occasion, two of the school teachers sought the permission of the headmaster for a short leave with the promise that they would return in order to teach their respective classes. Not only did they arrive late, but they also skipped the classes. Because this situation annoyed Mr. Nadir, he asked one of his aides to report to him on the return of the said teachers. He then confronted the teachers about the cause of their late arrival. Even after one of the teachers shouted at Mr. Nadir and said he had been busy taking care of an official business, Mr. Nadir did not reply. Only after the teacher left did Mr. Nadir show his frustration: “These teachers have turned the school into a hotel; they come to school whenever they like, and they leave the school whenever they like.” Ironically, in order to ensure the presence of teachers at GHSA, an official of the central office makes a daily telephone call to Mr. Nadir and inquires

about the total number of teachers present. Both Mr. Nadir and the teachers see this as a futile activity because the calls do not change the reality of the situation.

GHSA has no written vision, mission statement, or objectives. According to Mr. Nadir, the mission of the school is to provide quality education and to make the students responsible citizens. The absence of clear strategies to achieve this objective highlights the vagueness of the school's mission. One of the teachers commented that an effective school administrator should be goal-oriented, but Mr. Nadir lacks this administrative quality. Another teacher blamed the deteriorating law and order situation of the region for preventing Mr. Nadir from implementing his plans. This teacher added that Mr. Nadir tries to maintain a peaceful environment in his school in order to create a climate conducive to learning. I noticed that Mr. Nadir has little understanding about the concept and importance of vision or mission when formulating his school improvement program.

Mr. Nadir faces two basic challenges: 1) the law and order situation and 2) the different kinds of pressures for admitting students throughout the year. I learned that the poor law and order situation often necessitated the closing of GHSA. As a result, teachers do not have enough time to complete the syllabus; this ultimately affects the education of the students and the overall results of school on the Board examination. Mr. Nadir added that an environment of fear prevails in the school that diverts the attention of teachers and students from their teaching and learning responsibilities. During this research period, an incident in the city closed GHSA for several days. In addition to a threatening climate, GHSA also faces issues concerning the admission process. The school offers admission once a year at grades six and nine, but parents seek admission for their children throughout the year. I noticed that Mr. Nadir declined

admissions with the justification that the classes did not have the physical space to accommodate any more students. However, I also noticed that Mr. Nadir could not resist accepting those students who brought with them references from influential people.

#### **6.2.4 Instructional Skills of Headmaster**

According to the school teachers, Mr. Nadir enjoys the reputation of being one of the best science teachers in the region. His teaching expertise lies in the fields of mathematics, physics, and chemistry. For almost 20 years, Mr. Nadir had taught these subjects in different secondary schools as a Trained Graduate Teacher [TGT]. Since assuming the position of headmaster at GHSA, Mr. Nadir stopped teaching, explaining that his administrative responsibilities did not allow him time to function as a classroom educator. While he also claimed that he continued to teach these subjects as a substitute teacher, I only observed one occasion when Mr. Nadir did so. When I asked the teachers whether their headmaster substitutes for an absent teacher, I received a mixed response.

To clarify this issue, I checked the school's register that records the names of those teachers who functioned as substitutes. I did not find Mr. Nadir's name listed during the period from February to September 2009. Only when I checked the register during the first week of December 2009 did I find his name because he had started taking substitute classes from the last week of October. One of the teachers commented, "We don't have enough expert science teachers in this school; the headmaster needs to bridge this gap by teaching science subjects more regularly. The poor performance of students in science subjects on the Board exams affects the overall results of the school." For the past few years, the performance of students on the

Board exams has not been satisfactory (Annex-A). When asked about this, Mr. Nadir contended that the poor law and order situation in the region diverts the attention of students from their studies. Two years ago, the GHSA remained closed for almost six months.

While the teachers agreed that the law and order situation plays a role in the students' low test scores, they also cited poor management as being a factor in creating this situation. They argued that GHSA once produced engineers, doctors, administrators, and military generals. They added that in the past, GHSA had a greater number of students as compared to the current strength of students. One teacher said the following:

If the government schools were not good, they would not produce competent doctors and engineers. Teachers in the government schools fulfill their responsibilities effectively...but the success of the school depends on the headmaster and his visionary qualities...if he is competent, teachers and students will be competent. If he is not competent, then a disastrous learning situation develops.

At no time did Mr. Nadir take responsibility for the low performance of students on the Board exams. He mentioned on several occasions that only those students who fail to gain admission into a private school or who drop out from a private school end up in a government school. He labeled these students as "raw" – his way of saying that they required a degree of attention not available in GHSA.

Teachers also shared the opinion that Mr. Nadir is not knowledgeable in all the instructional matters. I noticed this behavior when he communicated with his teachers, students, and non-teaching staff. While teachers often congregated in Mr. Nadir's office during their free time, at no point did Mr. Nadir initiate a discussion about how teachers could contribute to the educational development of GHSA. Instead, he and his teachers discussed the politics of the country and the region, the salary structures of the government school teachers, holidays, and

personal matters such as size of family, arrival of new babies, and wedding ceremonies. In most cases, teachers visited the headmaster's office to read the newspapers and to discuss administrative issues.

One of the school teachers elucidated that the current schools differ from those of the past; as a result, headmasters need the knowledge and ability to address several components of their educational responsibilities. In describing the educational qualification of Mr. Nadir, this teacher said, "He [headmaster] is a simple BSc and BEd teacher, and things have been changed in schools. A simple BSs/BEd is not enough to run a school in an efficient manner. A university degree in the field of educational management is important to run today's schools." Mr. Nadir, however, claimed that he fulfills his educational responsibilities through proper planning: "By planning, I mean what I have to do during this academic year, what activities I have to conduct during different months and weeks." Despite Mr. Nadir's assertion that he engages in proper planning, I did not notice a school planner or calendar that reflects the schedule of different activities, but I did observe that different activities were carried out on a need basis without any planning. For instance, as earlier mentioned, one day an educational official informed Mr. Nadir that GHSA had to prepare for the celebration of World Environment Day. After the conclusion of the celebration, the teachers demanded an early release, claiming that the cleaning of the playground had tired them and their students. Mr. Nadir, who could find no reason to resist, closed school at 11:30 a.m., shortly after the school day had begun.

Teachers agreed that Mr. Nadir has not succeeded in creating an ideal learning environment for his students. To achieve this goal requires certain administrative measures and proper planning, according to the teachers. For example, the school has a huge library containing

hundreds of books. Because GHSA lacks a full-time librarian, the students cannot take advantage of the hundreds of books found in the library. Mr. Nadir put a teacher in charge of the library, but this teacher has little time to fulfill those responsibilities since he teaches four-five classes each day. The school budget allows for the purchase of books and periodicals, and the GHSA buys 15-20 books annually for its library. During a tour of the library, I noticed that library was large enough to meet the requirements of the students in GHSA. Yet, I also saw that dust covered the books and that the books lay scattered about in no clear order. The teacher who accompanied me on the tour said that students want to check out the books and spend time in the library, but they do not receive the opportunity to do so. One of the teachers mentioned that he had asked Mr. Nadir to take up the issue of the school library with the central office, but Mr. Nadir did not seriously listen to his request.

Officially, GHSA is an English medium school that only offers students science-related subjects, yet the combined laboratory for physics, chemistry, and biology remains closed all the time. Teachers informed me that they cannot regularly take their students to the lab. Instead, they only take their students to the science laboratory during the last days of the academic year. Teachers also complained that the numerous chemicals have dried out. The daily time table of GHSA, unlike that for private schools, does not allow for time to provide students with special laboratory periods. When I questioned Mr. Nadir about this in the presence of other teachers, he explained that all the government schools worked in the same deficient way. One teacher told Mr. Nadir that he needs to ask the teachers why there are no periods for science practical, and another stated that he rarely sees the person who is in charge of the laboratory in the school. A third teacher pointed out that GHSA has resources, but these resources are not available when somebody needs them:

Whenever I need a particular equipment from the laboratory, the person who takes care of the laboratory is not there...Sometimes the laboratory keys are not there...Likewise, the relevant teachers do not possess the necessary teaching kits...I think every teacher should have his own teaching kit.

This teacher added that Mr. Nadir does not take enough of an interest in the laboratory and other school issues. Another teacher pointed out that the headmaster has the financial, human, and physical resources at his disposal, but he lacks the passion and will to implement change and create improvement. Mr. Nadir always sounds weary in terms of his teachers and the educational system.

Teachers pointed out that not only does Mr. Nadir make minimal efforts to improve the resources that could maximize student learning, but he also plays a negligible role in carrying out important educational responsibilities. I also noticed that the headmaster rarely visits classrooms to observe classes, rarely provides written or verbal feedback about the teaching methodologies, or rarely arranges professional development activities for his teachers. During the research period, I only saw Mr. Nadir visit the classrooms on one occasion; during the visit, he did not observe the teaching methodologies of the teachers. He only questioned the teachers about the number of students present on that day. Yet, when I questioned him, Mr. Nadir claimed that he not only carried out educational activities [except professional development], but that he also comprehended the purpose of these tasks.

Because Mr. Nadir perceives his teachers as experienced educators, he believes that they do not require feedback about their teaching methodologies. He also mentioned that, as a science teacher, he cannot provide feedback to the teachers who teach English, Urdu, or Islamic Studies. However, he stressed that he does discuss pedagogical problems with teachers. The teachers voiced their desire to have their headmaster come to their classes and provide feedback about

their teaching methodologies. One of the teachers said, “He should come to our classes at least once a week. He needs to check the teaching methodologies of teachers and provide us feedback about our methods of teaching. He needs to send a message to both teachers and students that their headmaster is a vigilant one.”

Another teacher characterized Mr. Nadir as a shy man who, when he first became headmaster, would not come out of his office or attend the morning assembly with other teachers. Only after repeated requests did Mr. Nadir start conducting class visits, yet, as this teacher pointed out, those visits rarely occurred:

Due to my request, Mr. Nadir began limited class visits, but the purpose of these visits is not constructive... He does not provide any feedback to the teachers. For the last two years, he has not come to my class even on a single occasion...He needs to know what is going on in classes and whether or not the teachers have covered the syllabus of their respective subjects.

Mr. Nadir endorses the philosophy that teachers have the sole responsibility of educating students. He assigns the assistant headmaster and a PTI the tasks of visiting classrooms in order to ensure the availability of class teachers. Mr. Nadir asserts that the presence of teachers in the classrooms guarantees that the process of educating children is happening in a smooth way.

Since the headmaster has no defined role in arranging professional development activities, Mr. Nadir has not created a mechanism to assess the professional development needs of the teachers. According to Mr. Nadir, the Department of Education arranges training sessions for school teachers and then asks the headmaster to recommend teachers for a particular training. He added that he does not mandate that the recommended teachers attend the training. According to Mr. Nadir, government schools such as his generally lack the funding to offer many opportunities for teachers to participate in professional development activities.

Teachers stated that Mr. Nadir neither arranges for in-school professional activities nor encourages them to attend out-of-building meetings. One of the teachers pointed out that Mr. Nadir, an expert in teaching science-related subjects, needs to arrange special sessions in order to train other science teachers. Another teacher indicated that he had received training in the development of “low cost and no cost material” from one of the local professional development centers run by an INGO. When he asked Mr. Nadir if he could share what he learned with the rest of the staff, the headmaster never kept his promise to allow him to do so.

Under the leadership of Mr. Nadir, GHSA does not embrace curriculum enrichment as a common practice. When I asked the headmaster about his efforts to enhance the curriculum, he replied that he can neither deviate from the national curriculum nor add additional things into the curriculum. When I sought the opinion of teachers about the efforts of their headmaster in terms of curriculum enrichment, the teachers reported that their headmaster has little interest in the classroom activities. One of the teachers asserted that Mr. Nadir does not know whether or not the teachers have completed the syllabus of their respective subjects: “In the past, we had headmasters who would ask the teachers to provide information about their progress with the syllabus. Those teachers who had not covered the syllabus in a timely manner needed to explain why they had failed to do so.” This teacher suggested that Mr. Nadir should adopt the practices of his predecessors; Mr. Nadir needs to develop pro-forma in order to know to what extent teachers have covered their respective syllabus.

### **6.2.5 Human Management Skills of Headmaster**

As an administrator, Mr. Nadir always makes himself available to his staff; he never restricts visits from the teachers during school hours. He and his teachers share an informal relationship that includes sharing jokes, gossiping, and discussing the arrival of new babies. Teachers acknowledged that Mr. Nadir, unlike the previous headmasters, prefers to maintain a close link with his staff. One of the teachers mentioned, “We had a headmaster who would not allow the teachers to come to his office. It was only after the arrival of a new headmaster that we teachers were allowed to visit the headmaster’s office. Now we feel comfortable doing so.” Teachers often ask Mr. Nadir to send his assistant for newspapers; they then spend hours reading the papers in Mr. Nadir’s office and discussing with the headmaster a range of topics. Similarly, Mr. Nadir frequently visits the teachers’ lounge to spend time with his staff.

In addition to his availability, teachers praised Mr. Nadir for his honesty. One of the teachers claimed that the headmaster has never involved himself in any kind of financial embezzlement during his educational career. He added that it is rare to find such a person in today’s world. I noticed that on one occasion when a senior official from the Department of Education asked Mr. Nadir to sell a huge tree that had fallen down on the school premises without following the normal procedures (approval of higher authorities), Mr. Nadir was reluctant to do so. The senior official even allowed Mr. Nadir to deposit the money into the students’/school’s welfare fund, but Mr. Nadir did not want to do anything that could create trouble for him. About the honesty of Mr. Nadir, one of the teachers commented as follows:

I have never seen our headmaster generate money through unfair means. He is very honest in terms of dealing with the funds provided to our school. There is no doubt about his honesty. Last year after meeting the needs of the budget, the school had a surplus of

two thousands rupees. Mr. Nadir asked his administrative officer to purchase water coolers for students; he succeeded in getting four coolers.

The government annually allocates about three hundred thousand rupees [about \$4000] to each government secondary school and gives the headmasters full authority to spend this money according to the needs of their school. Mr. Nadir believes that he is the guardian of these resources and that he is answerable to God for the proper utilization of this money. He said that this belief led him to use these financial resources in an appropriate manner.

Despite his availability and honesty, teachers still questioned Mr. Nadir's ability to run GHSA in a proper and effective way. Many complained about the communication style of Mr. Nadir, asserting that their headmaster needs special training to improve his communication style. One of the teachers characterized Mr. Nadir as a brilliant man whose poor communication skills make him unpopular and ineffective: "The staff is not satisfied with his language and his style of communication. Mr. Nadir communicates in the same manner and tone he used as a teacher... He needs to stop mingling and sharing jokes with his staff because this style is detrimental to maintaining a formal relationship." The teacher asserted that Mr. Nadir should keep a distance from his staff because the cultural milieu favors a formal relationship between bosses and subordinates. Another teacher observed that Mr. Nadir frequently uses words and sentences that have dual and dubious meanings. For example, "Instead of saying 'you need to put this letter in the envelope,' Mr. Nadir would say to 'put it into the coffin". This teacher found this way of speaking rather irritating.

The staff of GHSA also opposed the way Mr. Nadir gives nicknames to the teachers. I experienced this when one of the teachers told me that Mr. Nadir referred to me as “angel<sup>3</sup>” because I always escorted him. When I asked Mr. Nadir about my nickname, he replied that he had given me a good name, not a bad one. Although giving nicknames is a common practice in Pakistani culture, it is considered inappropriate, especially when the name makes fun of any parts of the body. Also, giving nicknames is not a common practice in an official environment. Teachers frequently shared their anger about the assigning of nicknames with Mr. Nadir. One of the teachers commented, “We asked Mr. Nadir through his close friend to stop this practice of giving nicknames because this habit is not compatible with his position, but he did not understand. I think he has developed this habit.”

In retaliation, the teachers nicknamed Mr. Nadir *malik-ul-maut*, an Arabic word for “angel of death,” because of the rhythm between the actual name of Mr. Nadir and the Arabic word. When I asked Mr. Nadir about his nickname, he laughed and said he did not mind. However, this trend of nicknaming creates a school environment of distrust between the headmaster and his teachers. Mr. Nadir always complains about the teachers, and the teachers have lost confidence in Mr. Nadir and his ability to lead. One teacher summarized the situation by stating that Mr. Nadir has not been able to develop the image of a headmaster who can secure the support of his staff. He added that both Mr. Nadir and the teachers share equal responsibility for this state of affairs.

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<sup>3</sup> There is a belief in Islamic religion that an individual is always escorted by an angel who records the person’s good or bad deeds.

During my observation period, I did not notice the active participation of parents and communities in the affairs of GHSA. Mr. Nadir confessed that he does not make efforts to involve the parents in the school and that he only contacts parents when a disciplinary issue arises. There is a seven-member School Management Committee (SMC), but it has no role in the educational development of GHSA. Mr. Nadir only consults the members of the SMC concerning a law and order situation in the region or to help maintain peace within the school premises. A member of the SMC is also involved when the school makes a purchase. Otherwise, the role of the SMC is a symbolic one; according to Mr. Nadir, the SMC does not make efforts to generate resources for the school or to mobilize the communities to participate in the affairs of the school.

Similarly, GHSA does not have a Parent Teacher Association (PTA). Both Mr. Nadir and his teachers agree that the parents do not take an interest in the educational processes of their children. Mr. Nadir pointed out that because the education is free and does not place a financial burden on the parents, the parents may feel no obligation regarding their children's education. One teacher, who pays a large tuition fee to send his children to a private school, said, "Since I am paying tuition fees, I am concerned about the educational progress of my children. Education in our school is free so parents do not bother to come to school in order to inquire about the educational progress of their children." Mr. Nadir reported that most of the students of his school come from families with poor parents; because the parents work hard to generate resources to support their families, they do not have the luxury of focusing on their children's education.

Mr. Nadir acknowledged that teachers need to be motivated through appreciation and financial benefits, but at the same time he hoped that God will provide them the reward of their

achievements. Mr. Nadir admitted that he has no authority to provide either tangible rewards or punishments to his teachers. When I sought the opinions of teacher about the headmaster's effort in motivating the staff, the teachers reported that they did not see any efforts of their headmaster in this regard. One of the teachers complained, "We don't get any written or verbal appreciation from our headmaster; we might as well get this reward from our God." He added that a person who does a good job receives no reward and a person who does a bad job suffers no punishment.

One of the teachers pointed out that Mr. Nadir's lack of interest in motivating his teachers stems from his uncertainty about being at GHSA for an extended period of time. The teacher added that by depriving his teachers of any kind of rewards, the headmaster minimizes their motivation and reduces their efforts to do something for school improvement beyond their teaching responsibilities. On the eve of a special event, Mr. Nadir pointed to several teachers and commented to me, "Yesterday, I delegated some responsibilities to those teachers regarding today's event. I asked them to make necessary arrangements, such as seating, but they arrived forty-five minutes after the start of school." I noticed that students had to assume the responsibility of arranging seats, hanging banners, and doing other preparatory work for the event.

#### **6.2.6 Summary of the Case Study**

Mr. Nadir, an expert in teaching science subjects, endorses the belief that a good teacher cannot be a good administrator and a good administrator cannot be a good teacher. This belief, coupled with his anticipation of being transferred to another school, largely diminishes his performance as an administrator of GHSA. On the one hand, many teachers asserted that the threat of transfer

prevents Mr. Nadir from doing his job in an efficient manner. On the other hand, teachers admitted that Mr. Nadir's authority does not deter them from making their own choices. Although the headmaster does involve his teachers in the decision-making process and does delegate responsibilities to them, teachers believed that their input did not lead to meaningful outcomes.

Except for teaching a limited number of classes as a substitute teacher, Mr. Nadir does not fulfill some of his important educational responsibilities, such as visiting classes, providing feedback, and enriching curriculum. Teachers believe that Mr. Nadir should use his scientific expertise to visit classrooms and to enlighten the teachers about methodologies for science classes. However, Mr. Nadir gives the responsibility of class visits to his assistant headmaster and a PTI. The purpose of those visits is to ensure the availability of teachers, not to monitor the events within the classroom. The absence of a proper job description led Mr. Nadir to understand that his role is limited to administrative matters.

A consensus exists among the teachers about the availability and honesty of Mr. Nadir. Although Mr. Nadir creates an informal relationship with his staff, many teachers complained about some of the headmaster's habits. Teachers are annoyed because Mr. Nadir gives nicknames to them; they consider this habit both inappropriate and unprofessional. The lack of rewards or appreciation for achievements diminishes the teachers' motivation. Both the headmaster and teachers share the belief that God will reward them on the Day of Judgment.

## 6.3 CASE STUDY II

### 6.3.1 Profile of Government High School B (GHSB)

Government High School B [GHSB] is located outside the city in a military cantonment. The school's immediate community consists of a middle class neighborhood, a military garrison, and two army secondary schools. GHSB was initially established as a middle school in a small building at a different location; in 1981, the school was upgraded to the high school level. In order to accommodate a larger number of students, a new building was constructed, and the school moved to its existing location in 1994. Currently, GHSB offers an education to grades one through ten. GHSB is an Urdu-medium school where all the textbooks are written in the Urdu language. English is taught from grades six through ten. The school offers a curriculum that includes both the sciences and the humanities. Although the education is free, GHSB does charge a very small amount of money as a welfare fund in order to purchase stationery, white boards, and other items. The school has a small library with a limited number of books and a science laboratory equipped with only a few scientific tools and apparatus. GHSB recently established a CIDA-funded computer laboratory. A rugged playground is available to promote the physical health of the students.

GHSB educates 231 students in different grades. About 80% of the students come from the lower class, while 20% come from the middle class. The performance level of students on the Board examination is unsatisfactory at the secondary level [Table 3]. The school has a total of 16 classrooms and 13 sections that each holds 25 to 30 students. The staff of 23 teachers includes

nine teachers with a BEd and three with an MEd degrees, the remaining teachers hold CT and PTC degrees. The school has no Parent Teacher Association or community participation.

### **6.3.2 Profile of Headmaster**

Born in 1952, Mr. Salman (pseudonym), the headmaster of GHSB, comes from a religious middle class family. He is an inhabitant of the local area. Mr. Salman has an in-depth knowledge about the religion of Islam and has a strong mastery of the interpretation of the Holy Quran, the holy book of Islam. Mr. Salman got his primary, middle, and high school educations from the local government schools. He has earned both the BEd and MA Persian degrees. Mr. Salman joined the teaching profession in 1977 when he assumed the leadership of a primary school. From 1977 to 1982, he remained in charge of different primary and middle schools. He also taught the subjects of Urdu, Islamic Studies, and Arabic. In 1982, Mr. Salman was promoted to the post of headmaster of a middle school; he remained at this position until 2000. At that time, Mr. Salman became a Trained Graduate Teacher (TGT) and started teaching in a high school. As a TGT, he was transferred to GHSB in 2003. Five years later, in April 2008, Mr. Salman assumed the duties of headmaster of GHSB. Prior to this promotion, Mr. Salman had only taken one three-day management training course in 2007. He had also attended courses and workshops related to teaching, such as a master trainer course in the teaching of elementary subjects.

The office of Mr. Salman is located in the middle of the school; the staff room is situated to the right of his office. Although a small space, the headmaster's office is furnished with wall-to-wall carpet, sofas, and curtains. A desktop covered with a plastic sheet sits on the left side of the headmaster's table, while a 21 inch television with cable accessibility stands in one of the

corners. A soft board on a wall contains photographs of several events that GHSB arranged during the past years and a verse from the Holy Quran that forbids the killing of human beings. Two pictures of founding fathers are also displayed on the wall. A huge window provides Mr. Salman with a view of his school and the arrival of students and teachers.

### **6.3.3 Administrative Skills of Headmaster**

Mr. Salman has enjoyed an educational career enriched by the experience of running both primary and middle schools. He began his career by first overseeing a primary school and then a middle school. Mr. Salman attributes his previous experiences for guiding him in the role of a secondary school headmaster. He reported that he learned a lot from working with former headmasters of different schools where he served in different capacities. Although the Department of Education did not provide him with any direction regarding his job responsibilities, Mr. Salman does not see that as a weakness. Without receiving a formal orientation, Mr. Salman assumes that his administrative responsibilities are limited to opening the school on time, ensuring the presence of all the teachers, and arranging for substitute teachers.

In order to carry out the above mentioned activities, Mr. Salman relies upon the support of an assistant headmaster and a junior teacher. A two member clerical staff also helps him with such administrative responsibilities as typing official letters, preparing statements of staff salary, and deciding upon school expenditures. I noticed Mr. Salman's direct engagement in those tasks related to the admission of students, the provision of birth and character certificates to the students, the approval of short-term and long-term leaves of teachers and non-teaching staff,

meetings with parents and other visitors, and the provision of certificates to the candidates who completed a specific period of teaching in GHSB as a part of a teaching-related diploma. During the research period, Mr. Salman mentioned on many occasions that he hopes to retire within the next 18 months and that he wants to make the rest of his service tension-free. Teachers, however, perceive Mr. Salman's anticipated retirement as the cause of his stagnancy; they argue that his expected retirement deters Mr. Salman from doing anything productive for GHSB.

When I asked teachers about the effectiveness of Mr. Salman's management, they told me that Mr. Salman is not even familiar with the basics of administration. One of the teachers reported, "We are part of a system...even if the headmaster is not there, the system will still work. To be an effective manager, our headmaster only has to check the presence of teachers in our school." He added that the academic qualifications of Mr. Salman do not contribute to his effectiveness as an administrator because Mr. Salman still needs managerial skills. Another teacher commented about the effectiveness of Mr. Salman as an administrator in the following way:

I do not blame the headmaster for his inefficiency because he did not receive any professional development opportunities. Because he was also a teacher like us, he has the same qualifications that we have and the same expertise, but he was waiting for his turn to advance. One day his turn came, and he became a headmaster.

Although Mr. Salman claims that his most important administrative responsibility is to ensure the availability of teaching staff, I noticed on several occasion that classes were without teachers. Even Mr. Salman does not always know who is present and who is absent; he only learns about the situation when a student comes and asks for a substitute teacher. On one class visit when Mr. Salman realized the class had no teacher, he asked the students about the absence of the teacher. They told him that the teacher had left to take care of a personal matter in a

nearby school. Mr. Salman admitted to me that the said teacher had not even bothered to ask for his permission to leave. After asking Mr. Salman what skills and training he believes would help him, the headmaster responded that he only needs more computer skills in order to end his dependency on the clerical staff.

Mr. Salman pointed out that he maintains a democratic environment in his school by delegating responsibilities to his staff and by involving teachers in the important decisions of GHSB. The headmaster stated that GHSB has a disciplinary committee and admission committee. Mr. Salman added that two of the teachers are in charge of the Teachers Resource Center and the school store [a storage area for broken furniture], respectively. The headmaster also emphasized that he calls meeting of his staff in order to develop consensus-based decisions.

While teachers agree that Mr. Salman assigns them to different committees and consults with them before making decisions, they have several reservations about the powers delegated to various committees and the implementation of the decisions. One of the teachers pointed out that he was a member of the admission committee, but he resigned because Mr. Salman bypassed the recommendations of the committee. According to the teachers, after the admission committee refused acceptance to students based upon incomplete documents, the students then went to Mr. Salman to gain admission. One of the teachers mentioned that the headmaster even admits those students with fake documents.

On one occasion, I observed the interaction between Mr. Salman and a student seeking admission. When the headmaster scrutinized the student's application, he discovered that the student's age placed him in a higher class than the lower class the applicant was requesting. I learned that the admission committee had also noticed this discrepancy. After explaining the

situation to the student's father, Mr. Salman offered admission to the student with the understanding that the father would rectify the situation within the next two months. Mr. Salman later told me that he wants to do some good deeds before he retires. He added that he did not want a minor technicality to prevent a young child from attending GHSB.

On another occasion, Mr. Salman called a meeting of his staff in order to get the perspectives of teachers concerning a special drill class mandated by the Department of Education. During the meeting, Mr. Salman asked the teachers to share their ideas about how the school could arrange the drill class without disturbing the other regular classes. After getting the teachers' input, Mr. Salman invited the teachers to hold an open discussion about different options. During the open discussion, however, Mr. Salman shouted at a teacher who disagreed with him and asked that teacher to remain silent. Despite the warnings of a senior teacher to pay attention, one teacher spent the entire meeting reading a newspaper. When the teacher did not stop, the senior teacher snatched the newspaper from his hand. Another teacher slept throughout the meeting. Although Mr. Salman told the teachers to turn off their cell phones, he left the meeting for several minutes when he received a call.

The meeting ended without reaching any consensus. When I asked the teachers about this situation, they stated that all decisions in GHSB are made in such a manner. They pointed out that despite a plethora of school meetings, Mr. Salman does not encourage or implement the ideas of the general staff. Instead, as one teacher noted, "The purpose of the meetings is not educational improvement, but rather to discuss administrative matters and forthcoming national events." One of the teachers reported that the headmaster calls meetings, but in fact he will only follow the suggestions that come from the two teachers who are closest to him. Other teachers

also complained about the headmaster's close relationship with selected teachers. One teacher said:

When Mr. Salman assumed the charge of headship, he frequently called for meetings of the staff in order to make consensus-based decisions; he also formed committees. Then, a junior staff won Mr. Salman's heart by doing some personal favors for him. The junior staff warned the headmaster that if he seeks the opinion of teachers, he will lose his authority. The junior staff suggested that he [HM] should not seek the opinions of the other teachers.

I also witnessed Mr. Salman's frequent interactions with a senior and a junior teacher. Mr. Salman demonstrated a high level of confidence in these two teachers; he valued their opinions and suggestions. The headmaster consulted these two teachers about administrative matters. The junior teacher always arrived at GHSB before the headmaster and monitored the daily assembly.

Although Mr. Salman makes available the supplies required for educating children, he does not always properly use some of the important resources of GHSB. Because six of the school's restrooms are not functional, students in need of a bathroom often have to use open places. GHSB has a huge water tank, yet clean drinking water is not available for students. One day after a drill class, the thirsty students left the school premises in search of water. Later that day, a man from the neighborhood came to see Mr. Salman. He complained that students had broken the water pipeline of his home. Mr. Salman apologized and promised this situation would not happen again. One of the teachers commented that with a little effort, all the restrooms could be functional and the drinking water could be made available to the students. Although Mr. Salman has the power to utilize the annual school budget provided by the government to meet the needs of his school, he did not do so in this case.

Not only does GHSB have a problem with the water supply, but it also has a deplorable state of cleanliness. Both Mr. Salman's office and the staff room are covered in dust and dirt, and trash is scattered throughout Mr. Salman's office. Dust also covers the desks, chairs, and floors in the classrooms. In one of the classes, I noticed that students were sitting on the ground due to the lack of chairs. I learned that the school has a limited number of chairs; those available chairs sit in a room for candidates taking their Federal Public service Commission (FPSC) tests. GHSB has a Teacher Resource Center with computers and other modern equipment and a recently established CIDA-funded computer lab with more than 30 computers. However, layers of dust are destroying this equipment worth thousands of rupees.

GHSB lacks both a vision and a mission statement; it also does not post a calendar of annual events. When I asked the teachers about Mr. Salman's contribution to the development of a school vision, I received negative responses. One of the teachers commented that the absence of a proper vision prevents GHSB from achieving its core objective. This teacher added that the performance of students on the Board exam has not reached the satisfactory level for many years [Table 3]. Another teacher said, "A few years ago, the school received a letter from the Secretary of Education that asked the government schools to develop an annual calendar, but due to secretary's transfer his directive did not implement". Teachers agreed that Mr. Salman has no familiarity with the concept of vision or mission statements. They were right because when I asked the headmaster about his role in vision development, he expressed ignorance even about the term "vision." One of the teachers commented about this situation: "In order to develop a vision, you need a plan...Only following a daily time table does not ensure that school has a vision."

Teachers did admit that Mr. Salman shows competency when dealing with conflicting situations within the school. They mentioned that their headmaster has successfully resolved disagreements within the teaching staff. Mr. Salman often brings in another teacher as a mediator to pacify the conflicting parties. One of the teachers reported that the headmaster sometimes organizes staff meetings around conflict resolution. Teachers sense that Mr. Salman does not want the conflicting situation to become an ongoing one.

#### **6.3.4 Instructional Skills of Headmaster**

Mr. Salman, who has earned both a BEd and an M.A in Persian, has spent almost 30 years teaching the subjects of Urdu, Islamic Studies, and Arabic to different grades. As a Trained Graduate Teacher [TGT], Mr. Salman has had the opportunity to serve almost all the government schools located in the city. Teachers asserted that their headmaster's impressive background in the field of education, however, has not enlightened Mr. Salman about the various dimensions of instruction. Based upon my formal and informal interviews of Mr. Salman, my observations of his daily practices, and my discussions with teachers, I recognized that the teachers had many reservations about their headmaster's instructional role. Teachers told me that their headmaster lacks instructional expertise. One teacher commented that Mr. Salman's degrees have not contributed to his knowledge about instructional practices. He added that educators in the government schools enhance their qualifications for the sake of monetary gains and promotions, not to update their knowledge.

Mr. Salman confirmed the teachers' perceptions of him when he described his instructional responsibilities in this way:

I pay great attention to the education in this institution. I monitor the timely arrival of teachers. If a teacher is absent, I either arrange for a substitute teacher or teach the class myself. Although I am not an expert in teaching all subjects, I cannot leave a class unattended.

Although he addressed the issue of substitute teachers, Mr. Salman did not mention other educational responsibilities, such as observing classes, providing feedback about the teaching methodologies, and enriching curriculum. Concerning the headmaster's limited understanding of instructional matters, one teacher said, "Actually, he is a headmaster of old times, and he is not familiar with the educational techniques of modern times." This teacher attributed Mr. Salman's ignorance of modern education as the reason he does not engage in activities that will enrich GHSB. Another teacher argued that "there should be a forum in which the headmaster discusses different aspects of education. Only then we will come to know how knowledgeable our headmaster is. If he is not delivering anything, I cannot tell you about his educational expertise."

When I asked the teachers about the headmaster's involvement as a substitute teacher, they reported that Mr. Salman spends a limited amount of time as a teacher. One of the teachers explained, "The school offers Arabic subjects to its students, but the school does not have an Arabic teacher. Despite the fact that Mr. Salman is a trained Arabic teacher, he does not teach an Arabic class." During the research period, I never observed Mr. Salman serving as a substitute, although I did hear him frequently complain about the shortage of teachers in GHSB. Mr. Salman reported that the involvement of four of his school teachers with election duties disturbed the entire time table of his school. Teachers also mentioned that although the government mandates that headmasters must teach at least one class, Mr. Salman, like many headmasters in government schools, does not follow this rule.

Not only does Mr. Salman ignore his responsibility to substitute for absent teachers, but he also fails to make his classroom visits productive. During the observation period, I accompanied Mr. Salman to different classes of his school. Sometimes he made two daily visits - one in the morning and one in the afternoon. Yet, instead of focusing on methodology, he delivered lectures about moral values. He never talked about pedagogy; he never asked whether the class teachers had prepared a lesson plan; he never asked to what extent the teachers had covered the syllabus of a particular subject. Mr. Salman used the visits to ensure the availability of teachers and to remind his staff and students of their moral obligations. Mr. Salman said the following about class visits:

First of all, I check the availability of teachers. Then, I check whether the teacher gives lectures or writes on the blackboard...If a teacher writes a wrong word on the blackboard, I will privately tell him about his mistake. If everything is okay during the class visit, I will leave the room with an appreciation of the class teacher.

The teachers had negative comments about Mr. Salman and his class visits. They asserted that their headmaster does not understand the importance and meaning of supervision. One of the teachers said, "Supervision is an important responsibility of the headmaster, but Mr. Salman does not understand the meaning of supervision." Another teacher, who had made several requests to his headmaster to conduct class visits, said the following:

On two occasions I even went to his office to convince him to come out of his office; otherwise, he was not ready to do those visits. He needs to visit the classes because that is the only way he will begin to understand what is going on in the classes. Mr. Salman needs to visit classes to learn about the performance of his teachers.

This teacher added that Mr. Salman assumes that his job responsibilities are limited to his office.

I never noticed Mr. Salman engaging his teachers in academic discussions. Although teachers frequently visited the headmaster's office, they went to watch the news or other programs on the cable television, not to discuss pedagogy. On two occasions, a middle level educational official visited the headmaster's office, but he did not make a comment about the teachers watching cable television during the school hour.

Teachers said that Mr. Salman does not make any remarkable efforts to create an ideal learning environment for his students. As previously mentioned, the students of the secondary classes performed poorly on the Board examination. The teachers stated that Mr. Salman has no knowledge of whether or not students are learning in GHSB. They mentioned that there is no criteria to evaluate the learning and academic performance of students in a formative way. In March of each year, students take their final exam to determine their promotion to the next level of classes. Teachers expressed their dissatisfaction about the standard of these exams because even incompetent students are promoted.

Other than the annual exam, GHSB has not developed class tests or other assessment tools. One of the teachers complained that Mr. Salman does not encourage his staff to come forward with ideas that could contribute to the learning of students:

One day I suggested to Mr. Salman that he should ask the teachers to give class tests and quizzes. I told him that in this way we would better prepare our students for the internal and Board examinations. Instead of appreciating my suggestion, he became angry and told me that I should not create problems for him. Since then, I have never discussed this issue with my headmaster.

Another teacher reported that, due to limited knowledge about instructional practices, Mr. Salman is not receptive to even basic suggestions:

A few years ago, I told Mr. Salman that it is difficult for the students to understand and read the scientific terms in the Urdu language. I suggested that it would be better if we started teaching English subjects from the nursery classes instead of sixth grade. I told him that this would better prepare the students for the complexity of the curriculum of the higher grades. Mr. Salman became annoyed and told me that I was giving him bad advice that would not be possible to implement. After some time, the school received a notification from the central office to introduce English as a subject from the nursery class to the higher grades.

Teachers also informed me that GHSB does not have an updated syllabus for different subjects. Mr. Salman does not ask his teachers whether or not they have covered the syllabus or involved in the lesson planning. According to the teachers, Mr. Salman can only learn about the educational process if he visits classes, yet the headmaster fails to carry out this duty.

One of the teachers regretted that he sacrificed so many of his professional years to a school that does not value educational growth:

When I look at the standard of students and education in this school, I become very sad. I feel I have lost seven important years of my life. I had students who became doctors, bankers, and military officers. When I look at those students, I feel happy knowing they have become successful in their fields. We are getting regular salaries, but our output is zero now.

Not only do the teachers criticize Mr. Salman, but they also say negative things about the role of the central office [Department of Education] in the learning process of students. Although GHSB is located in the vicinity of the central office, teachers believe that the flow of communication between the central office and their school is not a smooth one. One of the teachers reported:

Last week, one of the private schools in our neighborhood held a workshop for ninth and tenth graders on the topic of “Future Scientists.” Intel organized the workshop in order to motivate the students to pursue a scientific education. Intel said that it would maintain an association with those students who came up with innovative scientific ideas during the workshop. Specifically, Intel would arrange for those students to exhibit their ideas at an international forum. Unfortunately, we missed that workshop because the workshop

convened during the first week of September, but the Department of Education only sent us a letter about it one week after the event had occurred.

I also noticed the limited involvement of the central office (Department of Education) in the development of various components of education. For example, the central office holds neither the headmaster nor the teachers accountable for their performances. During the observation period, a middle level educational official visited the school twice to discuss the posting of one of the school teachers. Although he spent at least 30-40 minutes in Mr. Salman's office on both occasions, he did not ask the headmaster a single question about the educational aspects of GHSB or visit any of the classes.

Mr. Salman does not involve himself in assessing the professional development needs of his staff or in arranging professional development programs. He asserts that it is not his responsibility to arrange these activities; instead, he states that the central office has this responsibility of providing training and identifying potential candidates for a particular program. Teachers, however, shared their reservations about the selection criteria and nature of the trainings that they attend. One of the teachers mentioned that there is no mechanism that allows Mr. Salman to assess the professional development needs of teachers. He added that sometimes Mr. Salman determines which teacher to send for training based upon his personal feelings for that teacher. Another teacher commented that he is a social science teacher, but he was asked to attend computer training: "Although I attended the computer training, I never used these competencies because they are not compatible with my subject." Teachers complained that Mr. Salman does not ask them about their needs prior to sending them to training. Furthermore, the central office often gives them short notice, sometimes less than a day, about a particular training.

Teachers also pointed out that Mr. Salman does not encourage them to hold professional development activities within GHSB. One of the teachers argued that their headmaster believes that only an external resource person, not a teacher, can deliver a particular training: “I once suggested to Mr. Salman that he should plan activities within the school that use the skills and expertise of GHSB’s teachers. He responded that such activities are not possible in the school.” Not only does Mr. Salman discourage professional development within GHSB, but he also does not allow the individual teachers to engage in activities that could upgrade their knowledge in their respective subjects. A teacher commented about this situation:

One day I was sitting in one of the classes and observing a mathematics lesson of one of my colleagues. The intentions of my observations were to guide my colleague regarding his methodologies and to learn some of his expertise. Team teaching is a good method; we were both helping each other. He was delivering his lecture, and I was a passive observer. Because it was winter and the class was held in an open space, Mr. Salman was observing the process. He made no objections on the first two days, but on the third day he asked me to stop observing the class. I told him that I was not disturbing the class, but the headmaster did not agree with me. Instead, he said two teachers should not sit in one class at the same time.

Teachers asserted that if their headmaster supported professional development activities, he would never have closed the Teachers Resource Center [TRC]. The TRC is a huge room equipped with computers, projectors, and a limited number of books. The teachers told me that the TRC was established for the sake of the teachers’ capacity building, but Mr. Salman prevents the teachers from using the room. When I asked the headmaster about this, he commented that the TRC is the property of the College of Education [situated in the neighborhood], which uses this room for the training purposes of its students. Teachers did not agree with Mr. Salman’s explanation. Instead, they pointed out that if the College of Education owned the property, then the headmaster would not have taken the television from this room and installed it in his office. When I visited the TRC, I entered a room filled with dust. Even though plastic sheets covered the

computers and digital projectors, layers of dust covered the sheets. An electric vacuum cleaner standing in one corner of the TRC also had dust all over it. Yet, Mr. Salman once mentioned that he takes special care of this room because it houses expensive equipment.

### **6.3.5 Human Management Skills of Headmaster**

Mr. Salman treats his staff, regardless of grade or position, with respect; in turn, the teachers extend great respect to him. He makes himself available to his staff by maintaining an open-door policy. During the observation period, I always found Mr. Salman to be a courteous man of high moral character. When greeting a teacher or visitor, he always stands up and offers tea to that person. On one occasion, when a peon returned after a long leave, Mr. Salman greeted him with a hug. He asked him about his vacation and about his family. One of the teachers reported that the headmaster shares jokes and teases with the lower staff. Such an open relationship between the bosses and lower grade teachers is rare in the Pakistani culture. On several occasions, I noticed that Mr. Salman, the teachers, and the lower staff all watched programs together on cable television in the headmaster's office.

Some teachers argue that Mr. Salman's shaking hands and hugging teachers and staff have no impact on the overall quality of education in GHSB. One of the teachers claimed such communication skills are not effective unless they contribute to the educational development of the school:

I come to school in the morning and shake hands with my headmaster and this is a routine. I don't think this is a proper way of communication. The real communication will happen when the headmaster visits the classes, questions the teachers, and interacts with the students and listens to their complaints.

When I asked the teacher to provide a specific example of the communication gap between the headmaster and the teachers, he pointed out that students run away from school but that the headmaster has no idea why this happens.

Despite frequent gatherings in the headmaster's office, a sense of deprivation and resentment prevail among the teachers who believe that Mr. Salman excludes them from important decisions that affect GHSB. Based upon my observations and teacher reports, Mr. Salman only involves a few teachers in the consultation process. One of the teachers reported that his headmaster ignores the senior teachers, which is not a good practice. I also noticed that Mr. Salman tends to regularly consult the two teachers in whom he most trusts. His reliance on these allies alienates the rest of his staff. Although the teachers insist that Mr. Salman needs to equally involve all staff members in the decision-making process, Mr. Salman believes that everything is running smoothly in his administration.

When I asked Mr. Salman how he motivates his staff in order to adopt a particular course of action that could contribute to the quality of learning in GHSB, the headmaster commented that he verbally appreciates the teachers and invites the students to clap for their teachers on the eve of the declaration of the final exam result. Other than this verbal appreciation and student applause, Mr. Salman does not offer any tangible rewards or written appreciation to his teachers. As a result, the teachers assert that Mr. Salman lacks motivational skills or even the desire to create some kind of reward system. When asked about the impact of the lack of rewards or the non-recognition of teachers' achievement, one of the teachers explained that teachers see no need

to do their jobs honestly and effectively; therefore, the school does not achieve its core objectives.

In addition to instituting a better rewards system, one of the teachers said that Mr. Salman “needs to develop the quality of inspiring others, a skill he currently lacks.” He added that Mr. Salman is not a good role model for either the teachers or the students. Another teacher argued that Mr. Salman cannot become a positive role model because he plays no role in the classroom activities: “The headmaster can become a role model if he engages in educational-related activities. For instance, he can develop a model lesson and deliver it before the teachers.” He said that just like an army cannot fight a war without a general, GHSB cannot function without a capable school administrator who makes available the required support to his staff. While addressing the issue of cleanliness in school, one of the teachers stated, “Look at the dirty headmaster’s office, staff room, and classrooms. Students are learning negative behaviors from us.” Teachers insist that Mr. Salman, as the headmaster of GHSB, must provide guidance, supervision, encouragement, and assistance to his staff.

Not only does Mr. Salman fail to play an instrumental role in motivating his staff, but he also does not succeed in mobilizing the parents and community. GHSB does not have a Parent Teacher Association [PTA] or a functional School Management Committee [SMC]. When I asked the headmaster about trying to involve parents and communities in the affairs of school, Mr. Salman reported that he expects the parents to be in school only on three occasions: at the time of admission, at the time of declaration of the annual result, and on the eve of a student disciplinary issue. Other than that, Mr. Salman has not implemented a mechanism that creates a link between GHSB and the parents. Mr. Salman acknowledges the importance of parental

involvements, but, according to the teachers, he is not clear about the strategies that could be used to involve the parents, according to the teachers. One of the teachers commented that an effective headmaster should maintain an ongoing relationship with parents through writing letters because students do not always convey verbal messages to their parents. Another teacher reported that a vast majority of GHSB's students come from distant areas, making it impossible for parents to visit the school or maintain a sustained liaison with the school.

Most of the teachers criticized the parents for taking such a passive role in the education of their children. They reported that parents rarely accompany their children at time of admission. Instead, students bring their neighbors, friends, or relatives as their guardians. One of the teachers said that parents are so indifferent about the education of their children that they do not always know about the classes of their children. I noticed this when an older brother came to GHBS to get the school-leaving certificate of his younger brother. When Mr. Salman asked him about the class level of his younger sibling, the brother could not respond.

Like the parents, the SMC does not engage with GHSB. Mr. Salman expressed his dissatisfaction with the SMC, arguing that the SMC does not fulfill its responsibilities. Teachers reported that the SMC only exists on paper; they never see any tangible contributions of the SMC. Teachers suggested that Mr. Salman needs to develop competencies that could help him in his dealings with human resources. One of the teachers said, "Mr. Salman needs to encourage the teachers; he needs to mobilize the communities in the right directions. He should keep our morale high and make us accountable. If an administrator is efficient, the staff will be efficient."

### **6.3.6 Summary of the Case Study**

Mr. Salman began his educational career as the head of a primary school and then a middle school. The absence of management-related training and a proper job description led him to assume that his job responsibilities only focus on ensuring the presence of teachers in the school. Consequently, Mr. Salman limits his administrative tasks to the admission of students, approval of short- and long-term leaves of teachers and non-teaching staff, and the conducting of meetings with the parents and visitors. Teachers claim that Mr. Salman has an ineffective managerial style and has no familiarity with the basics of an administrative position. Evidence of Mr. Salman's weak leadership include the consistent absence of teachers, non-functional restrooms, the non-availability of clean drinking water, the absence of a school calendar and vision, and the failure to develop consensus- based decisions.

Mr. Salman's protracted affiliation with the teaching profession did not contribute to his knowledge about several instruction-related activities, such as visiting classes, providing feedback to teachers, and arranging professional development sessions. Mr. Salman admits that he only visits classes to ensure the availability of teachers. Although the Department of Education arranges professional development opportunities for the educators of government schools, teachers at GHSB report that their headmaster discourages them from any involvement in professional development activities within the school. Teachers also cite Mr. Salman's closure of the Teachers Resource Center as evidence of his indifference towards staff enrichment. According to the teachers, Mr. Salman does not play an instrumental role in the evaluation of student learning; he does not implement formal assessment in the form of monthly tests and quizzes in GHSB.

Although Mr. Salman always makes himself available to his staff, his playing favorites with certain teachers causes resentment in the other teachers. The educators also complain that Mr. Salmon does not mark their achievements through awards or written letters of appreciation. According to the teachers, the concept of reward or punishment does not exist in GHSB. Furthermore, Mr. Salmon does little to involve the parents and community in school development programs.

## **6.4 CASE STUDY III**

### **6.4.1 Profile of Private School A (PSA)**

Spread over 33,000 square feet in the suburbs, Private School A [PSA], a simple but elegant building, provides an ideal learning environment for its students. A small neighborhood and some government offices surround PSA. An International Non-Governmental Organization [INGO], which has a network of schools across this region, established PSA in 1998. Not only does the INGO formulate the policies of PSA, but it also approves the annual budget, salary structure, tuition fee, and hiring of teachers. Due to the following reasons, PSA is called a Premier Institution [PI]: higher secondary school; minimum qualification of MA/MSc for teaching staff; rigorous admission criteria; and school principal with more autonomy and financial powers. The other secondary schools affiliated with the INGO lack these features. PSA offers boarding facilities for its students; about 25% of the students live in school dormitories

Because PSA is officially an English medium school, all the textbooks, except those used in Islamic studies and Urdu, are in English<sup>4</sup>. The school does not offer subjects related to the humanities; instead, it only offers science-related subjects. The students, ranging from grades eight to twelve, receive classes in pre-medical, pre-engineering, and commerce education. The education is not free in this school; students in grades eight through ten pay a monthly tuition fee of Rs 2,550 [\$31.67], and students in grades eleven and twelve pay Rs 3,475 [\$43.16]. However, the school offers a small number of scholarships to needy students.

At the time of this research, a total of 658 students were enrolled in PSA. About 70% of these students come from the middle class, and 30% come from the upper class. One of the peculiar aspects of PSA is that the school became popular and successful in a very short period of time. Because of the better teaching practices and the school's positive reputation, PSA is considered one of the best higher secondary schools in a private sector in this region [Table 3]. The school offers admission once a year for grades eight and eleven. Though the school receives more than 1,500 applications every year, it only accepts 225 students on the basis of an aptitude test and interview.

The school contains 12 classrooms and eight sections. Grades eight, nine, and ten have two sections each, but there are no sections in grades eleven and twelve. The number of students in each section varies from 45-50 students. A medium-sized library contains 15 national and international periodicals as well as more than 3,000 books of numerous topics. Three science laboratories, all equipped with scientific tools and equipment, serve as sites for physics,

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<sup>4</sup> There are a number of private schools in Pakistan called English medium schools, but their medium of teaching is Urdu-the national language of country.

chemistry, and biology practical. A computer lab with internet facilities is available for the students. Those students who want to improve their Urdu and English proficiencies can study in a Language Resource Centre [LRC] that offers audio-visual facilities. In order to maintain the physical health of students, PSA has a huge playground. The faculty consists of 24 teachers – 21 males and three females.

A School Management Committee [SMC] has seven members, including the school principal, vice-principal, general manager of the central office, and four volunteers. The SMC, developed by the central office, runs the affairs of PSA. It deals with the internal policies of the school, such as assessment procedures, discipline and attendance policies, fee remissions, and admission policies. The SMC generally meets four to five times each year, but it is also available on a need basis. PSA does not have a Parent-Teacher Association. Similarly, PSA lacks any significant level of community participation in its affairs. Teachers are expected to dress in modest Eastern and Western apparel. During the school hours, teachers and supporting staff are required to wear names tags.

#### **6.4.2 Profile of Principal**

Mr. Jamal (pseudonym), a member of a middle class family and a native of the area, serves as the principal of PSA. In 1990, he completed his early education up to tenth grade from the local Urdu medium public schools as a regular student. During the time of Mr. Jamal's schooling, the education sector had not fully flourished in this region. Only a limited number of government schools and only a few private schools existed; there was only one degree college.

Mr. Jamal's quest for better educational opportunities motivated him to leave his home town. In pursuit of his post-high school education, Mr. Jamal spent time in different major cities. In 1991, he went to Karachi, one of the largest industrial cities of Pakistan, in order to complete his higher secondary education [post-high school education] in science subjects. Then, in 1994, he went to Islamabad-the capital city, where he did his BSc with chemistry and biology from a public sector institution. Four years later, Mr. Jamal did his master's in chemistry from one of the top-notch higher educational institutions of Pakistan.

Mr. Jamal joined PSA as a chemistry teacher in May 1999. During his early affiliation with PSA, the INGO provided him with the opportunity to pursue the MEd program in Educational Leadership and Management from an institution which is a pioneer [in Pakistan] in offering programs related to school management and administration. Mr. Jamal reported that the Educational Leadership and Management program largely contributed to his understanding about the concepts of leadership and management. He added that through this program, he became more aware of the meaning of school improvement, capacity development of teachers, teaching methodologies, class observations, and the need to maintain cordial relationships with human resources. After passing a rigorous recruitment procedure in which he competed with a large number of applicants, Mr. Jamal became principal of PSA in July 2006. Before assuming the charge of headship, he spent a short period of time as acting principal of PSA.

The principal's office is located next to the staff room. Because of this proximity to teachers, Mr. Jamal always has first-hand information about the absence and presence of his school teachers. An office clerk, stationed outside the principal's office, assists the principal and welcomes anyone who wants to see Mr. Jamal. The principal's office is a simple 10x12 room

painted in white. A table placed in the middle of the room holds a small cabinet filled with the daily attendance register and some files. Mr. Jamal frequently uses his laptop computer, which sits on the left side of the table. On the right side of the table stands a soft board that contains the vision of the school, the annual school planner, the names of different committees and their office bearers, a daily time table, and the school song. A window on the left side provides a panoramic view of PSA's playground, a majestic mountain, and the city across the river. Although small, the principal's office is clean, organized, and bright with a lot of sunshine.

A huge wall cabinet behind the principal's table contains shields, trophies, and souvenirs. These mementos reflect the students' participation in different co-curricular activities, such as games, debates, and environment-related activities. The cabinet also contains photo albums which illustrate the different activities of PSA throughout the past years. Mr. Jamal uses a small conference table with five chairs, placed at one end of his office, to conduct meetings with teachers, students, and other visitors.

### **6.4.3 Administrative Skills of Principal**

Before assuming the charge of principal of Private School A [PSA], Mr. Jamal served as an acting principal and vice-principal at the same school for a short period of time. According to Mr. Jamal, the experience of vice-principal was an enriching one that gave him the chance to develop ideas that he later used to become an effective administrator. As a result, he has instituted many changes at PSA since assuming his position of principal. For instance, Mr. Jamal suggested that the principal should have a job description that would clearly define the principal's administrative and educational responsibilities: "Without a job description, a

principal cannot fully understand what his/her job responsibilities are.” The decision-makers at the central level deeply appreciated Mr. Jamal’s idea. When Mr. Jamal became principal, therefore, the central office provided him with a precise job description that explained both his educational and management responsibilities.

Mr. Jamal’s previous experience as vice-principal and his understanding of his responsibilities through his job description enabled him to draw a clear line between his educational and administrative responsibilities. Mr. Jamal asserted that an effective administration is essential for a robust academic program: “If the administration is weak, it will directly affect the classroom teaching.” I noticed Mr. Jamal executing the following administrative tasks: maintaining the school budget; monitoring the teachers’ attendance register; arranging substitute teachers with the coordination of the vice-principal; supervising faculty meetings; arranging the availability of teaching-related material with the support of the administrative officer; addressing a wide range of students’ problems; and conducting meetings with parents and other visitors.

To ensure that he has adequate time to fulfill his instructional responsibilities, Mr. Jamal shares some of his administrative responsibilities with his vice-principal. He claimed that “the administration plays a supportive role in school, so the end product is an efficient academic output which cannot be achieved if the administrative aspect is weaker.” Some of the administrative tasks that Mr. Jamal delegates to his vice-principal include the following: dealing with academic and disciplinary matters of students; identifying substitutes teachers; handling such financial matters as non-payment of tuition fees by students; arranging co-curricular activities; seeking summer internship opportunities for students of commerce classes;

maintaining daily attendance record of students; interacting with external actors, such as the Directorate of Education; preparing a time table; and facilitating both internal and external exams. In addition to relying upon the vice-principal, Mr. Jamal delegates some of his administrative responsibilities to his office secretary and administrative officer. Overall, Mr. Jamal supervises the functions of these three officials and works with the officials on a need basis.

Mr. Jamal, who has expertise in different kinds of software, is computer literate. Although his office clerk assists him in maintaining the school record, Mr. Jamal prefers to keep the school record on his computer. He rarely calls his office secretary to access different information because he keeps all required information on his computer. Although PSA closes at 2:30 p.m., Mr. Jamal prefers to stay at PSA until 4 p.m. in order to complete some of his administrative responsibilities. Mr. Jamal stated that it is also obligatory for the teaching staff to stay in school at least half an hour after the school day ends in order to address the problems of students and parents.

Since becoming principal, Mr. Jamal has brought many changes into the school culture. For instance, he began to share the school policies with students and parents. At the time of admission, PSA now provides students with a booklet that contains the school's code of conduct; this booklet familiarizes both the students and their parents with the rules and regulations of PSA. According to the school's regulations, students cannot use a cell phone during the school hours. During the observation period, I often noticed the vice-principal confiscating cell phones from students and handing the phones to Mr. Jamal. The lack of resistance on the part of students when losing their cell phone clearly shows that students understood the policies of the school.

When students came to the principal's office to request the return of their cell phones, Mr. Jamal reminded them about the school policies.

Mr. Jamal also re-introduced the tradition of a student-parent orientation session [which was stopped due to an unknown reason] during which students and parents spend a day with the school teachers at the time of admission. According to Mr. Jamal, the purpose of this orientation is to provide information about the teaching faculty and learning environment of PSA to the newly admitted students. In order to give a modern touch to the student-parent orientation session, Mr. Jamal conducted the event this year through a video conferencing method.

Although the maintenance of a students' daily attendance register was not a common practice in the past, Mr. Jamal introduced this procedure to PSA. A daily attendance statement of students is displayed at a reception desk outside the principal's office. Not only does Mr. Jamal maintain the students' attendance record, but he also regularly monitors the teachers' attendance record. After his morning arrival to school, the very first administrative job Mr. Jamal carries out is to check the attendance of his teachers. He expects his teachers to sign the attendance register. If a teacher does not fulfill this responsibility, Mr. Jamal first ask his office secretary about the teacher. After getting confirmation that the teacher is present in the school, Mr. Jamal places a question mark against the teacher's name as a reminder of this teacher's oversight. When Mr. Jamal notices that a teacher is absent, he immediately calls his vice-principal to arrange a substitute teacher. If a substitute teacher cannot be found, either the principal or vice-principal takes the class. Mr. Jamal emphasized that a school leader should be a role model for his teachers: "If I am taking a substitute class, it is a message for other teachers to follow the same practice." I never noticed even a single occasion at PSA when a class did not have a teacher.

At the time of its establishment, PSA developed a clear mission statement and well-defined objectives. The mission statement and the objectives are displayed in the hallways and classrooms. Although Mr. Jamal has no role in the development of the mission statement and objectives, he reviews the objectives of his school with his staff and makes necessary amendments. During faculty meetings, Mr. Jamal reminds teachers about the mission and objectives of PSA to encourage his teachers to fulfill their responsibilities so that PSA will achieve its objectives. When teachers are appointed, Mr. Jamal briefs them about the school's mission statement and objectives and also provides them with a job description. When I asked the teachers about the mission statement and objectives of PSA, one of the teachers commented as follows:

If the school does not get its objectives, certain actions are definitely taken. For instance, the results of some of the subjects in the board examination were not good. In order to find the cause of this low performance, discussions were held to determine whether the student or the teachers were responsible for this state of affairs. Certain measures were then taken to fix the problem.

The above quotation refers to one of the objectives of the school, which states that PSA hopes "to prepare these students for admissions in the best institutions of higher learning." In order to achieve this objective, the school ensures the availability of essential human and material resources and other educational processes relevant to the needs of students. For instance, PSA has 1) a minimum educational qualification of MA/MSC/MED for staff; 2) an impressive library that contains thousands of books; 3) a well-equipped internet lab for students; and 4) a practice-oriented and student-centered pedagogy. Consequently, a high number of students from PSA annually secure admission to professional colleges and other higher educational institutions within Pakistan.

During the observation period, I noticed that PSA provides its students with information about the admission starting and closing dates in different institutions, information about various vacant posts in different departments, army recruitment procedures, and articles about developing reading habits. The school disseminates this information through displays on soft boards located at different locations in the hallways. All of these activities indicate that the school works hard in order to achieve some of its objectives, including the objectives that state, “to enable them to compete successfully with candidates for the prestigious career opportunities in the civil and military institutions of the country” and “to provide the students with stimulating learning opportunities for intellectual growth as well as to nurture their leadership potential.”

When I sought the opinion of one of the teachers regarding the principal’s effort to ensure the availability of required resources to achieve the objectives of PSA, he expressed his dissatisfaction. He mentioned that when the students do not perform well on an examination, Mr. Jamal blames the teachers, despite the fact that some administrative measures are equally responsible for this state of affairs. This teacher stated the following:

For the last four months, the school has lacked many books that the Board recommended for grade eight. I reminded the concern officer at least four times about this, but he could not arrange...the books that the Board recommended. Because the books are not available in Pakistan, the Board will have to import them from foreign countries.

During a faculty meeting, other teachers also raised similar concerns, leading to a protracted discussion on resources. Mr. Jamal directed his administrative officer to ensure the timely availability of the required textbooks. Another teacher raised the issue that not all classrooms have the required number of chairs and desks. This teacher mentioned that he had previously brought this issue to the attention of Mr. Jamal, but Mr. Jamal had not yet resolved it: “There are more students and little resources...they should either decrease the number of

students in each class or increase the required resources.” The teachers did acknowledge that pressure from the head office forces PSA to accept more students for the sake of generating additional resources. Although the school received funding from international donors for the last few years, the cuts in funding have led the school to explore other measures for additional resources.

Mr. Jamal acknowledged that the process of decision-making in his school is the combination of democracy and autocracy: “I try my best to make a consensus-based decision, but when I feel that consensus is not developing, I step in and impose my decision.” I observed this approach during faculty meetings. Mr. Jamal provided opportunities for all of his teachers to share their points of view on a particular topic, and he carefully listened to what the teachers had to say. If their arguments held some weight, Mr. Jamal made a decision based on the teachers’ opinion; however, if the teachers failed to reach on an agreement, he winded up the discussion by imposing his decision. Mr. Jamal generally encourages teacher input and gives teachers the freedom to agree or disagree with him. On one occasion, Mr. Jamal expressed his concern about the teaching methodology of one of the teachers. The teacher felt comfortable enough to argue that everyone has his/her style of teaching.

Not only does Mr. Jamal delegate some of his administrative responsibilities to his vice-principal, but he also delegates some of the responsibilities to his teachers. Once he assigns these responsibilities, he rarely interferes in the business of the teachers. According to one of the teachers, Mr. Jamal treats his teachers with respect and openness: “Our principal does not demonstrate a possessive attitude. For example if he assigns someone the responsibility of preparing a time table, he will give that teacher a free hand. He would not tell him that he has to

assign such a class to such a teacher.” This teacher added that when Mr. Jamal gave him the task of managing the foreign scholarships, he had the freedom to carry out this responsibility as he saw fit.

The school disciplinary committee, which probes the disciplinary issues of students, seeks the opinion of Mr. Jamal because certain decisions, such as the termination of a student, need his approval. In order to promote co-curricular activities among students, the school has different clubs and societies, such as the the Hiking Club, Science Club, Environmental Club, Urdu Literary Society, English Literary Society, Library Committee, Event Committee, Examination Committee, and Code of Conduct Committee. The teachers who head their clubs and committees arrange different activities in their respective fields.

Mr. Jamal commented that he seeks and values the opinions of his teachers. He relies upon the input of teachers for such special events as Parents’ day, students’ week, and Student Council election. When PSA needs to nominate a student to participate in a co-curricular activity or in a national contest, Mr. Jamal asks his teachers to identify potential candidates. Furthermore, he annually develops the school planner and places it before the faculty for review; he then incorporates the input of his staff into the school planner

Mr. Jamal told me that he consults his teachers before making any administrative or educational decision. When such an occasion arises, he calls a meeting of his staff. Prior to the meeting, he uses a circular to inform his teachers about the specific purpose of the meeting. In this way, teachers come to the meeting with lot of questions. Mr. Jamal also ensures that teachers receive copies of the minutes of the meeting as a confirmation of the authenticity of certain decisions taken during the meeting. In addition to need-based meetings, Mr. Jamal has made

monthly meetings an integral part of the school culture. When I attended some of these meetings, I noticed that Mr. Jamal allocated different agenda items to different teachers so they could initiate their discussions. For instance, on one occasion, Mr. Jamal invited a teacher to brief the staff about the assessment process of a recently concluded internal exam. On another occasion, Mr. Jamal invited one of his teachers to update the staff about Student Week. Mr. Jamal never gave an impression during those meetings that he is the ultimate authority. This behavior of Mr. Jamal gave his teachers the courage to either agree or disagree with him.

The teachers at PSA believe that Mr. Jamal possesses the qualities needed to tackle conflicting situations that arise in the school. He provides opportunities for teachers to express their opposing points of view. According to one of the teachers, “Mr. Jamal will never make a one-sided decision...he knows how to calm down the people...he has the capabilities to resolve the conflicts within his school.” On one occasion, I felt that a parent was very critical about the management of the school when the external Board did not allow the parent’s son to take the Board exam due to a technicality. Mr. Jamal tried his best to convince the parent that the decision came from the Board, not from PSA. Although such parental confrontations can be annoying, Mr. Jamal tends to handle them with restraint and courtesy.

#### **6.4.4 Instructional Skills of Principal**

Mr. Jamal’s teaching experience only covers a span of seven years. Despite his paucity of teaching and management experiences, Mr. Jamal does demonstrate some of the qualities of an instructional leader. His educational philosophy stems from this conviction that, as an administrator, he has to work hard to ensure quality teaching and learning; he must extend his

support to his teachers and other staff who play a role in the educational process within PSA. Therefore, Mr. Jamal asserts that an instruction-oriented school leader should engage in various instructional processes. He acknowledged that when he assumed the role of principal, he focused more on such administrative issues as meeting with students and parents, taking care of staff leaves, and overseeing other PSA issues. With the creation of the position of vice-principal, Mr. Jamal was able to delegate most of his administrative responsibilities to his vice- principal and invest more of his energies into the educational development of PSA.

When I sought the opinion of school teachers about the instructional qualities of their principal, they responded that Mr. Jamal, due to his previous teaching experiences, has a good command and knowledge of instructional matters. One of the teachers said, “I have been in this school for the last two years...I always wanted him to be in my class...he identified my strengths and my weaknesses...he guided me and gave me many ideas which were very fruitful.” Another teacher stated, “When I came to this school, I was very confused, but Mr. Jamal provided me guidance...he suggested me that I should not be worried...very soon I felt changes in my behavior.” During this observation period, I noted the following instructional activities of Mr. Jamal: teaching substitute classes, observing classes, providing written and verbal feedback to the teachers, getting students’ feedback about the methodologies of their teachers, arranging in-school professional development sessions, and identifying additional resources to enrich the curriculum.

I observed Mr. Jamal teaching three classes as a substitute teacher. Although he is a chemistry teacher, he teaches biology as well. I noticed that Mr. Jamal has a good command of chemistry and biology in terms of his knowledge and pedagogy. To expand his teaching

experiences, Mr. Jamal mentioned that he hopes to teach regular classes in the future. Unlike a traditional, more lecture-oriented style of teaching, Mr. Jamal involves the students in group work, group discussions, and class presentations. I noticed on several occasions that he assigned different parts of a chapter to different groups with the instruction that each group had 15 minutes to prepare a presentation. After the presentation, he encouraged the class to ask questions of the presenters. Mr. Jamal also took advantage of his teaching substitute classes to get the written feedback of students about their teachers. He asked the students to rate their respective teachers in three ways: satisfied, fairly satisfied, and dissatisfied. Mr. Jamal described to the students what characteristics make a teacher fit each category. Although he seeks student feedback, Mr. Jamal emphasizes to the students that their responses should be unbiased and constructive.

When I inquired about the purpose of student feedbacks, Mr. Jamal said that the responses serve three purposes: 1) play a role in the teachers' annual appraisal; 2) provide firsthand information about the performance of each teacher; and 3) serve as material to be discussed with the teacher. I once noticed that Mr. Jamal allocated special time to students in one class who had some reservation about the teaching methodologies of one of their teachers. Mr. Jamal spent at least 45 minutes listening to the concerns of these students. Although Mr. Jamal defended the teacher by identifying some of his good qualities, he also ensured the students that he would resolve the issue after consulting their teacher. These episodes exemplify the strong accountability mechanisms present in PSA. Teachers are not only accountable for their performance, but they are also accountable to their students.

Teachers' appraisal is another important educational responsibility of Mr. Jamal. According to Mr. Jamal, the primary purpose of these appraisals is to address and eliminate issues, not to threaten teachers. These appraisals also determine the teachers' promotions and increase in salary. Mr. Jamal carries out a formal appraisal once a year; he always notifies the teachers of the exact date of their appraisals. When I sought the opinion of one of the teachers about the appraisal system, he commented as follows:

I am not happy with the appraisal system of PSA. Since the principal informs the teachers about the dates of the appraisal, there are chances that a teacher who does not teach adequately throughout the year will teach properly on the day of the appraisal. The principal should instead conduct these appraisals randomly without notifying the teachers. In this way, the principal will get a more realistic picture of the class environment. Teachers' performance should not be linked to appraisal because we don't work only for appraisals. Teachers should not be scared of an appraisal.

In addition to the more formal appraisals, Mr. Jamal also informally evaluates his teachers during the year by visiting their classes, getting student feedback, observing teaching methodologies, assigning different tasks to teachers and evaluating how well the teachers perform those tasks, and monitoring the punctuality of teachers. During the observation period, I noticed Mr. Jamal frequently engaged in one of the above activities. He added that he also maintains the portfolios of individual teachers; in these portfolios, he keeps the achievement of teachers, which he later incorporates into their final appraisal. When teachers are appointed, they receive an appraisal form as well as a job description. By familiarizing the teacher with detailed information about each indicator of the appraisal, Mr. Jamal gives the teacher a better understanding of PSA and what the school expects of its staff.

Because Mr. Jamal strongly supports staff development, he always encourages his teachers to upgrade their professional knowledge by attending different courses. To help his

teachers grow professionally, Mr. Jamal identifies venues and opportunities for them. At the school level, he arranges programs for the professional development of his teachers. After one of the teachers recently completed the MEd program with a focus on action research, Mr. Jamal organized a two-hour after-school workshop for that teacher to share his knowledge and expertise with the rest of the staff. Every month, Mr. Jamal holds two professional development sessions at PSA. He also arranges visits that allow his teachers to experience some of the premier institutions of the country. According to Mr. Jamal, professional development programs, whether for the teachers or school heads, should combine both theory and practice:

When I was attending the MEd program, I felt that theories are beautifully articulated; at the same time I felt that theories are not compatible with the ground realities...Therefore, it is important that when we talk about theory, there should be opportunities for practice as well.

Due to Mr. Jamal's efforts, one of his teachers upgraded his professional knowledge by visiting one of the best institutions in Bangladesh. Also under Mr. Jamal's leadership as principal, four of his teachers completed the MEd program. To support newly appointed teachers, Mr. Jamal assigns them to work with experienced teachers for a better understanding of PSA and of teaching practices. Mr. Jamal reported that some of his teachers are very good mentors, but, due to the lack of proper incentives, those teachers do not always offer their services.

Since PSA is affiliated with an INGO, a continuous program of professional development is available to the educators of this institution. These development programs are either sponsored by a locally established professional development center or such renowned international institutions as Phillips Academy (Andover, Massachusetts, USA), the Institute for Educational Development at Aga Khan University, and Aga Khan Education Services. A significant number

of teachers have benefited from these institutions but, again due to the lack of funding, the frequency of professional development programs through these institutions has decreased.

When I asked the teachers about the role Mr. Jamal plays in their professional development, one of the school teachers said, “He always remains in contact with his staff, visits classrooms, and assesses our needs. He then downloads the appropriate resources from the internet. He also shares articles with us from national newspapers.” This teacher added that in order to motivate the staff to develop reading habits and increase their knowledge, Mr. Jamal filled one corner of the library with educational books relevant for the teachers. When I asked Mr. Jamal about the establishment of this teacher reading corner, he said the following:

When I became principal of PSA, I noticed that the library had books suited for the students, but not a single book that could contribute to the learning of teachers. Therefore, I purchased some books related to the pedagogy and professional development of teachers and placed them in the library. When I noted that the teachers were not taking advantage of these books, I developed the reading corner with the intention that the books will be in the reach of teachers and that the teachers will benefit from the books. Now, I sometimes notice teachers accessing these books in the reading corner.

Mr. Jamal expects the teachers of PSA to read those books during their free time and recess. In addition to the books, Mr. Jamal often displays articles from the Internet and journals on the soft boards in the hallways and staff room.

Because he has a vice-principal to assist him with administrative issues, Mr. Jamal has ample opportunity to use his energies for the academic development of PSA. In addition, Mr. Jamal observes classes and provides feedback to newly appointed and novice teachers. When I questioned Mr. Jamal about the purpose of class visits, he said, “The purpose of these visits is to provide feedback and support to the teachers. I suggest ways for them to conduct a lesson. I also

address any management issues that arise.” While Mr. Jamal alerts his staff to some classroom visits, other visits are more spontaneous. Yet, he always provides both written and verbal feedback to the teachers about methods of teaching, areas of improvement, and areas of strengths. Mr. Jamal believes that written feedback is important because teachers take that feedback seriously. The following two samples represent the kind of feedback Mr. Jamal gives to his teachers:

1). Effective lesson planning is considered to be the single most important factor in making a lesson successful in terms of student learning. I noticed you did not have a lesson plan in either of the two classes I observed. I encourage you to plan in order to make your lessons more interesting and relevant for your students...Effective time management is another area where you can further enhance your performance...

2). I hope that you plan your lessons on a daily basis. I was able to see a glimpse of your plans during the classroom observation...develop your action research project and plan to write a paper for a journal or to present at a conference...you effectively participate in faculty meetings and professional development sessions. Quite often you come up with innovative ideas which have significant educational value.

According to Mr. Jamal, he learned about the value of feedback when he served as an academic coordinator at another institution. Mr. Jamal added that when he assumed the charge of PSA, he started providing written feedback to his teachers. During the verbal feedback sessions, I noticed that Mr. Jamal made the teachers understand that they have the responsibility to educate the students and to respond to the concerns of the students in a professional way. To motivate a teacher to pursue a particular course of action, Mr. Jamal addresses the beliefs of that teacher:

If a teacher has the belief that lecturing is an appropriate method of teaching, he may not be willing to change his teaching style. My job is to acknowledge the teacher’s belief in order to change it to a more effective pedagogy. To do so, I act as a role model. The last time a teacher was absent, I took his class as a substitute teacher and followed all the stages of his lesson plan. When the teacher returned, I shared with him what I did and tried to convince him about the importance of lesson planning.

Teachers expressed a high level of satisfaction about their feedback sessions with Mr. Jamal. One of the teachers reported, “Whenever our principal conducted an evaluation session, he identified both my weaknesses and my strengths...this gave me courage...his style of providing feedback is not sarcastic or satirical ... if I make a mistake, he politely tells me how to avoid these mistakes in the future.” The teachers exhibited a sense of confidence in Mr. Jamal and his educational capabilities. When Mr. Jamal conducts his observations sessions, he does so in a very systematic way. He also involves his vice-principal and another teacher in these sessions. In this way, Mr. Jamal gets different perspectives. Mr. Jamal and his team hold both a pre- and post-observation session with the teachers.

In addition to creating a viable learning environment for the teachers, Mr. Jamal and PSA also provide a stimulating learning environment for the students. The success of the students reflects this; for example, students both at the secondary (ninth and tenth grades) level and higher secondary (eleventh and twelfth grades) level have outstanding academic performances [Table 3], which make PSA as one of the highest performing institutions in the whole region. The school makes available a wide-variety of resources for the intellectual, physical, and leadership development of its students. PSA also has a well-trained teaching staff; unlike other private and public schools, where the PTC, CT, or BEd are the primary requirements for teaching, PSA only offers a job to teachers with the MA/MSC and MED. When I asked Mr. Jamal about the learning climate of his school, he stated:

The school is dynamic and always changing...we provide a threat-free environment to our students...we support them...students are asked to be responsible for their learning...it is not an environment where students are passive, but it is one that encourages students to become active learners... As principal, it is my responsibility to ensure that the learning of students takes place according to our expectations. Likewise, I

make an effort to enrich the educational opportunities of the teachers. In most of the cases, the teachers realize and believe that learning is a lifelong process.

After analyzing the annual results, Mr. Jamal then makes important decisions about PSA. He asks teachers to offer an explanation when the results of a particular subject are not at a satisfactory level. Mr. Jamal also sets targets for individual teachers: “I tell them that their students should perform at a certain level. They should have a certain number of A, B, C, and D grades in their respective subjects.”

Like other private and public schools, PSA must follow the national curriculum. For the past two years, PSA has been affiliated with a newly established Board. Unlike previous boards, which only supported the prescribed books recommended by the national curriculum wing, this one recommends various resource books as well. Now, instead of only having one book for chemistry, for example, the students learn from several books recommended by the Board. The Board’s philosophy is to widen the understanding of students about different topics.

In addition, Mr. Jamal encourages his teachers to enrich the curriculum of their respective subjects without deviating from the prescribed books. To improve student comprehension, he motivates his teachers to engage their students in practical activities. As a principal comfortable with technology, Mr. Jamal often downloads material related to a particular topic. He shares these resources with the teachers and the students. Mr. Jamal said, “I always encourage the teachers to consult additional material from the internet, school library, and other libraries situated in the vicinity. I also encourage the teachers to take the students on study tours and to engage them in interactive projects.” When Mr. Jamal substituted in a class, he made sure that the students consulted additional resources in order to gain a deeper understanding of a particular topic.

As earlier mentioned, PSA is called a Premier Institution (PI). It shares this honor with only two other Premier Institutions [also affiliated with the INGO] in the region. Once a year, the principals and teachers of the three PIs hold a combined meeting. During this meeting, the teachers of similar subjects sit together and discuss different ways to enrich the curriculum. The teachers have the freedom to enrich curriculum in a way that they believe will effectively engage and educate the students.

#### **6.4.5 Human Management Skills of Principal**

In dealing with the human resources of PSA, Mr. Jamal endorses the following principle: “An effective principal should be an effective human being who understands the feelings of his colleagues.” This philosophy leads Mr. Jamal to be friendly, considerate, accommodating, and compassionate with his staff, students, parents, and other visitors. Through his personal experience and involvement in leadership development programs, he learned these qualities. When I inquired what kind of social skills he particularly needs, Mr. Jamal said, “I want to learn how can I create a positive link with teachers without making the teachers feel threatened due to my position as principal.”

PSA maintains an open process of communication between the principal and other stakeholders. Most of the time, Mr. Jamal prefers to communicate in written form. He believes that verbal communication loses its effectiveness during the process of delivery. Because Mr. Jamal speaks in a candid way, he clearly communicates his point of view, both in verbal and written forms. During his meetings and interactions with his staff, however, I noticed that teachers exhibited defiance as well as friendliness when interacting with Mr. Jamal. On one

occasion during the verbal feedback session, Mr. Jamal asked one of his teachers to consider the feedback of the students, but that teacher showed a reluctance to do so. The teacher presented his arguments that supported his stance. Mr. Jamal, who accepted the right of his teacher to oppose him on a matter, added, “I have an open door policy...I always hope that teachers do not feel hesitant to communicate... they do come to my office...I am available; they can talk to me on any issue.”

In addition to his staff, Mr. Jamal also maintains an open and effective communication pattern with the students. Students have the freedom to come to the principal’s office to share their concerns and reservations. Mr. Jamal allocates special time to address the problems of students and to hear the students’ opinions regarding their studies and teachers. As earlier mentioned, he seeks written feedback from students about the teaching styles of their teachers and then shares this feedback with the teachers. When I asked a teacher about the communication style of his principal, he said that when Mr. Jamal first became principal, he had limited interactions with the teachers; now, however, he has improved in that area: “He is a very friendly person. When he comes to the staff room during recess, we joke and gossip with him...Mr. Jamal always shares with us the results of the School Management Committee (SMC) meetings and the important decisions the Committee takes.” I noticed that every morning after checking the teachers’ attendance register, Mr. Jamal went to the staff room and briefly chatted with the teachers. In this way, he maintains a continued process of communication with his staff.

Because of Mr. Jamal’s availability, the teachers and students frequently visit his office to discuss their professional and individual matters. Mr. Jamal reported that sometime he also extends financial support to his teachers and students. On one occasion, a student from tenth

grade sought his approval to leave PSA due to some financial constraints and academic issues. Mr. Jamal carefully listened to the student and then advised him to reconsider his decision. He also gave him some good suggestions about how to overcome his financial hurdles. The student promised Mr. Jamal that he would think more carefully about the decision. Mr. Jamal also welcomes the innovative ideas of his teachers. According to one of the teachers, Mr. Jamal promises to implement an idea, even if he faces many challenges in doing so. That teacher added, “When I transferred to this school, there was no Language Resource Center [LRC]. I convinced my principal that it would be difficult to teach a particular language to students without an LRC. Because he valued my suggestion, PSA now has a well-equipped LRC.”

To increase his interactions with his staff, Mr. Jamal sponsors a variety of activities. For instance, during the month of fasting, he arranged a party for his staff. He told me that he sent best wishes to all of his staff through SMS on *Eid* [the festival held at the end of the month of fasting]. Mr. Jamal added that in the past he used to send sweets to the homes of his teachers on *Eid* day, but financial constraints have caused him to end this practice. Mr. Jamal works hard to establish and nurture a cordial and sustained relationship with his teachers.

Despite Mr. Jamal’s efforts to deal with human resources, one of the teachers suggested that Mr. Jamal still needs improvement in this area:

I would suggest that, as an administrator, Mr. Jamal needs more expertise in order to understand and address the personal and/or professional issues of his teachers. If Mr. Jamal rejects the teachers’ ideas, the teachers feel discouraged. Sometimes Mr. Jamal does not hear the voices and concerns of his teachers.

This teacher added that he once discussed with Mr. Jamal his concerns about the number of students in his class, but Mr. Jamal did not heed his worries. The teacher further mentioned

that this kind of negative interaction could damage the overall quality of education at PSA: “If a teacher repeatedly brings something to the notice of the principal and the principal repeatedly ignores the teacher, the teacher begins to believe that the principal does not value him.”

Although Mr. Jamal acknowledges the importance of motivating teachers and engaging in different activities, he admits that finding a way to motivate his teachers is one of the most difficult challenges he faces as an administrator. During the observation period, he told me that the intrinsic motivation quite evident among teachers a few years ago is gradually decreasing. He blames the market realities for this declining state of affairs: “Teachers prefer to join government departments and schools where they have less work and fewer concerns about accountability.” Mr. Jamal also acknowledges that teachers have many expectations from PSA, which the school cannot fulfill due to certain reasons. Despite obstacles, however, Mr. Jamal continues in his efforts to motivate his staff. For instance, he encourages students to nominate “best teachers” through a secret feedback method. Then, on the annual Parents’ Day, Mr. Jamal announces the best teacher of PSA. In a gathering of the parents, Mr. Jamal acknowledges the teacher and provides that teacher with a tangible award.

Moreover, Mr. Jamal does little things throughout the year to boost the morale and motivation of his staff. On World Teachers’ Day, Mr. Jamal used a “lucky draw system” to award three books to three of his teachers. In addition to these concrete gifts, Mr. Jamal sends notes of appreciation to his teachers to mark different occasions at the school. On the appreciation notes, Mr. Jamal acknowledges the achievements and contributions of his staff:

1) Your role as a teacher at our school is very crucial. Your participation in school-wide activities is also commendable. By taking on extra responsibilities in addition to teaching, you have significantly added to the strength of PSA...If all teachers would follow your

commitment to PSA and its students, our school would reach unimaginable heights of excellence in the future. I wish you the best of luck in your career and future aspirations. May God bless you.

2) I am very glad to know that students can now use the computer laboratory after last week's unfortunate fire incident. This would not have been possible without your tireless and dedicated efforts. It gave me immense satisfaction to see you working on holidays to make sure that the computer lab was ready for use as soon as possible.

Mr. Jamal tries to write these letters of appreciation as often as he can. He also constantly seeks other ways, including salary enhancements, to accelerate the motivational level of his staff. When I asked the teachers about the motivational skills of Mr. Jamal, they reported that Mr. Jamal uses his own actions and attitudes to motivate them. One of the teachers said:

We had issues about taking substitute classes in our school...I had four classes each day...other teachers were also reluctant to take substitute classes. In order to motivate the teachers, Mr. Jamal started taking substitute classes; this motivated us to do the same. Mr. Jamal is a role model for his staff.

Since the school has an active School Management Committee (SMC) of educators, the parents and the community play no role in the overall decision making and governance of PSA. Mr. Jamal asserts that the existence of SMC diminishes the need for parental/community involvement. Also, Mr. Jamal avoids parental/community input by arguing that such collaboration is not successful in the educational landscape of the area: "I did not see any successful model of parents/community and school collaboration in this region which could motivate me to involve the parents/community in the affairs of school." Mr. Jamal reported that few parents take an interest in the studies of their children; instead, they only come to school when their children have not performed well or have caused some disciplinary problem.

Despite this lack of parents/school interaction, Mr. Jamal does try to maintain a liaison with the parents through a variety of activities and programs. For instance, Mr. Jamal arranges an

annual parent-teacher meeting; at the time of student admission, he also invites parents to an orientation session where he educates them about PSA. According to Mr. Jamal, the purpose of the orientation session is to provide an opportunity for the students, parents, and teachers to become acquainted, to better understand the culture of the school, and to become more familiar with academic matters. Mr. Jamal believes that the low rate of attendance stems from the fact that the parents are scattered throughout the region; therefore, it is logistically difficult for them to travel to PSA. Mr. Jamal further mentioned that, due to his personal efforts, about 80% of the parents attended this year's parents' meeting. When asked what he did to ensure such a high participation, Mr. Jamal replied, "Besides sending letters to the parents, I went to each class and convinced the students to encourage their parents to attend."

#### **6.4.6 Summary of the Case Study**

Mr. Jamal has a strong understanding of his administrative and educational responsibilities. Likewise, he emphasizes the importance of establishing and maintaining a friendly working relationship with his human resources. Mr. Jamal shares some of his administrative responsibilities with his vice-principal, administrative officer, and office clerk. He delegates other responsibilities to his teaching staff. In addition to delegating responsibilities, Mr. Jamal also involves the teachers in the decision-making process of PSA. Before making any decision, he prefers to seek the opinions of his teachers. Mr. Jamal and his teachers use PSA's mission statement and objectives as guidelines. In order to achieve the school's objectives, Mr. Jamal makes available the required human and physical resources. Consequently, the school achieves most of its objectives. As the instructional leader, Mr. Jamal motivates his teachers, makes classroom observations, and provides verbal and written feedback to the teachers. Mr. Jamal also

arranges capacity-building activities in the school that allow teachers to attend programs according to their needs. He believes that an effective administrator should be involved in the monitoring of classroom activities and in providing both administrative and educational support to teachers. In order to motivate the staff, he argues that effective administrators need to first develop a cordial relationship with their staff. As a result, Mr. Jamal actively engages in different kinds of activities, such as sending notes of appreciation to his staff, hosting parties on different occasions, and providing tangible awards. He always makes himself available to his staff and students. Teachers and students have the freedom to discuss their personal and professional matters with Mr. Jamal, the principal of PSA.

## **6.5 CASE STUDY IV**

### **6.5.1 Profile of Private School B (PSB)**

Private School B [PSB] is a community school located in a cantonment area. PSB, which caters to a middle class cliental, strongly believes that community involvement is a basic prerequisite for the academic success of students and the development of school. In 1957, the local communities established PSB as a primary school; they upgraded it to the middle level in 1982 and high school level in 1997. Initially, PSB was a co-educational school, but in 1998 it was declared an all-girls' school. PSB, which offers head start education through tenth grade, is also affiliated with an International Non-Governmental Organization [INGO] that has networks of school across the country. Administratively, the school is divided into two sections: 1) the head start program and secondary classes (9<sup>th</sup> and 10<sup>th</sup> grades), both of which rely upon the

communities for funds to meet all expenditures; and 2) grades one through eighth, which rely upon an INGO to handle all expenditures.

The INGO plays an instrumental role in the development of various components of education at PSB, such as quality improvement, supervision and monitoring, provision of instructional material, and teachers' and principal's appraisals. In addition, the INGO provides financial support for the construction, repairs, and maintenance of the school. The INGO, which is also involved in the recruitment of teachers, explores the opportunities for the training of educators of PSB. The INGO has a local professional development center where it offers training for both novice and experienced teachers and school leaders in their respective fields.

PSB is officially an English-medium school; however, teachers communicate in Urdu, the national language, with the students, and they use both Urdu and English as a medium of teaching. To attend PSB, students pay a tuition fee of Rs 330 (\$3.5) at the primary level and Rs 550 (\$6.5) at the middle level. At the secondary level, the school charges tuition fees of Rs 650 (\$7.70) for science students and Rs 600 (\$7) for humanities students. Although the school does not have scholarships, it does offer needy students a discounted tuition fee. About 85% of the 475 students come from the middle class and 15% from upper class families. The school provides both science and humanities subjects to all its students. Each of PSB's 14 sections consists of an average of 30 students. The school also has a small library and science laboratory. The performance levels of students of PSB at the secondary level (9<sup>TH</sup> & 10<sup>TH</sup>) are generally medium in a centralized examination [Table 3].

PSB has twenty teachers: 15 females and 5 males. Nine of the school teachers have BED degrees and one has an MEd. The remaining teaching staff has B.A and CT degrees. Local communities actively participate in the school improvement programs. Community participation

is especially remarkable in fund raising, student enrollment, maintenance of PSB, provision of construction material, and instructional processes. A Village Education Committee (VEC) of seven members is responsible for making important decisions pertaining to the development of various components of the school. All members of the VEC come from the community and have impressive educational experiences. The school head identifies the potential candidates who are willing to become a member of the VEC, and the INGO finalize their appointment.

### **6.5.2 Profile of Headmaster**

A native of the local area, Mr. Kamal (pseudonym) joined one of the INGO's affiliated primary schools, located in a rural area, as an Arabic teacher in 1979. He received his early education from the local public schools. Due to some hardship in his personal life, Mr. Kamal could not pursue his secondary and higher secondary education from regular colleges and schools. Instead, he privately completed his secondary and higher secondary education as well as his Bachelor's degree. In 1997, Mr. Kamal earned his BEd from one of the universities in Pakistan as a regular student. The same year, he was promoted as headmaster of an INGO affiliated community middle school that was also situated in a rural area. Mr. Kamal remained in this school for eight years and, through his personal efforts and support of local communities, he succeeded in upgrading his school into a high school.

In 2005, Mr. Kamal assumed the charge of headmaster of Private School B [PSB]. During his affiliation with the PSB, Mr. Kamal attended several workshops and courses arranged and financed by the INGO to which this school belongs. Two of the training courses relevant to his position are the Certificate in Educational Leadership and Management [CELM] and the School Leadership Training Program [SLTP]. CELM was a one year course and SLTP was a

two year course. Both of these courses offer a mix of theories and practice. Mr. Kamal acknowledged that both of these courses made him more aware of the concepts and complexities of leadership and management.

The office of Mr. Kamal is located near the main entrance of the school. It is a well-furnished office with sofas and wall-to-wall carpet. The office has large windows which allow Mr. Kamal to monitor the arrival of students and teachers. He also witnesses the daily assembly through these windows. A table in the middle of the office holds Mr. Kamal's files, registers, and papers, while a computer covered with a plastic sheet primarily occupies a small table at the right corner of the head master's office. Flip charts on the wall contain information about the total teaching staff, including qualifications, the school planner for 2008-09, a daily time table, and four broad objectives of the school. The school planner provides a glimpse of different activities that the school has scheduled for the current academic year. The flip charts that contain the four objectives explain how these objectives will be achieved, who will be involved in the process, and how the objectives will be measured. A closet of files and folders containing admission records, question papers, and annual results occupies the right side of the principal's office. To assist the headmaster, a two member staff works from a small room behind Mr. Kamal's office.

### **6.5.3 Administrative Skills of Headmaster**

On assuming the charge of headship, Mr. Kamal received a comprehensive job description that serves as a guideline for his administrative responsibilities. Mr. Kamal strongly believes that his administrative responsibilities are as important as his educational responsibilities: "For example, a teacher who does not come to school on time causes the education of children to suffer. Therefore, I need to tell that teacher about his responsibilities of coming to school on time which

relates to administrative responsibilities.” During this observation period, I noticed Mr. Kamal’s engagement on several administrative fronts, such as interviewing with students who seek admission to different classes, meeting with parents who visit the school, interviewing and identifying teachers for different vacant posts in the school, providing character certificates to students who seek admission in other schools, arranging substitute teachers with the help of his assistant head master, and approving the long-term and short-term leaves of teachers. Holding a monthly meeting is another important administrative responsibility of the school head; Mr. Kamal, along with other teachers, prepares numerous reports for the central office, such as a monthly fees statement, a leave record of teachers, and a record of new admissions

Mr. Kamal prefers to come to school at least 15-20 minutes before the other teachers; he believes his punctuality should encourage other teachers to also come on time. He is vigilant not only about the punctuality of teachers, but also about the punctuality of students. I read several circulars where this school head directed his staff and students to be on time. During the observation period, therefore, I rarely saw either a teacher or a student come late. Mr. Kamal takes special notice of the attendance of students during examinations. He makes his best efforts to ensure that no students miss the exam because that affects their final grades. During the midterm<sup>5</sup> exam when Mr. Kamal noticed that some of the students were missing, he first called the students’ homes and then sent a watchman to their homes to ascertain the cause of their absence. In most cases, Mr. Kamal was able to bring the absent children to school.

In the morning, Mr. Kamal prefers to stay in his office instead of attending morning assembly with the other teachers. He monitors the assembly through a window, which gives him

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<sup>5</sup> By September, students have covered the 40% of their syllabus and have taken the midterm exam. In March, students take their final exam which covers the remaining 60% of the syllabus. The results of the 40% are added to the results of the final exam.

a panoramic view of the school. The teachers have reservations about the principal's absence from these morning assemblies; they want their principal to be present. When I asked one of the teachers to explain why the presence of the school head is important at the time of assembly, she said, "As headmaster, he needs to come to assembly every day. He should see which teachers come on time and which do not, and how students arrange the assembly session. He occasionally comes out, but he needs to come out every day." Another teacher commented about this situation: "He needs to spare some time for assembly. He needs to know the problems of assembly - whether the microphone works, whether the school has electricity." The teachers believe that the headmaster is a role model who needs to be informed and knowledgeable; he should run the school with the consultation of his teachers and through proper planning. Mr. Kamal believes that authoritarianism is not compatible with the culture of his school that supports democratic principles.

Mr. Kamal implements several measures to promote democratic values and to develop a culture of participative decision-making in his school. For instance, Mr. Kamal has a vice-principal to whom he has delegated certain responsibilities, such as arranging substitute teachers, developing a school time table, monitoring the latecomers, and conveying the voices and concerns of teachers to the headmaster. When I asked Mr. Kamal how he carries out his administrative responsibilities, the headmaster replied: "One individual cannot carry out all of the school's responsibilities. Every teacher in this school has been assigned a responsibility according to their interest and capabilities." The school has various committees, such as a sports committee, assembly committee, and examination committee. Mr. Kamal not only delegates several tasks to each committee, but he also supervises the function of these committees. For each week, Mr. Kamal designates two teachers as "Day Teachers." Day Teachers are

responsible for the following: 1) maintaining the cleanliness of school classrooms, lawns, and bathrooms; 2) ensuring that school starts and closes on time; and 3) making available clean drinking water. By providing teachers with a sense of ownership, Mr. Kamal motivates his teachers to play a role in the progress of PSB.

The school principal makes important decisions in consultation with the teachers. Mr. Kamal holds meetings with teachers and seeks the teachers' input before making any decision pertaining to school improvement. In order to seek the input of teachers, Mr. Kamal stated the following:

As long as I was not exposed to management related trainings, I had this conviction that my words are important and I have to make important decisions. When I was exposed to literature related to leadership and management through training, I realized that my approach was wrong. Now, my approach is democratic. I involve the teachers; in this way, I develop a sense of ownership within my staff.

Mr. Kamal mentioned that he also listens to students in making decisions. During the shadowing process of the headmaster, I saw students express dissatisfaction over the teaching methodology of one of their teachers. Mr. Kamal listened to the student and then assured the student that he would resolve this issue by consulting with the teacher.

When I asked the teachers about the decision-making strategies of their principal, they all replied that the headmaster usually seeks the opinion of the teachers, although sometimes he does whatever he likes. One teacher explained, "The headmaster does not take an interest in a suggestion that is not compatible with his point of view; when we teachers give suggestions to him, sometimes he does not listen." Mr. Kamal said that he tries his best to accommodate the voices and concerns of his teachers, "but when something is in a collision course with the overall policies of the school, I make decisions congruent with the policies of school." Teachers had this

notion that headmaster should be an expert in ensuring that school policies do not conflict with the opinions of the teachers.

Because Mr. Kamal believes that one cannot go ahead without a clear vision, he asserts that an effective school head must understand the importance of vision: “An effective school principal owns a vision and strategies to adopt that vision.” Mr. Kamal attributes the INGO for helping him [through training and courses] better understand the meaning and concept of vision and mission. Before the training he received, he carried out his responsibilities without thinking of bringing change, but after such training opportunities as the Certificate in Educational Leadership and Management (CELM) and the School Leadership Training Programs [SLTP], he developed a new way of thinking: “I learned about the importance of vision building through attending courses and workshops related to school leadership and management.”

Not only does PSB have a clear vision, but it also has a school development plan with four broad objectives. This clearly written plan states how these objectives will be achieved, who will be responsible for achieving them, what resources (both human and material) will be required, and how the progress of each objective will be ensured and monitored. In order to achieve these objectives, Mr. Kamal assigns targets to individual teachers and holds those teachers accountable for reaching their targets. Some of the teachers had reservations about the targets that the school develops. For example, one teacher noted that administrative measures make it difficult to meet some of the assigned targets:

For instance, one target focuses on teachers making efforts to improve the annual result of the secondary school, but there is no uniform policy regarding admission. Students are offered admission at any time during the academic years; this negatively affects the annual result because these students cannot catch up with the syllabus that other students already covered.

This teacher added that the headmaster becomes angry when teachers express their concern about this and other practices. However, Mr. Kamal argues that he does not want to keep any students out of the school because schools are supposed to meet the educational requirements of all students.

In the process of vision building, Mr. Kamal tries to ensure the participation of several stakeholders, including teachers, community members, students, and VEC members. He oversees an annual review meeting to discuss in detail the progress of different objectives and to ascertain whether or not the school has achieved its objectives. In addition to this meeting, educational officials from the central office visit the school. These officials not only help the school leaders develop their school objectives, but they also monitor the progress of different objectives and the overall process of education in the school. One educational official explained his job in the following way:

For example, it is written in the School Development Plan that the school will make efforts to develop creative writing habits among students. My duty is to monitor whether the school has tangible programs to develop this habit among student. If the school does not have these programs, I question the reasons for this and then I make the necessary arrangements for the implementation of the programs.

During this research period, educational officials (a group of two officials) from the central office visited PSB at least four times. After spending a few minutes in Mr. Kamal's office, they spent most of their time in classrooms to observe how the teachers educate their students. One of the educational officials who visited the Head Start Program of PSB told me that the INGO provided special training to the teachers who work with the younger children. The official's duty is to monitor whether the teachers use the lessons from their training to develop reading habits within their young students.

Mr. Kamal always ensures the timely availability of the resources required for the educational processes of his school. Unlike other school heads [from government schools as well as other private schools) who manage their school budgets, the head of PSB does not deal with such financial activities. Mr. Kamal does not become directly involved with the purchase of teaching materials and other supplies for his school; instead, he sends requisitions to the central office. By freeing himself of this responsibility, Mr. Kamal has more time to focus on the progress of several components of PSB. For instance, on one occasion during the internal exam, a staff member notified the headmaster that the central office had not sent the required number of question papers. The exam was supposed to start at 12:00 p.m. When the headmaster informed the central office about this situation, he was told that the lack of a dispatch vehicle made it impossible to provide the additional question papers on time. Hearing that, Mr. Kamal rode his bicycle to the market and made photocopies of the question papers; he arrived back at school before the exam started. Despite the fact that Mr. Kamal has limited administrative responsibilities, he still faces some administrative matters that pose serious challenges to his leadership.

Some of the challenges that Mr. Kamal faces in order to run his school include a high resignation rate among teachers and law and order situations in the region. Due to its private school status, teachers frequently join PSB and then quickly resign. They prefer to work in government schools and other governmental departments that offer more lucrative packages as compared to this school. For instance, the salary of a government school head is four times greater than the salary of the head of PSB. During the observation period, the school head conducted several interviews in order to find suitable candidates for vacant teaching positions. Mr. Kamal mentioned that he tries to offer better salaries, but he has no say in deciding the salary

structure of the school. The central office is the decision-making authority that follows a pre-determined salary structure for teachers.

Mr. Kamal also faces the challenge of the deteriorating social climate in his area. According to Mr. Kamal, the rise in violence has a lasting impact on the overall development of education in the region. When I sought Mr. Kamal's opinion about the effect of the law and order situation on his management, he replied: "The law and order situation in the region is kind of a mental torture not only for me, but also for the students and teachers. The classes suffer, and the process of educating the children suffers." The principal further mentioned that his prime responsibility is to maintain the safety and security of the students: "We cannot let them go until someone from their homes comes to pick them up." He added that on one occasion, he could not return to his home because he had to first ensure that all the students had safely arrived home. During the observation period, the school was in progress when the headmaster received a call regarding a law and order situation in the city. Mr. Kamal immediately closed the school, and the parents started to pick up their children; despite the fact that PSB was not located in the city, it still suffered repercussions from events in the city. Even when a student seeks the principal's permission for an early release due to some medical reason, Mr. Kamal will only allow that student to leave if a school peon accompanies her home.

Mr. Kamal tries to resolve any conflict while maintaining a low profile. For example, should conflicts arise with teachers, Mr. Kamal initially prefers to hold individual meetings with the staff members. As a strategy, he first acknowledges the teacher's strengths and contributions to the development of the school. Then he reminds the teacher of his/her responsibilities as defined in the job description provided at the time of appointment: "I remind the teacher about the rules and regulations of our school; I warn the teacher that if there is still some

misunderstanding, I will bring the conflict to the notice of the central office for further action.”

Mr. Kamal recalled an episode where a disciplinary action was taken against a teacher:

There was a female teacher who used to come to school late; this negatively affected the educational process of her classes. I tried my best to convince her to end this practice [of coming late]. I even approached her relatives to make her understand. I reminded her about the policies of the school, but she still did not listen to me. I then brought this situation to the notice of the central office in a written form. A team from the head office investigated the matter. The team provided an opportunity for both the teacher and me to explain our points of view. A disciplinary action was taken against that teacher, and she was transferred to another school.

When I asked the teachers about the conflict resolution strategies of their headmaster, one of the teachers said that headmaster makes his best efforts to resolve the conflict at the school level: “He does not spread the [conflicting] situation which means he does not discuss it with everyone; instead, he tries to solve it individually.” Another teacher said, “Although he has the potential to resolve the conflict, he needs to improve his interventions. With stronger capabilities, the conflicting situation would never go to the central office [referring to the above mentioned episode].” However, the teachers agreed that Mr. Kamal always shields them against external pressures; he always defends his teachers. When asked what happens should parents make complaints against the teachers, a teacher said that her headmaster defends his staff by saying anyone, including teachers, can make a mistake. Another teacher said that the headmaster promises the parents that the incident will not happen again: “He then calls the teacher and conveys the concerns of the parents to him. He suggests that the teacher should address the problems and complaints of parent. He never calls the teacher in front of the parents to investigate the matter.”

#### **6.5.4 Instructional Skills of Headmaster**

Before assuming the position of headship, Mr. Kamal had more than 18 years of teaching experience. The post of headship does not prevent him from continuing as a teacher because his job responsibilities require him to teach at least two classes each day. In addition to his scheduled classes, Mr. Kamal also substitutes for absent teachers. Mr. Kamal's continued attachment with the teaching process puts him in a better situation to understand the different components of his educational duties. However, Mr. Kamal did acknowledge that his administrative responsibilities often divert him from fulfilling his educational responsibilities: "Except for the two classes I teach every day, I spend most of my time taking care of administrative tasks. I also communicate a great deal with students, parents, and members of the community." Despite having an assistant headmaster, Mr. Kamal asserted that most of the issues with which he deals lie beyond the jurisdiction of his assistant headmaster.

During this research period, I noticed Mr. Kamal engaging in the following educational activities: visiting classes; assuming the duties of both scheduled and substitute classes; discussing the academic performance of students with their parents; asking about students who were out of class; ensuring the presence of teachers in their respective classes; ensuring the presence of students during exams; and working on teachers' appraisals. Mr. Kamal randomly visited different classes because he believes that if he follows a particular schedule, the teachers might only choose those visitation times to work and remain idle the rest of the time. According to Mr. Kamal, "The purpose of these class visits is to confirm the presence of class teachers to ensure that classroom time is not wasted and that parents have no complaints about their children's education." I noticed during the shadowing process of Mr. Kamal that he did not provide any feedback about the teaching methodologies of his teachers. The only question Mr.

Kamal asked during the class visit was about the number of students present or absent for that particular class.

When I inquired about the process of feedback, Mr. Kamal explained that he provides feedback twice a year at the time of teachers' appraisal. Teachers' appraisal is an accountability mechanism in which the performance of the teachers is judged according to two broad indicators: 1) quality of teaching and 2) quality of pupils' learning. Both of these indicators have subcategories. For instance, the quality of teaching includes the following subcategories: a) overall planning; b) lesson planning; c) subject competency; d) communication skills; e) classroom management; f) teaching techniques and strategies; g) assigning and checking students' work; and h) preparation and usage of teaching aids. Similarly, the quality of pupils' learning consists of the following subcategories: a) independent evaluation; b) students' response to their lessons; c) conceptual understanding, critical thinking, and reasoning; and d) written class work/homework. Because Mr. Kamal informs the teachers a week or two prior to their appraisals, the teachers come prepared with well-planned lessons. Mr. Kamal observes their classes and makes his assessments on the basis of the above-mentioned indicators. He provides written feedback to the teachers, and he expects the teachers to record in their diaries whatever feedback he has provided. The appraisals determine whether or not the teachers receive an annual promotion and salary increase.

When I asked Mr. Kamal whether two formal appraisals are enough to judge the competencies of his teachers, he told me that he evaluates throughout the year. The teachers expressed concerns and anxieties about the appraisal system of their school. One teacher stated the following:

The two annual appraisals are not adequate because teachers could be sick on that particular day and not perform well. The head teacher visits the classes, but the intention

of his visit is to check the presence of teachers, not to evaluate the performance of the teachers or to provide feedback about methodologies. Teachers' appraisals should be formative. Teachers are only provided feedback about their teaching methodologies on the infrequent occasion of teachers' appraisal.

I noticed during the research period that when two of the teachers received their promotions, some of the other teachers expressed their dissatisfaction about the appraisal system to Mr. Kamal. These teachers argued that they had secured the same points in their annual appraisals as the promoted teachers, but they had failed to earn their own promotions. Mr. Kamal, asserting his ignorance about the criteria of promotion, talked to a responsible officer of the central office. The officer explained to Mr. Kamal that the head office, which is located in another city, decides who gets promoted

Although Mr. Kamal teaches two classes at the high school level, I never saw him preparing a lesson. He told me that since he has taught these subjects for many years, he does not need to make any new preparations. Mr. Kamal uses an iterative method of teaching that involves his students; he encourages his students to initiate discussion during the class. Instead of relying only on books, Mr. Kamal tries to enrich his curriculum by providing examples from daily life. For example, during the midterm examination, a question about a famous fort located in the region was included in the English paper, even though the fort is not part of the syllabus. Without deviating from the national curriculum, which the National Curriculum Wing develops, Mr. Kamal encourages his teachers to also enrich the curriculum through integrating topics from other sources, and organizing field trips. In terms of enhancing the curriculum, Mr. Kamal said the following:

We take our students on field trips in order to make them understand a particular topic. For instance, when the students studied electricity generation and turbines, they went to an electricity generation unit where a site engineer talked to them about the functions of a turbine. Similarly, when the students studied particular rocks, the class teacher took them to a nearby mountain where the students saw rocks and made their notes.

Mr. Kamal also told me that since the textbooks are developed in different contexts, they do not provide enough information about the local history, geography, agricultural products, and climate of the region:

When we teach about leaves, the books provide information only about the leaves of the region where the books have been developed, but we provide information about the local leaves. Likewise, the books provide information about the particular animals that are found in a certain region, but we provide information about the local animals as well.

When I asked Mr. Kamal how he would like to develop his educational expertise, he responded that that he would like to enhance his knowledge through an MEd or a PhD program. He then added, “I want a training program in curriculum development because most of the time I remain engaged with matters pertaining to curriculum.”

Private School B (PSB) is part of an INGO, which has its own professional development center; as a result, the center provides ample opportunities both to the school leader and teachers to upgrade their competencies in their respective fields. In addition to the courses offered through the professional development center, the INGO provides scholarships to help teachers pursue teaching-related programs, such as the BEd and MEd, through traditional higher educational institutions. The teachers’ appraisal form contains several points for professional development, which motivate the teachers to attend programs. Thus, teachers have incentives to improve their knowledge and learning by enhancing their skills. However, according to Mr. Kamal, a lack of funding has gradually decreased the frequency of these training/educational opportunities. Mr. Kamal plays an instrumental role in promoting professional development activities within his school because he believes that a simple Primary Teaching Certificate<sup>6</sup>

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<sup>6</sup> To join the teaching profession in Pakistan (government schools), individuals must earn a Certificate of Teaching (CT) and a Primary Teaching Certificate (PTC). The duration of these training programs is one year. One can

[PTC] and Certificate of Teaching [CT] are not enough to provide a quality education in today's competitive world.

Mr. Kamal, who encourages his teachers to enrich their knowledge by attending different kinds of courses, arranges professional development sessions in his school. When I sought the perspectives of one of the school teachers concerning these sessions, she said the following:

The headmaster encourages professional development programs within the school through different activities. For instance, if a teacher returns after attending a course or workshop, he invites that teacher to share the experience with other teachers...Likewise, if we [teachers] find a good article related to our profession and interest, we share it during recess.

Because Mr. Kamal is a teacher trainer, he conducts workshops and short courses in his school and acts as a resource person. In addition, Mr. Kamal has a good understanding of the concepts of mentoring and coaching. Mr. Kamal mentioned that he assesses the training needs of his teachers through discussions with teachers and the teachers' appraisal process. If the training needs of teachers are beyond his expertise, he asks the central office to arrange training programs for his teachers. In order to provide training for the newly appointed teachers, Mr. Kamal assigns that novice teacher to a trained teacher to create a mentee/mentor relationship. Mr. Kamal also suggests that the newly appointed teachers should observe the teaching methodologies of the best teachers of the school.

Mr. Kamal has maintained an adequate learning environment in PSB. He provides the teachers with a job description at the time of their appointment; this description gives detailed information about the teacher's educational responsibilities as well as the school policies, rules, and procedures. An accountability mechanism in the form of teachers' appraisals is also a

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become eligible for teaching at the primary level after getting a PTC. Similarly, teachers at the middle level require a CT.

driving force that guides the teachers regarding their responsibilities. Mr. Kamal holds workshops to explain the various indicators of the appraisal to the teachers. Since teachers are not allowed to sit during the teaching process, chairs are not provided for them in the classroom; in this way, teachers remain active and vigilant during their classes.

Not only does Mr. Kamal focus on the growth of teachers, but he also emphasizes the learning process of the students. For example, he arranges extracurricular activities for students in order to develop their social, moral, physical, and leadership capabilities. Mr. Kamal said, “We provide opportunities for students in order to develop their confidence and speaking power.” The school, which is divided into two houses, offers different kinds of activities, such as debating contests, quiz competitions, and sports activities, to the students of each house. PSB encourages its students to be creative by giving them practice-oriented and project-based assignments.

In 2006, PSB was declared one of the best schools among the 120 schools run by an INGO in the Northern Areas. In order to better prepare students for the secondary level examinations, special coaching classes are arranged for the students. The performance level of the secondary students (9<sup>th</sup> and 10<sup>th</sup> grades) in the annual examination is at the satisfactory level [Table 3]. Moreover, Mr. Kamal uses his teaching and substituting time to receive students’ feedback concerning the quality of teaching in the school. He updates the students about the newly adopted policies of PSB. Mr. Kamal told me that a significant number of his school’s graduates annually secure admission to top-notch institutions in Pakistan; this, he added, is a great honor for both him and his school. According to Mr. Kamal, “Our objective is to better prepare students for the best institutions of the country [for higher education]...Two years ago,

one of our students secured a first position on the Board exam; this year one of our students has secured a fourth position.”

Despite the fact that Mr. Kamal tries his best to maintain an ideal learning environment in PSB, this observation period showed certain gaps and problem areas. For example, one of the objectives of the school states that in order to develop reading skills among students, the schedule will include a library period, and the school library will ensure an availability of books and magazines. I noticed that the school library remained closed during the research period. One of the teachers told me that students want to go to the library to check out books, but the closure of the library prevents them from doing so: “When we need a book, we cannot get it because sometimes the library remains closed, and sometimes the book is not available in the library.” Another teacher explained that the teacher who is temporarily in-charge of the library also teaches five classes of Early Childhood Education; therefore, it is not possible for her to open the library for several hours every day. She added that students do not take an interest in the library’s old books because they have read them many times.

During the research period, I observed Mr. Kamal asking his assistant to get the library key for him. After some time had passed, the assistant reported that the teacher in charge who carries the key was on leave. Mr. Kamal sent the assistant to that teacher’s home to get the key. When I asked the teachers whether this situation occurred frequently, they replied that they had often discussed the unavailability of the library with Mr. Kamal. The headmaster responded that he could not do anything except bring the matter to the attention of the central office. Mr. Kamal also accepted that the lack of a librarian resulted in the closure of the school library. He added that he could not appoint a new librarian, but he did send a request for one to the central office.

Mr. Kamal claimed that the communication system of his school is very effective. In order to support his argument, he emphasized that he uses the local radio, written letters, and religious centers to convey important information to parents and students. During the internal examination, I noticed on many occasion that some of the students were absent or they could not reach the school on time. However, Mr. Kamal admitted that improper communication led to some students being late or absent from the internal examinations. Although Mr. Kamal asked the classroom teachers to write the date sheet on the blackboard, he could not control the extent to which students followed the date sheet.

I rarely noticed Mr. Kamal discussing the educational development of PSB with his teachers. Instead, he focused most of his discussions on such administrative issues as short-term leave, long-term leave, and the arrangement of different events. This narrow focus of discussion topics caused the staff to have a negative image of the headmaster. The teachers concluded that Mr.Kamal lacks the ability to deal with educational matters. When I questioned the teachers about the headmaster's proficiency in educational skills, they expressed their dissatisfaction and suggested that Mr. Kamal needs improvement in this area. One of the teachers said, "A school principal needs to be highly qualified...He should understand the modern teaching techniques." Another teacher said that her headmaster does not understand how to operate a computer, despite the fact that he has a computer. She added that if he had computer skills, he would understand how to use the internet and be able to "download new articles and research about teaching methodologies from the internet and share it with us." Despite this criticism, I did notice Mr. Kamal attempting to upgrade his computer skills. Mr. Kamal told me that he received a computer about a year ago, but did not have any training: "Whatever I have learned about computers comes through my personal effort with little help from one of my staff."

When I asked Mr. Kamal what he does to enhance his professional expertise in the field of education, he told me that he limits his activities to reading the newspaper and watching television. Through this media involvement, he learns about global educational developments and discovers ways to increase his knowledge. Mr. Kamal blames his minimal participation in educational activities and reduced reading time to his low salary. Because he receives a minimal salary package, Mr. Kamal must spend his after-school time tending his land in order to generate additional monetary resources. Mr. Kamal mentioned on many occasions that both he and his teachers receive less compensation than their colleagues in government schools, yet they still work with dedication.

#### **6.5.5 Human Management Skills of Headmaster**

An important feature of PSB is that about 80% of the students and 99% of the teaching staff come from the same ethnic group. Because the population of the school shares a common language and culture, PSB provides an ideal environment in which all stakeholders work collaboratively. Since Mr. Kamal belongs to the same majority ethnic group, he always used the language of his students and teachers to communicate to his staff, parents, educational officials of the central office, and community members. As a result, he created a comfortable communication system that encourages teachers, parents, and other visitors to express their points of view to him. As an outsider who did not always grasp the nuances of the local language, I felt I was missing important discussions held between the headmaster and other stakeholders. Therefore, I politely asked Mr. Kamal to speak in Urdu, the national language; he agreed to do so. Although Mr. Kamal has a strong command of Urdu, he could not keep his promise to me. Having spent years communicating with his staff in the native language, he

found it difficult to suddenly switch to the more universal Urdu. However, Mr. Kamal found a solution to meet my needs by translating his discussions with teachers, parents, and communities.

When I asked the teachers about Mr. Kamal's communication skills, they responded that their principal should develop communication skills. Some of the teachers acknowledged Mr. Kamal's ability to speak in Urdu, but they added that he should also be proficient in English due to the global importance of that language. They further voiced their belief that their headmaster either did not understand their point of view or just chose to ignore it. One teacher stated, "Maybe he does not have the capabilities to communicate effectively...maybe he did not get training in this field. If we get sick and we want a sick leave, it bothers him...In this way, we become discouraged. He needs to understand what problems we have."

Mr. Kamal, a strong proponent of parental involvement in the educational process, favors a sustained school-parent relationship. During the observation period, I noticed that Mr. Kamal frequently invited parents to his office to inform them about the educational progress of their children. If students do not attend school for a specific period of time or do not take their exams, Mr. Kamal immediately makes telephone calls to their parents to inquire about the cause of their absence. The year planner indicates that the school arranges parent-teacher meeting once a year. During the internal exams, Mr. Kamal invited parents to the school for the purpose of sharing the answer scripts of their children with them. In this way, he provided parents with firsthand information about the educational progress of their children. Despite his efforts, Mr. Kamal remains dissatisfied with the behavior of the parents: "The parents who have some kind of job do not come to school. Often parents tell me that they don't have time to come to school. This is an issue. They extend little importance to school and great importance to their jobs." Mr. Kamal wants the parents to take a proactive role in the educational process of their children. He believes

that the process of education is a joint venture that involves the school, students, and parents. According to Mr. Kamal, a lack of effort on the part of any of these actors could harm the educational development of a child. This conviction motivates him to seek more parental involvement in PSB.

Mr. Kamal tries his best to remove any hindrances, including the non-payment of tuition fees, which could prevent the students from attending school. He always has information about the financial condition of the parents of his students; whenever a parent needs some kind of financial support, Mr. Kamal ensures that the school provides it. On one occasion, a father informed Mr. Kamal that his two daughters had not attended PSB for the last three months because he lacked the funds to pay the tuition fees. Mr. Kamal, a strong advocate of educating females, allowed the father to pay the outstanding tuition fee in two installments. He also advised him that instead of keeping his daughters at home, he should have contacted the school about the situation.

Not only does Mr. Kamal endorse a strong bond between the school and parents, but he also supports a viable relationship between the school and the community. With the help of officials from the central office, Mr. Kamal identifies those community members who have the desire and skills to play an instrumental role in the development of PSB. These community members devote their time and knowledge to finding resources that will improve PSB. When a post becomes vacant, Mr. Kamal contacts the community to help him locate acceptable candidates. During the observation period, three female candidates volunteered their services to the school. Mr. Kamal explains the importance of the community's support in the following way:

Community members make occasional visits to 1) ensure the delivery of quality education; 2) interview students and parents about the delivery of quality education; 3) ensure the timely completion of the syllabus; 4) participate in the construction of

additional units, such as an examination hall, administration block, school canteen; and 5) share their expertise through lectures on safety measures in case of earthquakes.

Mr. Kamal, who defines parental and community participation as the essence of his school, encourages both the parents and the community to participate in the business of PSB. He also realizes that the community has great expectations from his leadership because it wants to see PSB emerge as an exemplary educational institution. To fulfill the expectations of the parents and community is, according to Mr. Kamal, one of his greatest challenges.

I noted that the headmaster did very little to acknowledge the services of best performing teachers through some tangible awards and written appreciation. While the headmaster believes that such extrinsic rewards play an important role in motivating teachers, “financial incentives are more important.” Most of the teachers agreed that financial benefits play a major role in performance. However, one teacher did state that Mr. Kamal sometimes expressed a verbal appreciation of the best performing teachers in front of other staff. Still, teachers criticized the headmaster for not creating some kind of school reward system to encourage teachers to improve their teaching efforts.

Further inquiries led me to believe that the lack of teacher motivation is a major concern at PSB. For example, one teacher complained, “The headmaster does not motivate us from either of his actions or his words. Instead, he calls a meeting and orders us to do things.” This teacher added that Mr. Kamal, who belongs to an older generation of principals, is not qualified to deal with the newer generation of teachers; he lacks the skills to properly motivate his staff. When I asked what motivational skills Mr. Kamal needs, one of the teachers replied, “He should be considerate, he should understand the problems of teachers, and he should try to solve those problems, but he does not have the qualities to do so.” Another teacher argues that class

distributions are not rooted in a system of justice: “To fill the post of a teacher who has vacated her job takes five to ten days. During this interim period, the headmaster randomly assigns a teacher to the job, without first asking whether that teacher can teach that particular subject.” The teachers agreed that an effective manager would assign classes according to the expertise of the teachers.

Despite his shortcomings, Mr. Kamal does make himself available to his teachers, parents, and community members. He welcomes staff and parents to his office at any time without restrictions; he also often spends recess in the staffroom in order to spend time with his teachers. During the observation period, I noticed that teachers felt comfortable discussing their personal problems with the headmaster. Mr. Kamal shared the following story:

One of my female teachers recently delivered a baby; she asked me if I would allow her to go home during the school day in order to feed her baby. I agreed to this daily nursing schedule. Similarly, I allow teachers to leave school to take their children for vaccinations.

Mr. Kamal also carefully listened to the points of view of all visitors – teachers, parents, and community members – to his office. I never observed even one occasion when he reacted with anger at a person or suggestion. I once noticed a visitor trying to tease Mr. Kamal into amending his sister’s date of birth on a form. Mr. Kamal refused to do so since the visitor offered no credible justification of the change. Although the teenage visitor exhibited bad behavior, Mr. Kamal did not reprimand him; instead, he tried to calm him down and then advised him to consult the central office to resolve the issue. On another occasion, a parent, whose daughter was detained in the ninth class due to low performance, made a long argument for the promotion of his daughter to the next class. Despite the fact that the parent’s argument lacked validity, Mr. Kamal listened carefully to the parent and then respectfully explained why the school could not

promote his daughter. Eventually, the headmaster convinced the parent to allow his child to repeat the class. In order to identify the candidates to fill the vacant posts, Mr. Kamal conducted several interviews in his office. Because he always warmly received the candidates, he made the candidates feel comfortable during the interview process. Instead of dismissing those candidates who did not get a job offer, Mr. Kamal advised them about ways to improve their potential. He specifically encouraged them to develop the dedication and motivation that the educational system of their country requires.

#### **6.5.6 Summary of the Case Study**

After attending numerous leadership and management related courses, Mr. Kamal has learned to make a clear distinction between his administrative and educational responsibilities. However, he also confesses that he spends most of his time dealing with administrative matters. Through a consultation process, Mr. Kamal shares some of his administrative responsibilities with his second headmaster and teachers. Yet, teachers continue to have reservations about their involvement in the decision-making process. They agree that Mr. Kamal consults with them, but then he still does whatever he chooses. Similarly, they are dissatisfied with the responsibilities delegated to them and with their limited role in the educational process. Because Mr. Kamal believes in the value of a clear mission statement, he has incorporated a clear vision and objectives into his school's culture. The teachers have a clear understanding of how to achieve these objectives and how their progress will be monitored. Mr. Kamal's educational activities include teaching regular and substitute classes and visiting classrooms. Mr. Kamal has extended teaching experience; instead of relying on the lecture method, he engages the students in the classroom discussions. He also encourages his teachers to enrich the curriculum through

arranging field visits and assigning practical-oriented assignments. The purpose of Mr. Kamal's classroom visits is to ensure the availability of teachers. He does not provide feedback about the teaching methodologies of his teachers, except at teachers' appraisals held twice each year. Teachers perceive that their headmaster lacks educational expertise. Mr. Kamal always makes himself available to his staff, students, parents, and community members, but he makes little effort to enhance the motivational level of his staff. Excluding the annual pay raise that depends upon the teachers' appraisal, the school does not offer any other tangible reward to the teachers. Mr. Kamal demonstrates remarkable success in engaging the community in the development of the school. Due to his efforts, the community plays an instrumental role through different activities, such as generating resources, identifying volunteer teachers.

### **6.5.7 Chapter Summary**

Because of a proper job description and management-related trainings, school administrators in private schools seemed better prepared to carry out their administrative, educational, and social responsibilities as compared to their counterparts in government schools. This better preparation led them to be more cognizant about the importance of vision, the sharing of responsibilities, and their connection with academic development. Despite decades of teaching experience as compared to the administrators of private schools, the administrators in government schools were less instrumental in several aspects of educational development. Their limited understanding about the concepts of vision and mission led them to engage in activities that did not contribute to the quality of education in their schools, despite the fact that their schools were well-equipped with all the essential human and physical resources. Although aware of the importance of delegating responsibilities, their endeavors did not cause meaningful outcomes in terms of the

academic progress of their school. The academic progress of the private schools, especially that of Private School A, was remarkable due to the administrator's instruction-oriented behavior. He played the role of instructional leader by motivating his teachers, making classroom observations, providing verbal and written feedback to the teachers, and arranging capacity-building activities. Government school administrators did not incorporate such activities into their school culture. Even though they had the time to do so, these administrators did not recognize the need to act due to their limited exposure to proper training and job orientation. As a result, they were not only less instrumental in the instructional progress of their schools, but they also did little to engage the communities and parents in the educational progress of the children and the decision-making process of the school. The administrator of Private School B (PSB) had success in engaging the communities and parents in the school development plan. The communities played an instrumental role through different activities, such as generating resources and identifying volunteer teachers. Only the leader of PSA played an important role in the motivation of his staff through written and verbal appreciation, acknowledgment of the achievements of teachers, and the provision of tangible awards. Teachers in PSB, GHSA, and GHSA reported that their administrators lacked motivational skills.

The following section contains an analysis about the administrative, educational, and human management skills of the four school administrators. The discussion will primarily focus on the main points summarized in this section.

## **7.0 DISCUSSION AND ANALYSIS**

### **7.1 INTRODUCTION**

This chapter presents an analysis of the findings while also focusing on the following themes that are instrumental in managing today's schools: vision and mission of school, participative decision-making, various instructional processes, and the important dimensions of human resource management in a school setting. The chapter explores how the absence or the presence of these themes contributed to the overall pedagogical development of the four sample schools. The analysis section addresses each of the four research questions while again focusing on the above-mentioned concepts and themes. Each research question concludes with a set of recommendations related to the findings and analysis of this study.

Since both private and public schools in Pakistan are located in different contexts and cultures, this study does not attempt to compare the vitality of private and public schools across the country. Instead, this study analyzes how school level administrators' endeavor to deliver quality education and fulfill their administrative, educational, and social responsibilities. One of the factors that distinguish the private schools from the public schools in developing countries is the varying degree of effectiveness of school level management (Jimenez & Lockheed, 1995). Therefore, this study explores those core skills that differentiate the private school leaders from the government school leaders and that eventually contribute to the learning of students. Also,

this study critically examines to what extent the two different parent organizations, through their educational officials, facilitate their school leaders to execute their responsibilities in a way that contributes to the learning of students.

School leadership and its development at the policy level have recently gained some attention in Pakistan. For instance, the National Education Policy reiterates that school level administrators are unprepared to carry out their jobs and that they need better preparation through training (Ministry of Education, Pakistan, 2009). Although the government acknowledges the importance of effective school management, it offers little in terms of the particular skills the school leaders need, how to evaluate those skills, and the most cost-effective manner in which to deliver the essential services. Chapman (2002) states: “While virtually every education sector study in the region calls for more training of school head teachers...few studies report ... the nature of their training, or the particular skills in which they need more training” (p.31). The leadership practices of all four school leaders in the two systems examined in this study had remarkable variations. Because of this range of diversity in the management styles of school leaders, this study focuses on those skills pertinent to administrative, educational, and human resources, with the intention of identifying which core competencies/skills should become the foundation of professional development programs.

In analyzing the role of school leaders as managers, the researcher has specifically defined school leaders as vision builders (Lashway, 2006), participative decision makers (Gamage & Pang, 2003), and conflict solvers (Gardner, 1990). School administrators as educational leaders have been evaluated as facilitators of instructional practices: the frequency and quality of class visits; the frequency and quality of feedback to teachers; the arrangement of capacity-building activities; and the introduction of curriculum-enrichment. The following areas

have been used to analyze how school administrators handle human resources: quality of leaders' communication skills (Anderson, 2006); ability of leaders to establish trust (Kouzes & Posner (1987); policy of leaders in recognizing achievements (Bolman & Deal, 2003); and success of leaders in communicating with both parents and the community (Coursen, 1981).

The discussion and analysis reported in the following sections address my research questions. Using the literature review, I concluded each research question and discussion with a set of recommendations related to the administrative, educational, and social skills of school leaders. While discussing these three dimensions, I restricted my analysis to the sample schools without making any generalization about other schools. Also, I confined my discussions only to the above-mentioned topics, with the anticipation that my findings would clearly identify those skills which are compatible with the educational culture of Pakistan. Table four lists some of the major characteristics of the sample schools.

**Table 4. Sample Schools at a Glance**

Name of school	Type	School Offers Education	Qualification of Admn	Teaching Experience of Admn	Management Experience of Admn	Total # of Teachers	Total # of Students	Performance of Students in SSC Exam
HSA	Government	6 <sup>th</sup> – 10 <sup>th</sup>	BSc, BEd	22 years	5 years	23	415	Low
HSB	Government	1 <sup>st</sup> – 10 <sup>th</sup>	M.A. Persian & BEd	30 years	7 years	23	231	Low
PSA	Private	8 <sup>th</sup> -12 <sup>th</sup>	MSc. Chemistry & MEd. Leadership and Management	7 years	3 years	24	658	High
PSB	Community	EHS-10 <sup>th</sup>	BA, BEd	18 years	12 years	20	475	Medium

**7.2 RESEARCH QUESTION NO 1: WHAT KINDS OF MANAGEMENT SKILLS AND EXPERTISE ARE PERCEIVED TO BE NEEDED BY SECONDARY SCHOOL ADMINISTRATORS?**

Because the four schools belong to two different systems, the school leaders exhibited a diversity of management styles. The school heads of Government High School A (GHSA) and Government High School B (GHSB) were more inclined to replicate the bureaucratic philosophy because they were products and representatives of a top-down system. In this organizational model, government school leaders tended to be more authoritative and less democratic. The principal of Private School A (PSA) was instrumental in maintaining a democratic-oriented environment in his school. The administrator of Private School B (PSB), which is a community school, made his best efforts to fulfill the expectations of his community and to make himself available to the community and its concerns. The school administrators of PSA and PSB incorporated both autonomy and prescription into their practices; they were responsible for following certain rules and regulations set by a central authority. However, the level of autonomy experienced by the school leader of PSA did not appear in the practices of the other three school leaders. Because of his autonomy, the principal of PSA acted more independently than his colleagues. According to Jimenez and Lockheed (1995), private schools, when compared to public schools, assume organizational cultures that are more flexible. This flexibility allowed the administrators of PSA and PSB to become more receptive to the development of democratic norms in their schools. Furthermore, the democratization of school culture played an instrumental role in the overall performance of students in the private schools as compared to the students' performance in the government schools, where school leaders either did not understand the true spirit of democratic culture or lacked the means to implement such a culture. According

to some of the government school teachers, the anticipated posting (GHSA) and retirement (GHSB) of their school leaders created hurdles that made it difficult to develop a culture conducive to the learning of both teachers and students.

### **7.2.1 School Mission and Objectives**

The literature pertaining to leadership and management has always linked leadership with vision (Leithwood, Begley, & Cousins, 1992; Lashway, 2006; Jacobson & Bezzina, 2008; Hoyle, English, & Steffy, 1985). Although the leaders of all four schools were cognizant of the need to develop a suitable learning environment for their students, the administrators of PSA and PSB were more proactive in this regard. The leaders of the private schools, unlike their government school counterparts, had a clear understanding about the importance of vision and mission statements. Each leader conveyed his school's objective to all the stakeholders involved in the process of student education. For instance, the PSA identified five broad objectives that reiterated the school's commitment to provide a quality education in order to prepare its students for their future responsibilities as professionals in the community. The leader of PSA also made the mission of his school visible in the hallways, classrooms, and staff room. The private school [PSA & PSB] leaders maintained an annual calendar of activities to ensure that their school would hold different curricular and co-curricular events congruent to the school's mission and objectives. Because the school leaders of PSA and PSB constantly used a variety of occasions to remind their teachers of the school mission, they relied upon the mission to guide the actions of their teachers. The private school teachers used their understanding of the mission statement to develop a sense of responsibility and ownership, which was not evident in the behaviors and attitudes of the teachers at the government schools.

Although the leaders of the government schools acknowledged that their primary objective was to deliver and ensure quality education to their students, they had not established a clear road map that outlined how they would achieve this objective. The government schools lacked a vision or mission statement because their leaders did not recognize the importance of such philosophical documents. The concepts of vision and mission were alien to the leaders of government schools. In the absence of clear objectives, the school leaders made maintaining the status quo more important than implementing change. The absence of a shared vision in the government schools also created confusion about the responsibilities of different stakeholders. The leaders of the government schools, therefore, were less effective than the private school leaders in their management because they lacked the following two factors: 1) a comprehensive job description that enabled them to differentiate between their administrative and educational responsibilities; and 2) the availability of professional development opportunities and leadership-related training programs. With an MEd degree in Leadership and Management, the principal of PSA had a better understanding of the various aspects of his role as leader and manager than his colleagues.

Both private school leaders acknowledged that their involvement in these capacity-building activities helped them see the correlation between having a vision and mission and creating school improvement programs. On the other hand, the administrators of the government schools either received no training related to their positions or did not have a comprehensive job description that elucidated their administrative and educational responsibilities. As a result, they carried out their responsibilities both as leader and manager in a less effective manner. Also, an anticipated posting [in the case of the administrator of GHSA] and an impending retirement [in the case of the administrator of GHSA] contributed to the minimum efficiency of the government

school administrators. Despite the presence of human and material resources, government school leaders seemed less successful in maintaining a certain standard of education.

An analysis of the available resources to both the private and government schools suggests that the leadership practices, not the amount of resources, played an essential role in the learning of students. Unlike many other government schools in Pakistan, the government schools in this study did not lack human or material resources; not only did they have experienced teachers, but GHSA had a surplus of teachers. The government schools had buildings with libraries, science laboratories, and computer laboratories equipped with the latest computers. Most importantly, the government schools maintained an acceptable student-teacher ratio without the overcrowded classes common to most government schools in Pakistan. However, due to some of the factors discussed earlier, the material and human resources did not positively contribute to the learning of students. The school heads of the two private schools demonstrated more efficiency in utilizing both the human and material resources and maintaining a certain level of standard of education in their institutions. It is clear that the provision of basic inputs is not enough to ensure the delivery of quality education, what is required is the effective utilization of these resources by school leaders. These circumstances raised concerns about the efficiency of human resources in government institutions.

### **7.2.2 Accountability**

The question arises about why the private sector has been more successful in maintaining an adequate level of education in its schools than the government school system. In addition to the less active role of school administrators in the government-run schools, these government institutions also lacked accountability mechanisms to foster more productive contributions from

their educators and administrators. With school leaders and teachers not accountable for their performances, the quality of education in government schools suffered. Not even an Annual Confidential Report [ACR], written by headmasters for teachers and by an educational official for the headmaster, made any impact on the overall performance of either leaders or educators in government schools.

The government educational officials, teachers, and headmasters all agreed that that these ACRs lacked credibility. Regardless of the different nature of each job, only a single format of the ACR existed for both school administrators and other government officials. As a result, the indicators used in the ACR did not exclusively address the school administrators and their jobs. Instead, these indicators only focused on the official's general behavior, such as the person's level of intelligence and confidence, degree of responsibility, relationship with colleagues and subordinates. Other than ACRs, the school system had no exclusive mechanism through which it could evaluate the performance of headmasters and teachers in their respective fields and make them accountable for their performances.

Due to this situation, the government teachers did not care about the authority of their headmasters; moreover, the headmasters were either unable to take actions against the incompetent teachers or reluctant to do so. Although headmasters reported that their educational officials understood their dilemma, these officials offered no support to the headmasters; they did not take action against those staff members who did not diligently perform their jobs. In this regard, one of the government educational officials commented as follows:

There are many loopholes in the mechanism of writing ACRs; these ACRs are written on the basis of likes and dislikes. This is a wrong approach, and it needs to be fixed. Regardless of the comments of the reporting officer, individuals still get their annual

increments. On the basis of these ACRs, a strong performing teacher does not get a promotion and an underperforming teacher does not receive a punishment or reprimand.

In the absence of support from their educational officials, the school leaders in government schools developed a sense of isolation. Rather than making personal efforts to implement change or to address certain parameters, the headmasters only focused on following the directives of their educational officials.

Teachers of the government schools also demonstrated concerns about the low standard of education within their schools. They saw a declining trend in which the standard of education in government-owned institutions continued to erode. One of the teachers commented, “The coming days should be better than the previous days, but, unfortunately, the coming days are getting worse in terms of quality of education in government schools.” Many of the government teachers did admit that they were not doing their job in an efficient and honest manner. Some of the teachers lay the blame for this on a poor administration and on the absence of accountability mechanism; others faulted those teachers who came to the profession of education only after failing to find jobs in other sectors. In explaining the low quality of education in government schools as compared with the education in private schools, one official stated that the factor of accountability, while absent from the government sector institutions, was a driving force in the case of private schools.

Not only did PSA and PSB have clear goals and high expectations, but they also had a mechanism in place that allowed for the systematic evaluation of the performances of school leaders and teachers. The school leaders and staff received targets and had the responsibility of achieving their respective goals. Unlike the format of the ACRs of government schools, the appraisal form of private schools contained specific indicators that yielded information about the

educational and social dimensions of the school administrators. For instance, the following indicators were used to evaluate the administrative, educational, and social responsibilities of a headmaster: 1) job knowledge; 2) planning and organization skills; 3) ability to delegate responsibility; 4) involvement in curricular activities; 5) promotion of academic standards; 6) quantity and quality of teacher assessment; 7) ability to manage human resources; and 8) communication and motivational skills. By using these indicators, educational officials in the private sector played a primary role in determining the performance of administrators and in ensuring the availability of required support.

Unlike the government schools, the private schools enjoyed the continuous and meaningful support of their educational officials and School Management Committees [SMCs]. The frequent involvement of educational officials and SMCs in the affairs of the private schools led to sustained monitoring and evaluation mechanisms, and it motivated the leaders in both PSA and PSB to improve their schools. The relationship between the educational officials and school leaders was one of support and growth-orientation. In the case of PSB, the role of the educational official was evident in the development of the school plan and vision and in the identification of those community members willing to become involved in the progress of the school.

When the educational official of the private schools was questioned about his managerial and educational responsibilities, he commented, “I help the headmasters develop and set their annual targets. I provide them with whatever academic and professional support they need in order to achieve these targets.” Although the educational official emphasized administrative support to the schools, he also shared with the headmasters the ultimate goal of creating academic development within the schools. The educational official and administrator of PSB particularly worked together to develop the school’s vision and target goals. Research

suggests that common goals, a collaborative relationship, and a shared moral commitment motivate people to work together for a common cause (SEDL, 2009).

### **7.2.3 Decision Making Processes**

The greatest challenge for the administrators of the government schools stemmed from the administrators' efforts to create progress with little support from educational officials and teachers. According to Knsubuga (n.d), most people agree that today's schools cannot be managed by a single person who holds a top position. Therefore, it is important to reinforce within the educational officials, school administrators, and the teaching staff the understanding that they are equal partners in the process of teaching students and developing schools. The two government school headmasters focused more on management-related jobs rather than on participative decision-making and other activities that could contribute to the overall organizational health of their school. However, the government school leaders did attempt to incorporate democratic norms in their schools by consulting teachers on important decisions and by delegating power and responsibility to various committees.

Unfortunately, the contribution of these committees to the overall academic and administrative development of the government schools was not significant. Due to their limited competencies and other administrative processes, the government school leaders were less successful in fostering a culture of participative decision-making in their schools. In terms of the quality of school leadership in less developed countries, Oplatka (2004) pointed out that the autocratic role of the school principals hampers the development of collegiality and democratic values because principals are "likely to refrain from involving teachers and parents in decision-making, participative leadership, delegation of responsibilities, or major school change

initiations” (p.440). Since the school administrators in the government schools lacked skills and training, they demonstrated little interest in exploring the individual expertise of their teachers and made little effort in implementing change. Whatever educational and administrative measures they took did not result from a well-defined and comprehensive strategy; rather, the administrators seemed to use these measures as a way to maintain a daily routine. A participative decision-making process helps the teachers and other stakeholders develop a sense of empowerment and ownership (Kouzes & Posner, 1988). This, in turn, motivates teachers and other stakeholders to utilize their energies for the best interest of their institution.

The school leaders in the two systems exhibited significant differences in their decision-making mechanisms. For example, the school leader of PSA made efforts to maintain a democratic culture in his school. Because he believed that quality education lies in the participative decision-making process, he sought the opinion of his teachers. The teachers in PSA engaged in both curricular and co-curricular activities. They also received the freedom from their administrator to execute different tasks assigned through their committee involvement.

Similarly, the school leader of PSB exerted a maximum, positive effort to include the voices of different stakeholders in the school improvement program. The decision-making processes of PSB were heterogeneous ones because that school leader believed that the input of other stakeholders, including teachers, parents, and communities, plays an essential role in maintaining the quality of education in his school. This attitude led him to delegate and share his responsibilities with the other stakeholders. As a result, stakeholders actively engaged in the recruitment of new teachers, fundraising activities, student enrollment, and school maintenance.

The administrators of the private schools attributed their understanding of the importance of participative decision-making to their training and professional development opportunities.

These educational experiences, not available to government school administrators, not only helped the private school leaders become instrumental in developing democratic norms, but they also instilled within the administrators, especially the leader of PSA, the strong desire to enact change. Although the administrator of PSA only had a limited teaching and management experience, he learned to act as an agent of change by inspiring and motivating others. Through different measures, he cultivated a sense of ownership and responsibility within his staff. Because of this, I did not notice a single situation that caused the teachers of PSA to seriously complain about their administrator.

#### **7.2.4 Conflict Resolution**

Tensions and conflicts have always been a part of a school culture (Dinham & Scott, 1998); learning how to manage these conflicts in order to achieve the organization's goals is a complex but essential process (Henkin, Cistone, & Dee, 2000). My observations substantiate what other researcher points out in a different context: The school leaders of private institutions, unlike their counterparts in government schools, experienced less exposure to conflicting situations (Hannaway, 1991). Because leaders of government schools lacked control over their staff, they were more vulnerable to conflicting situations. Some of these conflicting situations between the school leaders and staff involved the late arrival of teachers, the absences of teachers, and the refusal of non-teaching staff to carry out their responsibilities. The government school administrators usually reacted in a passive, indifferent way to these situations; instead of professionally dealing with the problem, they blamed the educational system of the country or the teachers for refusing to do their jobs.

The presence of a robust accountability mechanism that prevents the staff from indulging in conflicting situations explains the absence of major conflicts in the private institutions. The absence of such a mechanism from government schools emboldened the staff; teachers became defiant as they challenged the authority of their school leaders. Even when the conflict escalated, it was rare for the administration to transfer or terminate teachers. Furthermore, the prevailing law and order climate surrounding the school also contributed to the tense situation within the school. The government schools and their administrators faced serious challenges due to the sectarian strife in the region. Although the government school leaders, with the help of their teachers, did succeed in keeping the sectarian strife away from their schools, both the headmasters and teachers agreed that the sectarian strife eroded the standard of education in their schools. A government educational official said the following about this situation:

If you take an action against a headmaster or teacher, the people would come together in support of the headmaster and staff. These people [headmaster and teachers] would go to the religious centers and complain about the injustices of the educational official. Although the religious leaders would not understand the situation, they would still try to save the headmaster and teachers. We officials cannot even control the pay increment of a headmaster whose school performs badly on the secondary school exam.

The absence of an accountability mechanism, the threat from the poor law and order situation, and the inability of the educational official to deal with less-efficient teachers all decreased the quality of education in the government schools. These factors emphasize the need for school administrators to possess the necessary skills and competencies to more effectively lead their schools. Based on the review of literature and the findings of this study, the following section presents some important management skills that officials need to consider when designing a professional development program for school leaders in Pakistan.

## **7.2.5 Recommendations**

### **7.2.5.1 Vision Building**

Because building a vision is considered a fundamental task of school leaders, school leaders need competency in building a vision for their schools (Lashway, 2006). Vision acts as a GPS that helps the leaders reach their destinations and achieve their future goals. Leithwood, Begley, and Cousins (1992) assert that without a clear picture of the future, “It is difficult to imagine what would be the basic focus of leadership in a school” (p.73). They add that vision includes goals that leaders sets for their students to achieve: “Effective schools make their goals effective tools for decision making: this was done by having written goal statements, using goals as the basis for communicating to others...and using data to monitor progress toward goals” (p.35). For example, within a given school context, multiple goals might exists for the following: 1) how to contribute to the learning of students; 2) how to implement effective teaching methodologies; 3) how to evaluate the learning of students and; 4) how to hold teachers, principal, and students responsible for their performance. Leithwood, Begley, and Cousins (1992) believe that the inclusion of other stakeholders such as staff, students, and community members, in the process of vision-building is important for school improvement. Getting other people’s inputs in vision-building creates a sense of ownership and responsibility among the stakeholders and motivates those stakeholders to utilize their best energies in order to achieve agreed upon goals. An effective school administrator should not only develop an environment with clear and explicit goals for students and teachers (Hoyle, English, & Steffy, 1985), but the school leaders should also make these goals understandable; vague and implicit goals could confuse the stakeholders. Leithwood and Riehl as cited by Lashway (2006), link the concept of vision with people’s quests for their future endeavors: “When people can see an attractive picture of the future that

embodies their values and believe that it is achievable, it inspires their commitment and focuses their energies” (p.45). Therefore, it is essential for leadership preparation programs to integrate the fundamental practices of setting goals/directions in a collaborative way (Jacobson & Bezzina, 2008; Hoyle, English, & Steffy, 1985). During the interventions related to capacity building, aspiring and practicing school leaders need to be engaged in the process of setting goals through simulation exercises and then sharing their goals with their colleagues for input.

#### **7.2.5.2 Participative Decision Making**

Schools, which are arenas, where numerous activities, processes, and tasks take place, depend upon administrators to make important decisions. A good or bad decision on the part of school leaders can have a far-reaching impact on the overall operation of the school in general and on the students’ learning process in particular. Therefore, it is important to equip the school leaders with competencies that could help them make wise and consensus-based decisions. A consensus-based decision is essential for developing a democratic culture. According to Gamage and Pang (2003), the process of decision making is one of the most vital responsibilities of an administrator in any organization: “The organizational health and effectiveness depend on the capability of organizational leadership/management to make effective decisions, leading to ownership and commitment of the organizational members” (p158). Gamage and Pang point out that an effective administrator creates an environment in which he/she invites other stakeholders to participate in the decision-making process. They further mention that participatory decision making develops a sense of empowerment and a feeling of importance, both of which are crucial motivators for employees. While quoting Likert (1967, pp.61-62), Gamage and Pang (2003) describe the following attributes of participatory decision making: increased productivity, higher task motivation, higher job satisfaction, better teamwork, higher performance goals for

participants and organization, and greater satisfaction among participants with management and organization (p.152). Hoyle, English, and Steffy (1985) state that it is essential for the school leaders to know the talents and interests of their staff so that leaders can assign appropriate tasks and responsibilities to staff members. In order to determine the particular interest and expertise of each employee, Hoyle et al recommend that school leaders conduct a survey of their staff in terms of their interest in curriculum development, scheduling, and community activities. In this regard, Kouzes and Posner (1988) point out that the assigning of a critical task leads to empowerment; this, in turn, develops a sense of ownership. While elaborating the advantages of shared leadership, Gardner (1990) notes that “the only hope for vitality in a large scale organization is the willingness of a great many people scattered throughout the organization to take the initiative in identifying problems and solving them...the taking of responsibility is at the heart of leadership to the extent that leadership tasks are shared, responsibility is shared” (p.152). Although it sounds naïve to practice the concept of shared leadership that favors the top down model, evidence does show cases (Rizvi’s, 2008; Ali et al., 1993) where Pakistani school leaders initiated change through practicing democratic principles. “By providing opportunities for teacher collaboration and participation in decision-making, principals and other school leaders can also develop a supportive culture for change” (Zimmerman, 2006, p. 242). Thus, to create a high level of professionalism within the school, the leaders should have the capability to promote democratic values and participative decision-making.

### **7.2.5.3 Conflict Resolution**

In Pakistani society, conflict embodies a very negative connotation. As a result, it is important for the Pakistani school leaders to have conflict resolution skills that enable these leaders to turn the conflict into a constructive strategy for creating a healthy school environment. The school

leader needs to have detailed knowledge about the types, sources, and dynamics of conflicts (Gamage & Pang, 2003) in order to sense the existence of conflict and make the right decisions. According to Bolman and Deal (2002), school conflicts have a political characteristics because of the involvement of numerous groups (students, teachers, parents, administrators) and the struggle of these groups to get hold of scarce resources: “The interplay of different interests and scarce resources inevitably leads to conflict between the individual and groups” (p.51). In order to resolve these conflicts, Conors and Juhl, as cited in Bolman and Deal, suggest that leaders need to identify “who are the key players... what is the interest of each of the key players...how much power does each player have” (p. 52). After identifying the key players, their interest, and power, school leaders need to foster a relationship with these individuals and engage in dialogue with them. Within the school organization, administrators should also provide a forum where people can engage in a dialogue with those with whom they do not agree. Bolman and Deal further mention that it is dangerous to avoid a dialogue because a lack of communication can lead to a dire situation. Gardner (1990), who considers conflict resolution one of the most important responsibilities of leaders, believes that prevention of conflict is important for making progress towards the objectives. He asserts, “Leaders must have skills in conflict resolution, in mediation, in compromise, in coalition building. The capacity to build trust is essential to these activities” (p.119).

Gamage and Pang (2003) suggest the involvement of a third party, one who has garnered both respect and trust, as a technique for managing a conflict. They assert that compromise, an essential feature of managing conflict, requires the conflicting parties to give up their stance and accept a decision made by a third party. Some of the techniques Gamage and Pang (2003) offer for leaders to resolve conflict include:

- i). Maintain as much communication as possible with any party whose ideas, interests, or attitudes, appear to be in conflict with your own;
- ii). Try to avoid all the phenomenon of the “win- lose” orientation;
- iii). Present ideas and feelings clearly, concisely, calmly, and honestly;
- iv). Be a better listener and show the other party that you understand him/her by playing it back;
- v). Do not seek to establish who is right and who is wrong;
- vi). Try to avoid settling conflict situation through the reward structure...if two sides are in competition, ensure you recognize results, and not flattery or show; and
- vii). Confront, and say ‘no’ when a difference of opinion emerges, but be open to reasons, logical discussions, and problem solving (Gamage & Pang, 2003, p. 194-195).

Another related issue is the recent wave of violence across the country that poses serious challenges to the overall economic development of Pakistan and to the process of education within the country. As reported in this document, a tense environment exists in Pakistan due to sectarian strife and the poor law and order situation across the country. Although the paucity of research makes it difficult to establish a correlation between the security situation and the efficiency of school administrators, it is assumed that the dire circumstances further challenge school administrators in performing their jobs. Goddard (2004) pointed out that a new role for school administrators has emerged due to the effects of conflict in the area of the schools. Therefore, it is important to better prepare school leaders to cope with these circumstances in a professional manner. While referring to a UNESCO (2002) document, Goddard (2004) states that education can play an important role in the recovery processes of students and their families

who suffer from conflicting situations: “In such circumstances it is important to recognize the emotional and physical needs of students and staff alike” (p.688).

Therefore, leaders need to be cognizant of ways to sense, resolve, and deal with the different conflicting situations of their organizations. To achieve these objectives requires that the school leaders have the requisite knowledge and capabilities to analyze the situation and solve the problems (Miskel, 2000). By looking at the conflict as a way of engaging with different stakeholders, school leaders gain a closer relationship with their staff and a better understanding of the staff’s problems and issues pertaining to instruction as well as personal matters. Rather than treating the conflict as an unpleasant occurrence, school leaders can welcome a conflict as an opportunity to foster a more amicable environment.

#### **7.2.5.4 Time Management**

In addition to building a vision, establishing participative decision making, and managing conflicts, school leaders need to utilize their time in a cost effective way. Beside other things, the effectiveness of schools depends upon the way in which school leaders distribute time between their educational and managerial responsibilities. In order to develop a positive school regimen conducive for students’ learning, leaders need to use their time in an efficient and wise manner: “Time on task and academic learning time must become primary concern” (Hoyle et al., 1985). Some researchers believe that the instructional role of school leader is more important than the administrative role (Gamage & Pang, 2003; McEwan, 2003), therefore, school leaders should allocate more time to instructional matters. According to McEwan (2003), one of the strong attributes of good administrators is that they spend most of their time on educational improvement programs. In order to effectively utilize their time, school leaders need to develop ways to share their powers and delegate responsibilities. McEwan further mentions that effective

leaders not only use their time efficiently, but they also help teachers use their time effectively: “Strong instructional leaders are constantly observing and taking note of the way all teachers use their time” (p.55). In addition, those school leaders who become involved in multiple tasks related to management and instruction might benefit from maintaining a written record of their everyday activities. This strategy will allow school leaders to see the areas in which their schools are strong and to improve those areas that are weak. For instance, if the instructional practices of school need improvement, school leaders might then focus their energies on enhancing instructional matters. If weaknesses in management practices affect the quality of education, school leaders should then focus on improving the management practices.

Freeston and Costa (1990), as cited in Gamage and Pang (2003), have categorized the tasks of school leaders under three major themes: 1) value-added work that relates to instructional practices, classroom observations, and “professional dialogue focused on learning,” which eventually contributes to student learning; 2) waste work that relates to fixing mistakes, addressing the concerns of parents, teachers, and students, which does not result in student learning; and 3) necessary work that relates to the purchasing and ordering of school supplies, which also does not explicitly contribute to the students’ learning. Freeston and Costa (1990) suggest that in order to use time effectively, school leaders need to be more focused on “value-added work”. Gamage and Pang (2003) further add that for the effective utilization of time, principals need to take the following steps: i) prioritize of goals; ii) maintain a daily time log, and iii) manage time wasters. One of the advantages of maintaining a daily time log is that it helps the leaders keep track of all the activities they carry out each day; on the basis of this time log, leaders can prioritize important tasks: “This process is likely to enhance self-awareness and self-development to minimize time wasters” (p.51).

School managers need to be proficient in evaluating the prevailing circumstances of their schools, whether it relates to their managerial or instructional responsibilities. If they recognize that some of their actions do not contribute to the overall academic environment of their school, they can critically evaluate their responsibilities and adopt a course of action that best serves the goals of their school.

### **7.3 RESEARCH QUESTION NO 2: WHAT KINDS OF ACADEMIC/INSTRUCTIONAL SKILLS AND EXPERTISE ARE PERCEIVED TO BE NEEDED BY SECONDARY SCHOOL ADMINISTRATORS?**

To hold individuals accountable for their choices and actions requires that organizations clearly define their goals and assign specific responsibilities to each person (Gaziel, 2003). The observation period showed that the leaders of government schools defined maintaining the uniformity of their routine administrative tasks as their primary goal. Because the leaders of these schools lacked clear goals, they tended to be more engaged in tasks that had little to do with the educational processes. In the absence of proper goals and objectives, the diffusion of education in these schools was not taking place in a systematic manner. The school administrators representing the two different systems demonstrated a wide variation in their educational management practices.

### **7.3.1 Involvement in Instructional Activities**

Clear goals help the leadership make rational analyses and create a well-designed organizational structure (Fidler, 1997). Because the private schools, particularly Private School A (PSA), followed the dictates of their mission that emphasized student growth, the leadership of these private schools nurtured an organizational culture that provided for the simultaneous learning of both staff and students. While analyzing the educational role of school administrators of government and private schools in selected developing countries, Jimenez and Lockheed (1996) pointed out that private school heads spend more time on teaching and learning than their public school counterparts:

On average, private school principals spent 7.2 hours a week teaching a regular class, compared with public school principals who spent on average only 4.8 hours teaching per week. Private school principals also spent significantly fewer hours... communicating with the head office and performing general administrative duties than did public school principals (17.1 hours and 24.2 hours, respectively). Thus, more of their time was available to attend to matters more directly related to teaching. (p.31)

Despite a lack of available quantitative data, observations showed that the government and private school leaders differed in their usage of time for instruction-related tasks. For example, the principal of PSA had a more frequent involvement in instruction-related activities as compared with the almost nonexistent involvement of the headmasters of the government schools. A comparison of instructional practices of the leaders of PSA and Private School B (PSB) showed that, although the headmaster of PSB was familiar with his educational and managerial responsibilities, he still had a lower level of engagement in educational activities than the principal of PSA. The leaders of the government schools and PSB did not put forth any systematic efforts to distribute their time equally between their instructional and managerial

responsibilities. It was observed that the administrators in these schools were less involved with their staff in discussing matters pertaining to instruction and pedagogy.

While the administrators of government schools had less autonomy as compared to their counterparts in private schools, they did have more control over their time due to their limited understanding about the importance of allocating certain amount of time to different tasks. Because they did not utilize their time effectively between their educational and managerial responsibilities, they seemed less successful in contributing to the overall learning climate of their schools. It is important to note that the administrators of the government schools, as well as the principal of PSA, enjoyed the support of an assistant headmaster and administrative officers. However, only the principal of PSA efficiently utilized the services of these actors so that he had more time to focus on instructional development at his school. Such efficiency was not noticed in the case of the government school administrators who were less cognizant of the instructional aspect of their responsibilities.

The behaviors of the administrators of the government schools led them to be less visible to their staff and students. Hallinger and Murphy (1985) asserted that the principals' visibility across the school enables principals to interact with students and teachers and to get first hand information about individual and school problems. In the absence of a sustained relationship with the students and staff, school administrators, particularly those in government schools, were less informed about the academic problems of their students. To demonstrate their visibility and to improve the school's quality of education, the administrators of the private schools, specifically the principal of PSA, did the following: evaluated teachers, visited classrooms, provided feedback, arranged professional development sessions within the schools, explored professional development opportunities outside the schools, and enriched the curriculum.

### 7.3.2 Supervision

Based upon a comparison of the educational practices of all four school leaders, only the principal of PSA practiced the ethos of instructional leadership that includes classroom supervision, professional development of staff, and involvement in activities related to curriculum enrichment (Smith & Andrews, 1989, as cited in Blasé & Blasé, 1999). The principal of PSA showed an extraordinary involvement in the activities related to class supervision. Rather than conducting these evaluations with the intention of threatening the teachers, this principal addressed teaching-related problems and tried to find solutions to challenges. Because of this, the teachers revered their principal and always encouraged him to visit their classes. PSA and his principal confirm the theory that the effectiveness of a school stems from how the administrator guides and evaluates the work of his/her staff and how teachers manage their instructional responsibilities (Lassibille & Tan, 2003). The principal of PSA recognized both the strengths and weaknesses of his teachers. He was proficient in providing help to his teachers regarding their teaching practices. In a healthy school climate, school leaders demonstrate positive and supportive behaviors; they set high expectations for teachers and always show a willingness to help their teachers (Hoy et al, 2002).

According to Hallinger and Murphy (1985) and Kracht (1993), the supervisory role of school leaders requires those leaders to visit classrooms, provide feedback, observe teachers, provide modeling, monitor instruction, and evaluate teachers' performance. The efforts of the principal of PSA to promote the intellectual stimulation of his teachers were significant. Overall, the private school leaders were instrumental in evaluating the performance of their teachers. They were knowledgeable about conducting teachers' evaluation on the basis of predetermined

indicators. They understood that a sustained teacher evaluation could provide them with firsthand information about the competencies of their teachers and the learning climate of teachers' respective classes. The practices of the private school leaders also proved beneficial in developing a collegial relationship between the school administrators and their staff. Teachers in the private schools, especially in PSA, did not feel isolated from their administrators. Continuous support in the form of class visits, feedback, and teachers' appraisals by school leaders was a driving force in the case of Private School A.

Unlike their private school colleagues, the teachers in the government schools did feel isolated because their headmasters did not make teacher evaluations part of the school culture. Headmasters in the government school did not grasp the importance of classroom supervision, teacher observation, and feedback. These administrators confined themselves to their offices and gave teachers the sole responsibility of educating children.

### **7.3.3 Role of Educational Officials**

Administrators in the government schools did not take a proactive approach to initiate changes at the school level because external entities oversaw the educational development in the country (Simkin et al, 2003). In other words, an expectation prevailed among the government school headmasters that nothing could be changed without the consent and support of their central offices or education officials. Ironically, the educational officials rarely functioned and engaged in the activities that could directly contribute to the learning of students and educators.

The educational officials of the government and private sectors also showed remarkable differences in their contribution to the educational development of their respective schools. The

government schools received administrative-oriented support, while the private schools got academic-oriented support. Officials visited the government schools to discuss the posting and transfer of teachers, ensure the holding of national events, and perform other administrative-related duties. However, those officials who visited private schools monitored the classes, supervised the teaching practices, provided feedback to the teachers, and ensured the availability of resources pertinent to the education of students. The officials who visited the private schools were more instrumental in maintaining the quality of education than those who visited the government schools.

Since the educational officials played a passive role in the educational development of the government schools, the administrators in government schools also made little effort to maintain the quality of education. The educational officials lacked the capacities and knowledge to motivate their headmasters to become instruction-oriented. Their inputs did not contribute to the enhancement of the educational practices of government school leaders. While quoting Corwin (1965), Harrison (1988) writes that in bureaucratic organizations there is always tension between school personnel and bureaucratic norms; school leaders try to maintain efficiency through rules and regulations, which distance them from their instructional processes. The government schools expected their administrators to assume the role of “maintenance managers,” who focused on the provision of inputs and the discipline in their school (Griffith, 1999). On the other hand, the private schools expected their leaders to play the role of “coach facilitators” (Henkin & Wanat, 1994, p. 132), who helped, guided, directed, and supported their staff. This supportive behavior of private school administrators, particularly of the principal of PSA, was the primary motivating factor that pushed the teachers to fulfill their responsibilities in a positive manner.

### **7.3.4 Curriculum Enrichment**

The availability of continuous support from the educational officials and other entities, such as School Management Committee (SMC), developed a sense of confidence within the leaders of the private schools that led them to become more creative and innovative. For example, the heads of both private schools used their creative and innovative behaviors to enrich their school's curriculum, even though the National Curriculum Wing insisted that a prescribed curriculum be followed, particularly at the secondary level. However, the administrators of the government schools were not motivated to deviate from the prescribed curriculum. The headmasters of the government schools did not attempt to establish innovation in either the curriculum or instructional methods. Likewise, headmasters in the government schools did not motivate their teachers to engage in creative practices. "For innovation of this dimension to succeed, there is a need for a strong leadership as well as a true belief on the part of the change agent at the local level" (Fenech, 1994, p. 137).

The private school leaders used their familiarity with curriculum matters to play a central role in the instructional programs of their schools. Their knowledge about curriculum resulted from their direct involvement in the teaching and learning processes in their respective schools. Both the leaders of PSA and PSB had intensive experiences as teachers who had taken on the duties of regular and substitute classes. This direct interaction with the staff, students, and classroom activities gave the private school leaders the impetus to incorporate innovative ideas pertaining to curriculum development and pedagogy into the culture of their schools.

The government school administrators, due to their limited involvement in the classroom activities, rarely demonstrated interest in curriculum enrichment; they also did not provide any modeling for their staff. The government school headmasters were more concerned about

covering the curriculum before the annual examination than in involving their staff in curriculum enrichment activities. Furthermore, both the school administrators and teachers in the government schools lacked the expertise to make the curriculum more compatible with the learning needs of their students. Because these school leaders spent most of their time dealing with administrative matters, they were less receptive to innovation and less involved in enrichment activities. This attitude “left the staff with little emotional energy or desire to work on the innovations” (Dawson, 1984, p.15).

### **7.3.5 Students’ Learning**

The efforts of the government school administrators to contribute to the learning of students greatly differed from those of the private school administrators. Although the administrators in the government schools had all the resources, such as teachers, libraries, science and computer laboratories, and financial resources, to achieve success, they mismanaged these resources. The government schools had no mechanism to measure the learning of students. Both the headmasters and teachers had no idea whether or not students were learning; the government schools had no formative assessment techniques. Research affirms that exams can be used to diagnose the areas in which teachers need more instructional support and students need more help (Hallinger & Murphy, 1985). However, the administrators in the government schools either lacked expertise concerning these tests or had no interest in using these assessment tools to make judgments about the learning of their students. They limited their focus to ensuring that the annual exams resulted in the promotion of students to the next level of classes. Research suggests that schools with a smaller number of students, smaller class size, and smaller student-teacher ratio are much easier to manage (Griffith, 1999) than schools with larger student populations and

fewer educators. While the government schools had manageable class sizes, particularly at the secondary level, these schools still did not achieve a satisfactory standard of education. The huge disparities in the overall academic performance of students between the government and private schools illustrated the need for the government school leaders to make a stronger contribution to the academic performance of their students.

Chapman (2002) points out that in order to maintain the educational quality of schools, headmasters are required “to operate from a clear understanding of which instructional inputs and processes contribute to greater student learning and what can be reduced without seriously affecting student learning” (p. 42). Therefore, administrators need to develop mechanisms of assessment that will help them better evaluate the students’ learning. The private school leaders constantly emphasized the importance of their students’ academic achievement to their staff. Not only did they give their teachers the resources to achieve this objective, but they also used class tests, midterm exams, quizzes, and other assessment mechanisms to evaluate the learning process. The private school administrators used the results of examinations to make important decision regarding the academic development of students and to evaluate the performance of teachers. The leaders of the two private schools often used faculty meetings to discuss the test results of students and to ask teachers for their input concerning ways to improve the current results. Because the private school administrators demanded that teachers justify the low academic performance of their students, the teachers worked hard to be responsible educators.

Teachers in the government schools did not seem as devoted to their teaching responsibilities. For example, they, with the support of their administrators, often used physical punishment as a way to deal with academically weak students. While quoting Brophy and Everston (1981), Lee, Dedrick and Smith (1991) state, “When dealing with uncooperative

students, teachers, because of their lowered sense of efficacy, focus on discipline over instruction” (p.191). According to a study conducted by the Society for the Protection of the Rights of the Child (SPARC), 35,000 students annually drop out from secondary schools due to corporal punishment (Dawn, 2009). This study cited corporal punishment as one of the primary causes of the overall higher drop-out rate in Pakistan. Neither the administrators nor the teachers of the government schools recognized the negative consequences of corporal punishment. On the other hand, both the leaders and teachers in the private schools engaged in setting high expectation for their students. In order to achieve these objectives, the private school administrators, especially the principal of PSA, provided the teachers with opportunities to develop their competencies without resorting to physical violence.

### **7.3.6 Professional Development**

The private school administrators were cognizant of the importance of in-service and professional development programs for their teachers. Using such well-established mechanisms as involvement in classroom activities, class visits, and teachers’ appraisals, they could evaluate the areas of need of their staff. The leader of PSA excelled when it came to his involvement in the school. He used his evaluations of teachers to plan professional development sessions either within the school or in venues outside the school. Although the administrators in the government schools realized the importance of professional development, they did not systematically assess the needs of their teachers or arrange for professional development opportunities.

Despite having decades of teaching experience, the administrators of the government schools rarely participated in practices related to the professional enhancement of their staff. Also, they were not familiar with the in-school activities related to professional development.

Their behavior goes against the research, which states that “principals need to model the value of continual learning and the ongoing pursuit of success...principals need to promote teachers’ participation and leadership in staff development” (Quinn, 2001, p.462). The concepts of mentoring, coaching, and researching were alien to the educators and administrators in government schools. The leaders of the government schools again failed to live up to the research that shows that organizational learning largely depends on the leadership practices in school (Leithwood, Steinbach, & Ryan, 1994); had they been effective leaders, they would have had the capability to sense the areas of need of their teachers and to explore opportunities for their staff. The involvement of the private school leaders in the capacity-building activities of their staff is largely attributed to the leaders’ participation in courses related to leadership and management. The principals of the private schools developed an awareness of the importance of in-school and out-of-school professional development sessions and the skills to implement such sessions.

The primary responsibility of any school administrator is to create an ideal environment in which learning and teaching can take place simultaneously (Gamage & Pang, 2003). Therefore, the school leaders need to be capable of maintaining effective instruction, developing curriculum (McEwan, 2003), evaluating staff, allocating resources (Hoyle et al., 1984), engaging in feedback, supervising teachers, and serving as role model. The following section discusses some of the educational expertise essential to the preparation of effective school administrators. These recommendations are based on the literature review and the findings of this study.

### **7.3.7 Recommendations**

#### **7.3.7.1 Curriculum Enrichment**

Curriculum design and instructional strategies are the fundamental units of an educational system (Hoyle et al., 1985). Although the government has a major role in the process of curriculum development in the Pakistani educational system, school leaders still need to develop knowledge and competencies in order to enrich the existing curriculum. In this regard, Hoyle and his colleagues (1985) point out that the actual decisions pertinent to curriculum design and delivery methods lie with the teachers; the school leaders must be capable of determining whether those teachers are effectively delivering the existing curriculum. If the teachers fail to implement the curriculum in an appropriate manner, the school leaders need to know the cause of this failure. Hoyle and his colleagues (1985) further assert that the school administrator should not only have the skills to evaluate the strengths, teaching methods, and areas of need of school teachers, but they should also be proficient in understanding the learning needs and styles of students.

School leaders need to cultivate a school culture that will encourage the teachers to devise innovative ideas for enriching curriculum and for developing instructional strategies that meets to the particular needs of the students. Kouzes and Posner (1988) also endorse that “the leader’s primary contribution is in the recognition of good ideas, the support of those ideas, and the willingness to challenge the system in order to get new products, processes, and services adopted” (p.8). It is assumed that every school contains competent and knowledgeable teachers; it is the responsibility of school administrators to explore the expertise of those teachers. To do so, school leaders need to build trust between themselves and teachers. Such an environment of trust instills teachers with the courage and confidence they need to discuss new ideas and innovations with their school leaders. Lashway (2006) maintains that gaining expertise in

curriculum and instruction challenges school leaders because each classroom has different characteristics and requires different knowledge. Therefore, as a strategy to cope with this situation, school leaders need to be in harmony with teachers: “A low key approach that emphasizes thoughtful questions, careful listening and empathy for the problems of teaching may be the best way to gain credibility in this area” (p.277).

In the pedagogical model of leadership, school leaders help generate knowledge within the school through the involvement of teachers (Webb, 2005). Webb mentions that leaders give a free hand to those teachers who identify their problems related to teaching and learning and come up with their solutions. By motivating teachers to develop their “own sense of creativity” (Webb, 2005, p. 82), school leaders enable teachers to generate and enrich the existing curriculum according to the particular needs and interest of students. According to Webb (2005), this transformational approach to leaders resembles Sergiovani’s (1998) pedagogical leadership, and “the transformational approach to leadership encourage innovation, creativity, and team work, while at the same time it stimulates team members to maximize their potentials” (Pansiri, 1990, p.474). McEwan (2003) notes that teachers need some guidelines for their daily lesson planning and for different curricular areas, and robust instructional leaders provide a road map that “will guide the selection of materials and programs (curricula), dictate the types of instructional strategies and approaches that are used (pedagogy), and suggest the kinds of formative assessments (both informal and standardized) needed to determine if students are making adequate progress towards achieving the standards”(p.20). McEwan further suggests that when a teacher adopts a method of “outstanding teaching or a particularly creative lesson,” school leaders need to share this innovation with others in the system.

Maehr, Midgley, and Urdan (1992) point out that school leaders in consultation with teachers can play a significant role in determining both curricular and instructional strategies. They suggest that learning tasks for children should be related to their practical lives with a focus on “creative thinking and problem solving” (p.416). They add:

School leaders can...encourage teachers to think broadly and creatively about academic tasks...providing hands-on and project oriented activities...facilitating field trips...teachers can be given the freedom to design useful tasks that are action oriented, that flow from interests of the students, and that are challenging and creative (p.416).

Thus school leaders need to find ways to motivate their teachers to make the curriculum more interesting, creative, and relevant to the learning needs of students. The teachers with the support of their administrators need to enrich the curriculum to enable all students to develop their cognitive skills. Furthermore, to ensure that their staff stays current with pedagogical changes, school leaders need to provide the latest knowledge about curriculum enrichment and experiential learning.

### **7.3.7.2 Professional Development**

Because the concept of leadership is “learning together” (Lambert, 1998), an effective leader adopts a holistic approach where the learning of students and teachers takes place simultaneously. Schools become theaters of learning where school leaders, teachers, and students engage in generating knowledge for the sake of improving the learning. According to Storey (2004), the fundamental task of leadership is to create an environment rooted in a well-designed training program that not only contributes to the learning of the individual, but also to that of an organization. Based upon this guideline, the principals of a school can facilitate the learning of their staff in four ways: 1) acting as a role model who provides inspiration for others to follow a learning opportunity; 2) placing a high expectation of continuous learning for everybody; 3)

providing motivation and support by eliminating the barriers that prevent the professional growth of teachers; and 4) ensuring the provision of resources important for teachers' development (Payne & Wolfson, 2000). Therefore, as leaders of learning organizations, principals need to acquire the necessary skills that could improve teachers' learning, because an improvement in teachers' learning leads to an improvement in students' performance.

Barth (1990) points out that teachers enjoy a greater chance of professional development when they work together with school leaders. Leithwood and his colleagues (1992), who offer a similar opinion, add that the professional development of teachers becomes successful when school leaders motivate the teachers to adopt new techniques and "teachers are encouraged to consciously reflect on their own practices" (Oberg & Field, as cited in Leithwood et al.,1992, p.123). Sergiovani's (1998) concept of pedagogical leadership focuses more on capacity development in order to foster "social and academic capital for students and intellectual and professional capital for teachers" (Sergiovani, 1998, p.37). Sergiovani points out that "pedagogical leadership develops human capital by helping schools become caring, focused and inquiring communities within which teachers work together as members of community of practice" (p.37). An important step to achieve this unified community is to identify the learning needs of staff. School leaders need the skills and expertise in order to adopt the strategies for exploring the learning requirements of their staff.

Hoyle et al. (1985) point out that staff development contributes to the long time growth of an organization; therefore, staff development should start with a well-developed need assessment mechanism because need assessment provide the tools that help find solutions to problems. In order to assess the specific needs of staff, Hoyle et al. (1985) suggest that school administrators should be competent in the "conduct of system and staff needs assessment to

identify areas for concentrated staff development and resource allocation for new personnel [and] use clinical supervision as a staff improvement and evaluation strategy” (p.145). The core business of teachers is teaching, and some of the activities related to teaching include teaching methodologies, students, curriculum enrichment, and assessments. Leaders need to monitor these activities because they could be strong determinants of areas of teacher needs. In this regards, Blase and Blase (2004) assert, “An essential part of staff development is training in the collection and analysis of data” (p.43). McEvan (2003) has a similar understanding about the use of data. She points out that robust leaders use data, such as grade reports and attendance records, in order to identify problems. She adds that because teachers are responsible for the performance of the students, leaders need to share the collected information with teachers in order to determine the plane of action in the light of this information.

Research suggests that training and professional development programs result in positive change and increase confidence among the teaching staff. This positive attitude and confidence help them improve their teaching practices. Therefore, principals need to be competent in introducing interventions (in-school and out-of-school) that could contribute to the knowledge of their staff. With the support and collaboration of their staff, principals need to develop a culture of lifelong learning whose ultimate goal is the improvement within teachers and students.

### **7.3.7.3 Supervision**

Provision of information about teacher efficacy is called feedback, assessment, evaluation or supervision (Freiberg, 1987). The involvement of school leaders in these practices is considered an important component of the process of the education. Therefore, school leaders should possess competencies to evaluate both their staff and teachers (Hoyle et al., 1985); they then need to provide feedback about which practices of educators they consider important for the

learning process. In absence of feedback, “principals and teachers become blind to how they are seen and out of touch with how well they are doing” (Bolman & Deal, 2002, p.67). Teachers require exact information about the way they perform in the classroom for the purpose of adopting an alternate strategy to implement change (Freiberg, 1987). According to McEvan (2003) an effective instructional leader makes feedback the top priority for improving instruction. McEvan adds that in order to provide feedback, instructional leaders need to fulfill two requirements: 1) they should have knowledge about instructional methods and models; 2) they should educate their teachers about different ways of data collection procedures. She emphasizes the following:

The principal must be able to provide the teacher with one or more of the following: some type of detailed recording of the observation; an idea or suggestion of some alternative practice that would be more effective than what the teacher was doing; a detailed description about what was outstanding in the lesson; and, in some cases, a personally taught lesson so the observer could watch the principals” (p.89).

Hoyle et al. (1985) suggest that principals need to be cautious when asking their teachers to adopt a specific instructional methodology. To motivate teachers to adopt a particular instructional method, principals need to follow these approaches: 1) explain the new strategy in such a way that the teachers clearly understand what the procedure entails; 2) ensure that the procedure remains consistent with the teachers’ present teaching style; and 3) make the procedure cost effective in terms of time and energy (p.108). Hoyle and her colleagues further suggest that administrators should be trained in identifying teachers’ weaknesses and strengths and in using motivational skills to persuade teachers to perform well. One of the most important aspects of teacher evaluation is the sharing of feedback with the teachers in a collegial manner (McEvan, 2003). School principals need to be non-evaluative and non-judgmental in providing feedback because “along with the expression of sincere caring, interest, and support, [will]

further ameliorate the possible negative effects of formal evaluation for teachers” (Blasé & Blasé, 2004, p.39).

In order to improve the teaching practices of educators, Kaplan and Owings (2001) suggest that principals adopt the following strategies:

1. Make teaching effectiveness and working closely with teachers in classroom observations and conferencing a priority. Ensure that all teachers know and use instructional best practices that promote all students’ learning;
2. Visit all classrooms frequently for at least 10 minutes and look for instructional best practices...give teachers specific positive feedback about what was observed;
3. Provide opportunities within the school day and throughout the year for collaborative lesson planning, peer coaching, observing and discussing lessons, and reflection to prevent teachers’ early disappointment, [and] frustration;
4. Influence your school’s educational culture to believe that student failure is not a sign of higher standards but rather reflects a limited and perhaps unprofessional view of teaching and learning. Remind faculty members that high-quality professional educators take responsibility for every student’s success or failure. (p. 70-71).

It is assumed that schools that subject teachers to a continuous process of evaluation and constructive feedback also encourage teachers to take risks regarding adopting new ways of teaching. Therefore, school leaders first need to be masters in different aspects of instruction; this would help them identify the areas of needs of their teaching staff. At the same time, school leaders need be familiar with the ethics of constructive feedback because negative feedback could reduce the chances of learning and understanding. Principals have numerous ways to evaluate their staff, including the use of test scores, informal observation, and systematic

observation by peers and the principals (Hoyle et al., 1985). The school leaders need to be skillful in using these strategies in their schools. Also, school leaders can supervise their teachers by maintaining an open channel of communication.

#### **7.3.7.4 Modeling**

Effective school leaders create uniformity between their actions and words (Sergiovani, 1998; Kouzes & Posner, 1987). Modeling, one of the traits of pedagogical leadership, occurs when the school leaders demonstrate the objectives of their school through their actions, words, and thoughts (Sergiovani, 1998). Leaders develop best practices and then “set an example” for their colleagues to follow: “They show others by their own example that they live by the values that they profess” (Kouzes & Posner, 1987, p.187). Smith and Piele (2006) also endorse the theories of Sergiovani and Kouzes and Posner about the modeling aspect of leadership. They assert that those school leaders who dedicate more time to their staff and students and practice what they believe motivate others to follow them. Smith and Piele further add that the school principals might set high standards for schools, “but to make an impact on the work lives of your staff and the success of your students, you have got to walk the talk...by modeling desired attitudes and actions” (p.195-349).

According to Blasé and Blasé (1999), modeling is one of the significant attributes of instructional leaders that makes a positive impact on teacher motivation; this, in turn, helps teachers become more creative and innovative. There are several ways to incorporate modeling in a school situation. For instance, Payne and Wolfson (2000) believe that school principals can become models of learning for their colleagues by motivating others to increase their knowledge. They add that when the principals place greater importance on learning and model this behavior through different ways, they persuade others to enhance their knowledge and education: “By

setting an example as a lifelong learner, the principal helps to establish the culture of the school as a learning organization where ongoing professional development is the norm” (p.15).

Principals need to be experts in modeling instructional matters because learning and teaching are the core of an educational system. Herlihy and Herlihy (1998) point out that the modeling can have a larger impact if a principal goes to the classroom and observes the teaching practices:

Also, the principal as educational leader is the standard setter for professional employees. Thus, principals need to demonstrate those attributes they want teacher to demonstrate such as promptness, fairness, the ability to communicate clearly orally and in writing, open mindedness and willingness to listen and enthusiasm for ones work (p.98).

Principals need to make efforts to promote modeling throughout their school. Principals need to be equipped with the skills to identify those teachers who excel in different aspects of instruction. Principals can then invite these educators to model their expertise for those teachers who need some kind of assistance or additional guidance in their fields. One of the benefits of modeling is that it creates an environment of trust that brings the teachers and principal closer to each other; this paves the way for the sharing of information and learning. Therefore, school leaders need to be proficient in fostering an environment of trust among their colleagues. In order to be role models, principals not only need to adopt the best strategies of modeling, but they also need to master different aspects of teaching and learning:

The job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective results (Elmore, 2000, p.16 cited in Mazzeo, 2003, p.2).

As leaders of an organization, principals are the focal point of schools, and it is assumed that students and teachers observe and mimic the principals’ behaviors and attitudes. If principals

emphasize teaching and learning and demonstrate this through their actions, the people around them will react in the same manner. Therefore, it is essential for school leaders to develop consistency in their actions and words. They need to be creative in order to motivate other people to adopt a certain course of action.

#### **7.4 RESEARCH QUESTION NO 3: WHAT KINDS OF COMMUNICATIONAL, MOTIVATIONAL, AND INTERPERSONAL RELATIONSHIP SKILLS ARE PERCEIVED TO BE NEEDED BY SECONDARY SCHOOL ADMINISTRATORS?**

When leadership is cited in the context of managing human resources in a school or in an organization, several themes emerge. For instance, some researchers equate the concept of leadership with the fostering of the relationship between the leader and follower (Kouzes & Posner, 1988); others view leadership as a process impelled by emotions (Vince, 1999, as cited in James & Vince, 2001), while some perceive leadership as the process of influencing others (Gamage & Pang, 2003). What connects these themes is the fostering of a cordial relationship and generating of an atmosphere of trust and collegiality in order to achieve the broader objectives of organizations. In a school context, research suggests that the role of school leaders is central in developing such an organizational culture. However, the paucity of literature and research in the context of Pakistan suggests that this emotional aspect of education has largely been ignored vis-à-vis the school development programs. Therefore, the leadership model that persists in both the government and private schools in Pakistan does not address the social and

psychological needs of the school communities (Rizvi, 2008). Specifically, the government school leaders seemed to develop an organizational culture devoid of harmonious relationships.

#### **7.4.1 Interpersonal Communication**

The management philosophies of the government school leaders stem from the conviction that control and discipline, not trust and cooperation, are the most essential elements of school organizations. Unlike their private school colleagues, the government school leaders rarely had the opportunity to participate in training programs that taught them about the emotional aspects of their responsibilities. The teachers of Private School A (PSA), however, were both eloquent and confident about the expertise of their leader for maintaining a kind of relationship that eventually contributed to the overall learning climate of their school. Through one-on-one discussions and weekly or monthly meetings, the leader of PSA established an academic-oriented relationship with his teachers regarding issues pertaining to instruction and pedagogy. In contrast, the leaders of the government schools created a sense of isolation within their teachers by rarely engaging the staff in discussions about instruction and pedagogy. The government schools had a “closed climate” environment in which the school leaders were less supportive and more controlling: “Closed climates have principals who are not supportive...and the faculty is apathetic and intolerant” (Rastogi & Garg, 2006). On the other hand, the more open climate of private schools was characterized by cooperation and respect (Rastogi & Garg, 2006). Since the government schools lacked a supportive and open organizational climate, both the schools leaders and teachers failed to convey their point of view in an effective and convincing manner; they created a communication gap that negatively contributed to the schools’ quality of education.

A sustained and positive relationship between school leaders and teachers is an important step to motivate the teachers. Due to the absence of this relationship, the leaders of the government schools criticized their teachers, and the teachers in the government schools demonstrated little confidence in the skills and expertise of their leaders. Although the government school culture endorsed delegating authority and involving teachers in the decision-making process, a real involvement of administrators and teachers rarely occurred. Teachers reacted to their non-participatory role by raising concerns that they were not being accommodated in the overall decision-making. The teachers blamed their headmaster for not supporting the decisions of committees, and the headmasters blamed his teachers for their non-supportive behavior. "Principals who fear to take a stand...are disadvantaged in leading their teachers; they are likely to lose respect" (Hoye & Brown, 1988, p.36 as cited in SEDL, 2009). Ultimately, both the parties demonstrated little confidence and respect for each other's skills and expertise.

The environment of distrust in the government schools led the school leaders to become dependent on only a select number of teachers to carry out their educational and administrative responsibilities. According to Moran (2001, "Principals who do not trust their teachers will not share authority and responsibility"(p. 314). By not creating universal trust within all teachers, the administrators of the government schools deprived all staff members from participating in the decision-making process. The administrators in the private schools knew that in order to develop a high level of collaboration among school staff, they needed to first develop a high level of trust because collaboration leads to better decisions (Moran, 2001). As a result, these private school administrators were more receptive to the input of their staff and more supportive of delegating responsibility. The principals of the private schools, especially PSA, provided "facilitating

leadership devoid of bureaucracy” (Rastogi & Garg, 2006, p.532) by developing democratic norms in their schools. The administrators in the government schools did not play an instrumental role in motivating their staff to carry out their professional responsibilities in the manner exhibited by the leaders and teachers of the private schools. School leaders need to be aware that an ideal organizational climate can be developed through an interpersonal atmosphere of trust and openness (Argyris, 1964, as in Rastogi & Garg, 2006).

The administrators of the government schools established a hierarchical relationship with their colleagues that did not nurture a collegial climate in the school. This lack of trust between headmasters and staff made teachers less willing to dialogue with their headmasters. In discussing the attributes of bureaucratic structures, Lee, Dedrick, and Smith (1991) assert that “collegial interaction is typically limited, which results in little communication about work either among teachers or between the principal and teachers” (cited in Herriot & Firestone, 1984, p.193). Teachers perform better when the channels of communication are open both in vertical (with administration) and horizontal (with colleague) directions (Lee, Dedrick, & Smith (1991).

Barnett and McCormick (2003) point out that “principals need to be aware that leadership in schools is mainly characterized by a relationship with individuals, and it is through this relationship that a principal is able to establish her/his leadership and encourage teachers to apply their abilities, skills and efforts towards shared purposes” (p.70). The private schools showed a greater sense of community than the government schools because the administrators of the private schools understood that educators require a certain degree of autonomy. This concept of autonomy was also akin to the philosophies of INGO to which these schools belong. The leaders in the private schools shared with their teachers the philosophy that the maintenance of a positive relationship and an open communication channel would enable teachers to use their best energies

for the welfare of their institutions. Therefore, the private school administrators were not only receptive to new ideas, but they also extended praise and respect to their teachers (Rastogi & Garg, 2006). They built a relationship with their teachers based on trust; as a result, their teachers felt intrinsically rewarded (Rizvi, 2008).

#### **7.4.2 Motivational Measures**

Research suggests that extrinsic factors, such as salary structure and work conditions, play a significant role in motivating educators to perform better in developing countries (Garret, 1999). However, this study did not support Garret's assumption to some extent; in fact, a comparison of the salary structures of all four school leaders showed that the administrators of the government schools were drawing higher salaries than their private school colleagues. Likewise, the salary structure of the senior teachers in the government schools was almost equal to the salaries of the PSA teachers. The salary structure of the administrator and teachers of Private School B (PSB) was much smaller than the salary structure of both PSA and the two government schools. The administrator and staff of PSB demonstrated their dissatisfaction over their meager salaries, but they did allow this unsatisfactory financial situation to compromise their responsibilities as educators.

As expected, the academic performance level of students in the private schools was outstanding. Furthermore, the performance level of students at PSA on the Board examination at the secondary level was far better than the performance level of the students at the two government schools. Research suggests that school leaders do not play a direct role in the academic performance of students; instead, school leaders facilitate the processes of learning through different measures. "Skillful school leaders influence school and classroom processes

that have a direct impact on student learning” (Hallinger & Heck, 1999, as cited in Glatter, 2004, p.206). For instance, the administrator of PSA was very instrumental in developing the capacity of his human resources, which had a profound impact upon the academic performance of students. Such practices were absent in the government schools. Likewise, the administrator of PSA made available all the resources that could contribute to the learning of students, such as a library and internet facility. Although these resources were also available in government schools, the government school administrators were not mindful of their contribution to the academic achievements of students; they often did not make the library available to students. However, the government school leaders cannot bear total blame for this dismal state of affairs. Specifically, making decisions, managing people and resources, and providing leadership to their organization (Begley, 2008) all require particular expertise, which school leaders in Pakistan unfortunately lack. The presence of an accountability mechanism that links job security and the salary structure of administrators and staff with level of performance was another important factor that motivated the private school employees to play a very positive role in the enhancement of education in their schools. Although the government school administrators and teachers worked without any accountability mechanism and with a high level of freedom, they still failed to deliver the same quality of education that their private school colleagues did.

School leaders have the obligation to maintain a culture in which a system of rewards and recognition addresses the job satisfaction of teachers (McEwan, 2003; Kouzes & Posner, 1987) because these activities play an important role in enhancing the self-esteem of educators in schools. Research considers the acknowledgment of the individual’s achievements through tangible rewards and verbal/written appreciation as an important tradition necessary to achieving the objectives of schools (Kouzes & Posner, 1987). As previously mentioned, emotional

connections play a part in the teaching and learning processes; leaders need to manage the emotions of their staff and students in order to create a successful educational environment (James & Vince, 2001). The administrators of the private and government schools exhibited substantial differences in terms of how they handled this aspect of their school's culture.

Due to his updated knowledge, the leader of PSA was cognizant of the importance of rewards and recognitions. He firmly believed that awards and recognition play a significant role in shaping the attitudes of staff; therefore, he incorporated these practices into the culture of his school. Through tangible rewards and verbal and written signs of appreciation, he maintained a high staff morale. Unlike his colleagues, the principal of PSA was more open to acknowledging the accomplishments and achievements of his faculty. This, in turn, developed a sense of self-respect among his teachers and motivated the teachers to utilize their energies for the welfare of the school. In addition to being aware of the importance of rewards, the principal of PSA also enjoyed a significant level of financial autonomy, which enabled him to include a culture of teacher appreciation in his school.

Although the administrators of the government schools also had a considerable level of financial autonomy, they were less aware of the value of acknowledging teachers' achievement. Administrators in the government schools had developed the understanding that they were not supposed to acknowledge the achievement of their staff; instead, God would reward teachers for their services and achievements. The headmaster of PSB recognized the importance of rewards, but he lacked the financial resources to introduce a reward culture into his school. As a result, the teachers of the government schools and of PSB did not praise their headmaster when it came to the emotional aspect of governing. These teachers perceived their administrators as less aware of

the value of rewards and their impact upon human resources. The staffs of the government institutions and PSB shared a feeling of non-recognition from their leaders.

Unmotivated teachers in government schools did not play essential roles in the process of change. As Bolman and Deal (1984) point out, individuals who are “psychologically undernourished” due to their unmet needs are less prone to develop, but “individuals are likely to flourish and develop in an environment where they have a good probability of satisfying their important needs” (p.198). Due to their lack of interest and commitment, the teachers in the government schools were less motivated to contribute to the educational growth of their students. This lack of motivation also led them to skip their classes and absent from schools. Some researchers have found a strong correlation between teacher absenteeism and job dissatisfaction (Ponder, 1993). Because educational quality largely depends upon the job satisfaction level of teachers, it is imperative to include the improvement of staff working conditions in policy-making (Hargreaves, 1994, as cited in Papanastasiou & Zembylas, 2005). Furthermore, those workers with a higher commitment to their organization devote more time to that organization than those workers with little commitment (Goulet & Frank, 2002).

### **7.4.3 Community and Parental Participation**

Memon and Bana (2005) point out that “schools keep changing because of internal and external forces; therefore, head teachers must learn to work collaboratively with all stake holders to develop and promote team building as a first step towards organizational learning” (p.166). The government and private school administrators exhibited stark differences concerning their efforts to mobilize the parents and the community. The headmaster of Private School B (PSB), recognizing the interdependency between his school and the community, created a robust

relationship with the school community. He not only made personal efforts to mobilize the community, but he also established and maintained a working relationship between the community and the parents. Through this bond, the headmaster of PSB sought to increase the enrollment rates of PSB, identify volunteer teachers, and generate more financial and material resources.

Research suggests that principals who are more focused on securing the support of communities and parents are more successful than their counterparts who only look at the internal situation of their school (Griffith, 2001). While all the administrators agreed that community and parental involvement is essential, the administrators of the government schools put forth little effort to encourage this involvement. The administrators of PSA and PSB made a systematic effort to involve the community and parents in the educational processes of the school. The administrator of PSA was very instrumental in involving the parents in the educational processes of their children, but he did not always succeed in gaining a satisfactory level of support; the headmaster of PSB faced similar circumstances despite the fact the community had a very dominant role in the decision-making process of the PSB. Since the educational processes in Pakistan have not included the active participation of the community and parents, the current generation of parents lacks knowledge about the important role it can play in school improvement programs. Therefore, school leaders need to educate both the community and parents about what they can do to improve the quality of their schools. Also, school leaders need to instill within parents the understanding that they and the school represent two sides of the same coin: they both want to maximize the education of their children and the development of their school.

As compared with the leaders of PSA and PSB, the administrators of the government schools did very little to secure the support of communities and parents. Although Parent-Teacher Associations and School Management Committees (SMCs) existed in the government schools, these organizations only had symbolic functions. Despite repeated calls by the headmasters, members of the SMC rarely visited the schools. Schools governed by bureaucracy tend to be less responsive to the parent population (Chubb & Moe, 1999, as cited in Lee, Dedrick, & Smith, 1991). Furthermore, the government schools not only faced difficulties in implementing and maintaining a working relationship with the communities, but they also realized that few members of the community recognized and appreciated their efforts. This situation reflects the limited skills and lack of interest on the part of the government school leaders to mobilize the communities in the overall development of the schools. Such an organizational culture prevented the government school leaders from interacting more intensively with both the parents and community members.

Educational reforms in Pakistan need to be much more explicit about the importance of Parent-Teacher Associations and School Management Committees. Although these entities exist, the school administrators lack the skills and expertise to use these entities in a positive and dynamic way. Therefore, school leaders must focus on learning how to make the school-community relationship a more productive and viable one. Moreover, data suggest that school effectiveness largely depends on the potential of principals to mediate with multiple stakeholders. School leaders need to be instrumental in teaching the community and parents how they can contribute to the growth of the schools. To reach this goal requires professional development programs that educate school leaders about communication and collaboration.

Research shows that school administrators allocate 75% of their time to interpersonal relationships (Martin & Willower, 1981, as cited in Johnson & Evans, 1997).

Similar to the home environment, school emerges as a place where children learn both academic and social skills through interaction with their peers, teachers, and school administrators. In other words, schools instill within students those attitude and habits which eventually shape their personalities, particularly in the later years of their lives. Kotter (1985) argues that because children spend a good amount of time in school during their formative years, the schools need to develop positive skills within the students. He further endorses training for those educators unable to do this. Therefore, it is important that people [teachers, and leaders] who are the role models for these children demonstrate a high level of collaboration, perform acts of motivation, engage in effective communication, and establish good relations through their actions and attitudes.

A review of the literature suggests that effective communication, collegial relations, a sense of community (Gamage & Pang, 2003), a climate of trust, rewards and recognitions (Kouzes & Posner, 1988), and the involvement of the community and parents all play an important role in developing effective schools. The following section discusses some of the social competencies that are prerequisites to effectively managing the human resources in a school system.

#### **7.4.4 Recommendations**

##### **7.4.4.1 Effective Communication**

An open and effective communication pattern is the essence of an organization. It acts like the ‘glue’ that holds an organization together (Gamage & Pang, 2003). As mentioned earlier, schools

are arenas in which different kinds of emotions impact the operations of schools. In order to address these emotions in a constructive way, one needs to be skillful to cope with this dimension of the school system because any intentional neglect or avoidance could harm the school environment. Anderson (2006) points out that to a large extent, the culture of a school is determined by its communication pattern, and “effective communication is one of the keys to effective leadership” (p.336). He adds that for a school to achieve its goals, it must establish a bond of cooperation and collaboration among its members. Anderson further asserts that school leaders’ attributes of openness, accessibility, appearance, and competencies in language and listening all play an important role in developing a suitable climate within schools.

One strategy of effective communication lies in the ability of school leaders to engage others in a dialogue (Anderson, 2006). Kouzes and Posner (1988) suggest that leaders should engage people in one-on-one meetings to solve their specific problems. They explain that one of the advantages of face-to-face meetings is that such meetings create an environment in which people think that their leaders personally care about them and respect their input concerning problem solving. These personal meetings requires that leaders have a high level of interpersonal competence in order to understand the needs of other. Evidence suggests that some kind of training can improve face-to-face communication skills in those leaders who lack them (Kouzes & Posner, 1988). Gardner (1990) also believes that communication skills can be learned: “Potential leaders should gain exceptional command, in both writing and speaking, of their own language and – in an interdependent world- workable knowledge of a second language” (p.167)

Gamage and Pang (2003) argue that the main issue focuses on the effectiveness of the school leaders’ communication patterns. They suggest that to become effective communicators, leaders need to care about the orientation of receivers (those who receive a message or directive).

Gamage and Pang use the word “empathy” to elaborate this concern: “Empathy requires communicators to place themselves in the shoes of the receiver, in order to anticipate how the message is likely to be decoded” (p.133). They also offer another strategy that ensures effective communication: repetition of the same information. With repetition, individuals will comprehend information they did not initially grasp. Gamage and Pang (2003) relate the effectiveness of communication in a school system with improvement in the curriculum and instructional procedures.

School leaders need a number of communication skills in order to run their institutions and manage their staff and faculty in an appropriate manner. When dealing with human resources, then, school leaders should consider the following important strategies:

- 1). Leaders need to be good listeners because this would help them to understand the needs and wants of their staff (Anderson, 2006).
- 2). Leaders should be proficient in providing feedback with the objective of demonstrating concern for other people. (Anderson, 2006)
- 3). Leaders need to be competent in verbal and non-verbal communication (body language, use of space, eye contact, facial expression, voice, touching, personal appearance) (Smith & Piele, 2006).
- 4). Leaders should use a direct and concise mode of communication (Gamage & Pang, 2003).
- 5). Leaders need to ensure that all the members of their organization have access to information communicated.
- 6). Leaders need to incorporate both formal and informal communication in their organization (Gamage & Pang, 2003).

7). Leaders must combat 'we-they' barriers that impede the free flow of communication (Gardner, 1990, p.117).

8). Leaders should ensure a two-way communication system between them and their followers (Gardner, 1990).

9). Leaders need to open communication with the outside world (Gardner, 1990).

The endeavors of school leaders to maintain an effective communication system can play an important role in the creation of quality schools. School leaders need to be proficient in encouraging others to engage in dialogue; they need to be skillful in creating an environment in which the school staff can express their feeling and concerns.

#### **7.4.4.2 Rewards and Recognitions:**

The human psychology has the potential for both happiness and sadness. A good deed, an achievement, and an honor create happiness within the individual and motivate him/her to do more. However, a defeat, non-recognition usually lead to a sense of hopelessness and despair and prevent them from doing more. Research suggests that several intrinsic factors (such as pay and promotion) and extrinsic factors (such as pride) motivate human beings to adopt a particular course of action (Johnson, 1986). Bolman and Deal (2003) build their human resource frame on this conviction that people and organizations are dependent on each other because people need salaries and careers while organization needs ideas, energies and talent. They point out that a good fit between the individual and organizational need will yield positive results.

Because the recognition of the achievements of others is an important element in developing morals, schools need to integrate praise and celebration into their culture (McEwan, 2003). Johnson states that "A person who desires a reward that is thought to be attainable is believed to shape his or her behavior to increase the likelihood of achieving that award"

(p.56).Therefore, it is essential that school leaders be instrumental in developing a culture that both recognizes and celebrates the achievement of people. This will not only increase the teachers' self-esteem, but it will also convey a message to other staff members that hard work and sincere efforts will be acknowledged. Accordingly, people would shape their behaviors and make their best efforts to contribute to the improvement of their school.

Kouzes and Posner (1987) make an important point regarding rewards: “people repeat behavior that is rewarded, avoid behavior that is punished, and drop or forget behavior that produces neither result” (p.244). They suggest that rewards should be extended to those who fulfill the quality standards. For example, a school system could reward teachers who 1) assume a leadership position; 2) contribute to the school improvement program (McEwan, 2003); 3) make extra efforts to prepare students for external examinations; 4) enrich the existing curriculum; and 5) mobilize the communities. A country in which many perceive teaching as an unattractive profession needs to reward those who pursue teaching for extrinsic motivation through enhanced pay and public recognition. In addition, school administrators can introduce numerous other ways of rewarding outstanding teachers such as verbal and written praise, certificates, tangible gifts (Kouzes & Posner, 1987), recognition in front of the staff and community, and recommending teachers for promotions.

To become familiar with the concept of motivation and its relevance to staff performance, it is essential for school leaders to have an understanding of different motivational theories, such as Maslow's Motivational theory, Expectancy Theory and others. These motivational theories, which describes the different needs (physiological, safety, social, ego, and self-fulfillment needs) of individuals, drive people to pursue a particular course of action (Sergiovani & Starrat, 1971). Although these theories have developed in different contexts; it is assumed they cannot address

all the motivational aspects of the staff in school systems situated in different cultures. However, these theories can provide some kind of guidance to school leaders regarding the different needs of human beings and the strategies required to pacify those needs. Therefore, leaders need to be competent in exploring and understanding the human psychology. School administrators who understand their staff's needs and wants will adopt more meaningful strategies into their leadership approach. Such school leaders will be able to initiate positive changes in the school environment.

#### **7.4.4.3 Building Trust**

Effective leaders build coalitions and develop a culture of collaboration through demonstrating an ethos of trust and confidence in their colleagues. In a school system, trust plays a significant role in motivating teachers to improve their performances and attitudes. School leaders can build a trustworthy environment by involving teachers in important decision making (Kouzes & Posner, (1987), sharing information, providing feedback (Blasé & Blasé, 2004), and taking an interest in the personal and professional problems of their teachers and staff. In quoting Leiberman and Stephen, Owen (2007) asserts that trust is the foundation for building a collegial atmosphere in schools; trust is the most important component of effective communication. Three elements play an essential role in building trust: 1) consistency between words and action; 2) credibility in fulfilling promises (Owen, 2007); and 3) predictability that “refers to the degree of confidence that people have in their expectations about other person’s behavior or intentions” (Kouzes & Posner, 1987, p.97). Own and Kouzes and Posner agree that trust is founded on truth and faith. Therefore, school leaders need to be consistent in their words and actions. To secure the trust of their staff, school principals need to fulfill their promises; they need to support their staff and shield them against external pressures.

Kouzes and Posner (1987) assert that trust is the most important determinant of individuals' satisfaction within an organization. They link the element of trust with the participative decision making, noting that when leaders build a trusting relationship with their colleagues, individual ideas and expertise are received. They let them to exercise their influence in important decision making. In other words, a trusting relationship leads to democratic environment, where every voice is heard and accommodated. In a school system, school leaders often need the help and collaboration of their colleagues. Giving a free hand to teachers in dealing with those issues not only reduces the burden of the principals' responsibilities, but it also develops a sense of empowerment among the teachers which will eventually pave the way for building a trustworthy relationship between school leaders and staff members.

Gardner (1990) points out that one of the essential requirements for developing trust is that leaders should be fair and open in dealing with different issues because backdoor maneuvering could generate suspicion and erode the essence of trust. For school leaders, to avoid this situation in a school system, they need to make themselves available to the staff. They need to spend their time in the staff rooms communicating and discussing the matters pertaining to school improvement. Blasé and Blasé (2004) agree that trust is an essential part of the process for providing feedback and observation. They believe that observation and criticism need courage; such courage result from the trust between teachers and school principals. Blasé and Blasé (2004) state that "Proactive principals build strong cultures of collaboration by...developing trust and respect, listening,..giving recognition, and encouraging teacher leadership" (p. 183). An environment of trust encourages people to take risks in developing new ideas; in this way, "ordinary people do extraordinary things" (Owen, 2007, p. 151). Some of the steps Owen suggest to develop trust in a school are the following:

- \* Be open and honest; share information, and speak up.
- \* Examine your attitudes and beliefs about individuals, and treat everyone fairly.
- \* Be loyal, respect confidentiality, and criticize constructively face-to-face and, where appropriate, one-to-one.
- \* Be positive; try to always smile and greet people in the morning.
- \* Give your time and be ready to listen and advise (Owen, 2007, p. 151).

#### **7.4.4.4 Involvement with Communities and Parents:**

A review of the literature suggests that schools, whether situated in developed or developing countries, need the continuous support and involvement of parents and communities. Therefore, the development of children in school should be a process of partnership between parents/communities and schools (Owen, 2007), and in order to make this partnership meaningful, “The school leaders should make efforts to build external social capital, the schools’ connection with community” (Anderson, 2006, p. 361). In today’s world, it is not enough for school leaders only to convey the state policies to teachers, parents, and students; instead, it is the job of administrators to work with these individuals and to involve them in the school’s decision making processes (Coursen, 1981). This is especially true in developing countries where a lack of resources often impedes the process of educating children in schools. Therefore, it essential for school leaders in these nations to mobilize their communities to generate resources in order to improve different component of education within the schools.

In the context of improving schools in developing countries, Tsang and Wheeler (1991) acknowledge community participation as one of the strategies for enhancing the quality of schools. They identify two types of community support: 1) household contributions that include such provision inputs as instructional materials, teaching aids, school supplies; 2) parental

involvement that includes the interaction between parents and the school leader and between parents and school teachers regarding student learning. Similarly, Anderson (2006) believes that effective educational leaders involve the multiple stake holders: “Skillful leaders work with representatives from the community to foster shared meaning, gather resources and support, and establish productive inter-organizational relationship” (p.361). Therefore, school leaders need the skills to tape both kinds of support for the development of their schools.

The above data show the importance of school leaders understanding that the energies of parents and communities will result in school improvement programs. These leaders need to learn the skills to build trustworthy relationships, meaningful cooperation, and, most importantly, effective communication with their communities. Sergiovani (1998) links the concept of pedagogical leadership with the leaders’ capabilities of mobilizing communities in order to ensure that needs of students are well addressed. Some of the skills that are considered instrumental for school leaders to secure the support of communities include communication, listening, use of simple common sense (Coursen, 1981), political competency, and the art of compromise (Hoyle et al., 1985).

Schools not only need to maintain an effective internal communication pattern, but they also need to establish an effective system of communication with the external world (Coursen, 1981). Coursen (1981), suggests that communication between the school and the external world should not be one-way; instead, there should be two way communication. The schools not only need to tell the public about the school programs, but they also need to be aware of the public’s perception about the school. Some of the strategies that could be instrumental for school leaders to maintain and secure the support of the communities include: 1) promote public interest in the school 2) establish cooperation between home, school, and community in order to meet the

children's educational needs; and 3) provide an honest, comprehensive flow of information (Coursen, 1981). In terms of communication strategies, Coursen adds that one of the concerns of the parents is how their children perform in school. Therefore, school leaders need to contact the parents and apprise them about the achievement of their children instead of only contacting them when a disciplinary or academic problem occurs. According to McEwan (2003) one of the effective ways of communication is writing a monthly letter to parents that share strategies that parents could adopt to enhance the learning of their children.

School leaders who require community support need to know the power structure of their communities (Hoyle et al., 1985). They need to know which members of the community are influential in the affairs of the communities. Without understanding where real power and influence resides, it will be difficult for school leaders to motivate and secure the involvement of their communities (Hoyle et al., 1985). Bolman and Deal (2003), who endorse the assumptions of Hoyle et al. (1985), believe that the political skills of managers are important for organizational change because these skills help the leaders develop a network of support with people of influence and power and enable them to negotiate with both friends and foes. In this regard, Coursen (1981) suggests that school leaders have to reach and seek the support of "key communicators" in a community. He further categorizes the key communicators as: 1) those who have respect and influence in the community; and 2) those who are ordinary people but remain in frequent contact with the community. School leaders need to foster good relationships with both kinds of communicators because these individuals are channels for reaching a large number of community members. Developing schools require a holistic approach through the involvement of various stakeholders. School leaders need to understand the crucial role of parents and

communities in school development programs. They need to be equipped with those capacities through which they can mobilize and engage the communities in the affairs of the schools.

**7.5 RESEARCH QUESTION NO 4: WHAT KINDS OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES MIGHT BEST ADDRESS SECONDARY SCHOOL ADMINISTRATORS' NEEDS, AND HOW MIGHT PROFESSIONAL DEVELOPMENT BE BEST DELIVERED TO SCHOOL ADMINISTRATORS IN PAKISTAN?**

Just as the skills and commitment of leaders determine the success and failure of societies (Hope & Armstrong, 1980), so do the management practices of administrators influence the learning of both teachers and students (Hannaway, 1991). Therefore, school leaders need to act in a dynamic, positive way that mobilizes all the stakeholders involved in the process of educational change. Both the analysis of the previous three questions and the findings of this study have identified some important concepts that need to be addressed while designing leadership development programs in Pakistan. To further elaborate these concepts, the ensuing paragraphs present a discussion about the current practices associated with school leaders. The section concludes with a set of recommendations, including some of the remedial measures (areas of need) required to re-conceptualize the role of school leader. The following table provides a summary of the important concepts that this question addresses:

**Table 5. Summary of the Important Concepts**

<b>Current Practices</b>	<b>What is Needed</b>
<ul style="list-style-type: none"> <li>• Little or no pre- and in-service leadership development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Re-definition of eligibility for leadership position</li> <li>▪ Specialized training and certification</li> <li>▪ Regular pre- and in-service opportunities that focus on instructional development</li> </ul>
<ul style="list-style-type: none"> <li>• Limited monitoring and evaluation with little or no impact</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular, focused, and systematic monitoring</li> <li>▪ Meaningful and useful evaluation of personnel and programs linked to decision and action</li> </ul>
<ul style="list-style-type: none"> <li>• Limited understanding about school as a venue of change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction of school-based professional development programs</li> <li>▪ Orientation about mentoring and coaching</li> <li>▪ Identification and illumination of potential leaders within school</li> </ul>
<ul style="list-style-type: none"> <li>• Narrow perspective of leadership development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adoption of holistic approach through involvement/application of various stakeholders and measures</li> <li>▪ Involvement of higher educational institutions</li> <li>▪ Upgrading capacities of existing institutions involved in professional development</li> <li>▪ Improvement in knowledge through the introduction of leadership and management-specific curricula</li> <li>▪ Usage of information technology</li> </ul>

### **7.5.1 Professional Growth**

The current study demonstrates that those administrators exposed to some kind of capacity building had a better understanding of how to motivate stakeholders in school improvement programs than those leaders who lacked such training. Despite the fact that the private schools (PSA and PSB) and the government schools (GHSA and GHSB) shared many similarities in terms of curriculum, availability of physical and human resources, and social status of students, private school administrators had more training opportunities than their government school colleagues. Moreover, the administrators of private schools more effectively maintained the quality of education in their schools than the government school leaders did in their schools. Due to their affiliation with an International Non-Governmental Organization (INGO) that owns a local professional development center and a national higher educational institution, private schools were able to offer their administrators and educators ample opportunities to engage in programs related to the educational management and the pedagogical development of their schools. These INGO institutions had knowledgeable and experienced faculties who had the ability and skills to successfully conduct training workshops and other educational related activities. Administrators in both PSA and PSB were well acquainted with the different training approaches and diverse modes of delivery. These leaders understood the concepts of mentoring, coaching, action research, exposure visits, and clinical supervision. They demonstrated their familiarity with these concepts by using these themes to engage their staff in the capacity building of their school. In particular, the administrator of PSA encouraged his teachers to share their experiences and knowledge with other teachers, especially after they attended a particular training or workshop. Through this behavior, the administrator expressed his commitment to the

cause of professional development. As a result, his staff arranged sessions within the school and participated in staff development activities.

Because GHSA and GHSB did not incorporate professional development programs into their culture, neither the administrators nor the teachers were familiar with the different approaches and strategies of delivering professional development programs. Although the government school administrators admitted that the lack of proper training impacted their performance, they did not recognize which skills they needed in order to function in a more effective way.

In fact, most government school administrators focused more on the administrative aspects of their job than on programs for pedagogical development. On the other hand, the private school administrators had a clearer understanding of what managerial, educational, and social skills they needed; they also had better ideas about how to make these training programs cost effective. For instance, the administrator of PSA believed that any staff training should also include the headmaster: “Teachers’ training should not be exclusive, and there should also be a component for headmasters along with their teachers...in this way, both the staff and the headmaster will be partners in implementing whatever they learned through the training.” The administrator of PSA further explained that the absence of headmasters from these training sessions could prevent the headmasters from facilitating any of the changes initiated by those teachers who had attended professional development sessions.

### **7.5.2 Monitoring**

A system of checks and balances in the private sector played a significant role in the development of various aspects of education. Through administrator and staff evaluations, the

decision-makers in the private sector gained more insight into what skills educators need and how best to implement these skills. To be productive, the educational officials within the private sector had knowledge about improving the quality of education through different interventions. They also acquired the skills and the mechanisms needed to evaluate the administrators and teachers after exposing them to a particular training.

The educational official of the private sector emphasized that private school headmasters are expected to create an educational environment conducive to the simultaneous learning of both headmasters and teachers. Because of these expectations, the private school administrators frequently engaged in the training-related activities of their teachers. According to the same educational official, those headmasters [of INGO-affiliated schools] who pursued a university degree and enrolled in the management programs were more instrumental in the learning of their teachers than those headmasters who only had a Bachelor's degree. Based upon the experiences and observations of educational official, one can conclude that a higher educational degree in school management and more training related to school leadership lead to more effective school administrators who have a clearer understanding of their roles. The private school administrators, who engaged in in-school professional development initiatives and other instructional programs validate this theory.

A follow-up mechanism in the private sector monitored whether or not educators were contributing to the educational development of their school after their engagement in particular interventions. One educational official of a private school offered this explanation for the value of the follow-up mechanism:

When the organization sends individuals to attend a particular training, upon their arrival, they are asked to present a plan of action, which will be implemented in their school. It is a kind of accountability where the organization binds the individuals to implement

whatever they have learned. On the basis of his action plan, INGO will provide whatever support the individuals require.

Because training-related activities in the government sector happened more by chance than by choice, such opportunities were limited in the government schools. Furthermore, the absence of an evaluation mechanism made it difficult to identify the special needs of the administrators and teachers of GHSA and GHSB. In most of the cases, government school leaders and educators had more exposure to training that was not compatible with either their areas of expertise or with the subjects they taught. As a result, training opportunities did not substantially contribute to the educational quality of government schools. Moreover, the educational officials in the public sector lacked the expertise to evaluate their educators.

The lack of interest on the part of educators who attended government-initiated programs also caused problems. As one of the respondents of this study pointed out, educators in the government sector do not take these programs seriously: “Instead of seeking knowledge and skills, their primary motivation is to achieve financial gains.” Therefore, government school leaders and staff only minimally contributed to the educational development of their school. In addition, the government schools lacked a proper follow-up mechanism that could ensure the implementation of any knowledge or skills that educators learned through different interventions. The government sector has no systematic way to evaluate whether or not training had changed the practices of teachers and administrators. For example, after three weeks of intensive computer training, an administrator of a government school showed no progress in his computer proficiency. However, no official showed any concern that the administrator remained dependent on his computer operator, even for the typing of brief letters. Because of an absence of follow-up mechanisms, the headmaster had no motivation to try the new software and other

innovative technology. For government schools to improve in quality, they need to change their culture of indifference to one of systematic monitoring and evaluation of a specific training program, whether geared for the administrator or the staff.

### **7.5.3 School as a Venue of Change**

A review of literature suggests that Western countries recognize schools as important venues of professional development and assume that the proximity with actual working conditions provides an effective and sustained way of learning (Rodwell, 1998). This conviction has led to the development of such concepts as learning communities and action research in which numerous stakeholders adopt a collective approach for the sole purpose of education. Such types of intervention have not yet gained popularity in Pakistan, where external entities design and implement most of the professional development programs for educators. As reported earlier, one of the administrators of a government school prevented his staff from initiating in-school capacity development programs because he believed that external actors or entities, not the teachers, had this responsibility. This attitude demonstrates the administrator's inability to perceive that change could have a positive impact on the quality of education within his school. By not legitimizing the initiative of his staff, the administrator unconsciously conveyed a message that the school was not the place where teachers should be trained to carry out such innovative activities.

Administrators in government schools had little knowledge regarding their responsibilities, especially in the area of the professional development of their educators. The government educational official cited the lack of proper training opportunities as the cause of the ineffectiveness of government school headmasters. He also attributed the poor quality of

education in government schools to incompetent headmasters who were promoted on the basis of their seniority instead of their competency and expertise.

Not only do Pakistani educators have few training opportunities, but the government school administrators also receive little literature or resources relevant to their jobs. The four school administrators admitted that they devote little or no time to reading or other activities that could contribute to their personal knowledge and growth and enhance their job performance. Therefore, it is important for Pakistan to expose its school leaders to the latest trends in education. Darling-Hammond and McLaughlin (1995), who defined a school as an arena for conducting various approaches of professional development, asserted, “Capacity building policies view knowledge as constructed by and with practitioners for use in their own context, rather than as something conveyed by policy makers as a single solution for top down implementation” (p.598). To implement such capacity building policies, school leaders need to stay current with pedagogical philosophies and practices.

Once administrators grow in terms of skills and knowledge, they can then serve as a primary source of professional development opportunities; they can also initiate school-based interventions that can benefit the entire staff. Although administrators must focus on their personal professional growth, not all school leaders do this due to finances. The educators in Pakistan, recognizing that they are not well compensated, are reluctant to spend their limited resources on their personal professional development. Yet, something needs to be done so that “principals can enhance teachers’ knowledge, skills, and dispositions and other aspects of school capacity by connecting teachers to external expertise, by creating internal structures, and by establishing trusting relations with school staff” (Youngs & King, 2002, p. 647). Ultimately, the government has the responsibility to addressing this aspect of capacity building through

arranging and providing required resources that could contribute to the personal growth of administrators.

In addition to literature and other resources, the computer with its internet capabilities can help school administrators' access to the resources pertinent to the latest developments in educational leadership and management. Successful leadership development programs require the integration of the components of leadership and management as well as the inclusion of recent trends in educational management. The exposure of school leaders to new approaches of educational management could better prepare school leaders as pioneers of change. According to the educational official of a government school, "We cannot prepare effective school administrators unless we alter the books and curricula that have become obsolete; it is a waste of time to look at these old books." The existing curricula pertinent to the teaching profession in Pakistan partially address the issues of school management. In order to address the qualitative aspects of education in Pakistan, school principals need to be provided with in-depth knowledge about the various components of school management and the diverse methods of intervention.

Principals and other leaders need to see schools as the ideal venue for exploring different activities and methodologies that could contribute to the managerial and pedagogical development of their staff. School leaders need to be cognizant that they can play an important role in developing future school leaders through involving/delegating a diversity of responsibilities within their schools. McEwan (2003) insists that school leaders should have a greater role in preparing teachers as leaders. He defines an effective leader as one who works continuously with teachers in a collaborative and collegial environment and who demonstrates a willingness to share responsibilities with teachers. In addition to other benefits, another advantages of using schools as platforms for capacity development is that an opportunity will

always be available for the educators at their doorstep. A lack of resources, particularly in the government schools, prevents the educators from participating in professional development programs outside of their institutions.

#### **7.5.4 Perspectives of Leadership Development**

The growth of the individual educator and the process of change within the school require a commitment and understanding from the administrators and teachers for the development of opportunities. As the administrator of PSA pointed out, “If an administrator or a teacher is going to attend a particular training, he needs to understand the purpose of the training and what he can achieve from his participation.” For administrators to achieve this understanding, activities related to professional development not only requires more planning and evaluation, but also necessitate a link with professional goals. Furthermore, a research mechanism is essential for assessing the specific needs of school principals in terms of professional development. An empirical study could show what administrators need and which leadership strategies are effective. Therefore, this current study assumes that Pakistan’s higher educational institutions could be a partner in this kind of intervention; these institutions need to play a proactive role. While elaborating on the benefits of school-university partnership, Miller and O’Shea (cited in Darling-Hammond & McLaughlin, 1995), point out that such a school-university partnership “can create new, more powerful kinds of knowledge about teaching and schooling” (p. 599). With more research, the school officials can better understand certain pedagogical theories and, as a result, can more effectively implement positive practices into their school culture.

Educational reform is a long and laborious process that includes conducting research, devising coherent national training policies, and involving various stakeholders. Research

suggests that school leaders play a critical role in the implementation of successful restructuring programs (Newman & Wehlage, 1996). Therefore, to cover several aspects of a leadership preparation program, the process of re-conceptualization of school leaders requires a holistic approach, including recruitment procedures, qualifications, and modes of delivery. The following five steps need to be taken to re-engineer school leadership: 1) recognition of the professional development of school leaders as an integral part of the educational system; 2) allocation of a separate budget to the professional development of school administrators; 3) development of a well-designed professional development programs according to the specific needs of school leaders and their environment; 4) availability of research funding in order to explore various dimensions of school leadership; and 5) creation of leadership development programs based on the philosophy of Adult Learning (Daresh, 1997; Rodwell & Hurst, 1985).

Due to the current limited availability of leadership-related research, policy makers in Pakistan would benefit from examining the leadership development models of those developing countries that share some similarities with the socio-economic situation of Pakistan. In this way, “national and international norms could be established and applied in developing principals to manage their schools effectively and efficiently” (Mestry & Grobler, 2004). The combination of indigenous and imported models will be helpful in designing both comprehensive and generic leadership development programs.

In order to bring a qualitative change to Pakistani schools, it is imperative to alter the traditional image of school administrators. To accomplish this requires an integrated approach that could address an array of themes. The following section will explore some of these themes: the selection process of school leaders; the development of special curricula for leadership development programs; and the modes of delivering different professional development

programs, such as school-based programs, mentoring and coaching, the use of information technologies, and the involvement of higher educational institutions.

## **7.5.5 Leadership Development Strategies**

### **7.5.5.1 The Recruitment and Selection of School Leaders**

The first step toward change involves abolishing the prevailing policy that bases the selection of school principals on seniority. Instead, the qualifications of the individual, as well as a minimum of four to five years of teaching experience, could guide the selection process. Only those candidates with a university degree in educational administration and management should be considered for the post of principalship. Huber and Pashiardis (2008) support this: “It is essential to select (and develop) suitable individuals for school leadership position...the issue of who is allowed into formal educational leadership positions is indeed of fundamental importance for educational systems around the globe” (p.176). In addition, the creation of leadership preparation programs in developing countries should take into account the role the internal environment of the school plays regarding the performance of students; this awareness makes the role of school leader crucial.

Therefore, in order to ensure the success of schools, competent school managers need to be appointed; this appointment needs to be followed by a sustained professional development program that addresses both the management and leadership aspects of school heads. While emphasizing the importance of recruitment of competent school leaders, Huber and Pashiardis (2008) point out that school leaders are important change agents who have significant impact in leading schools towards learning organizations. Therefore, the selection process could take into account a wide range of approaches, such as “test instruments for attributes and traits, but also

for cognitive competences, simulation exercises and observations in real situations...references for past performance and achievement” (Huber & Pashiardis, 2008. p.196).

In a number of developing countries, school principals who work under a centralized system have still turned their schools into effective organizations. Their success stems from a comprehensive recruitment and selection process and a strong professional development procedure. Sri Lanka, one such country, follows multiple-stages of selection that encompass dimensions related to pedagogy, management, public relation skills and other factors (Perera, 2004). As a result, the school leaders in Sri Lanka play a dynamic role in school improvement program through the involvement of various stakeholders. Even in a centralized educational system as in Pakistan, school heads can still play an important role. In the context of Pakistan, research indicates several instances in which school leaders’ exposure to training and capacity-building enabled these leaders to implement changes in their schools. Therefore, school administrators need to be the focal point of educational interventions.

In order to re-invent the role of school leaders in Pakistan, then, it is essential to introduce a transparent principals’ recruitment procedure based on merit. The selection process can indicate whether the aspiring candidates have the courage, motivation, and potential to run an educational organization. The selection of suitable candidates can ultimately pave the way for developing learning communities in schools. Once appointed, officials should provide school principals with pre-service and in-service training opportunities which blend such theories and practices as peer learning, individual coaching, inter-visitation (Fullan, 2002), internship, shadowing, on-line discussions, and discussion groups (Chapman, 2005).

### **7.5.5.2 Involvement of Higher Educational Institutions**

Currently, a very small number of higher educational institutions in Pakistan offer programs in disciplines exclusively related to school governance. As a major provider of education in Pakistan, the government needs to motivate its public as well as private higher education institutions to offer program in the fields of school leadership and management. One of the strategies that could supplement the efforts of government is to involve the country's higher education institutions, both public and private, in providing management related training for school leaders. Because the faculties of higher education institutions have expertise in different dimensions of education, their engagement in this process could be both enriching and meaningful. Chapman (2005) also advocates an organized approach that involves schools, training centers, and higher educational institutions. Although universities and schools are culturally different institutions, they share interests and need each other to succeed (Goodlan, 1988, as cited in Fullan, 1991). Therefore, a mechanism is required that encourages schools and higher educational institutions to work together in building the capacities and updating the knowledge of school leaders in Pakistan.

The leadership development programs in higher educational institutions and other state-owned institutions should be designed in such a manner that they blend both theory and practice. Since there are some reservations about the effectiveness of only university based courses (Johnson, 1995); therefore, rather than being restricted to the classrooms, these programs should instead encompass the skills and knowledge related to the workplace (Chapman, 2002). In Pakistan, the Institute of Educational Development, Aga Khan University, is a pioneer in introducing a leadership development model that combines theory and practice. Its programs are largely recognized due to their excellence and application (Memon, 2000). One such program is

the Advanced Diploma in School Management [ADISM], which was developed on the basis of the need assessment of aspiring/working school principals (Memon, 2000). The ADISM consists of 400 contact hours (33 credits), 112 of which are allocated to the school-based practicum; an experienced tutor provides guidance to the candidates. Research also indicates that training becomes useful when it occurs in the actual setting because it then provides school leaders with the opportunities to learn on the job, accumulate good ideas, and witness effective practices (Fullan, 2002). The government has the responsibility of introducing these kinds of programs into the higher educational institutions of Pakistan. Also, the government can encourage the private sector to offer these programs.

Singapore applies a somewhat similar approach to its leadership development programs. The approach, called “Imaging and perceptual skills,” is a yearlong program that leads to a diploma in educational administration (Hean & Tin, 2008). Under this program, an aspiring candidate is assigned to a school administrator who acts as a mentor for eight weeks. A faculty member participates in the designing of this program and in facilitating the process of learning of the aspiring candidates. Mentors encourage aspiring candidates to engage in important tasks of headship: “Reviewing the school aims and objectives, discussing new teaching strategies with teachers...introducing alternative/new strategies to upgrade school performance” (Hean & Tin, 2008, p.73). Before receiving a mentor, aspiring candidates must pass through “competency based simulation exercises” that assumes as participants become more competent they will also become more reflective of their practice” (Low et al., 1990, as cited in Hean & Tin, 2008, p.75). Some of the simulation exercises include conflict management, problem solving, delegation, supervision, parent-principal meetings, and supervision. Rodwell and Hurst (1985) praise the advantages of simulation for principal preparation programs in developing countries, pointing

out that simulation “not only provides an experience of reality which will enable the transfer of learning, but also is the most effective method of teaching management practice to large number of students” (p.23). Because Pakistan needs to take advantage of the experiences of other developing countries, it is important to look at the compatibility of this program in the context of Pakistan. Pakistan could then devise a local version of this program according to the norms and cultures of its educational system.

Because effective programs of professional development are research-based (Stanford Educational Leadership Institute, 2005), empirical research should become a compulsory part of Pakistan’s educational system at a tertiary level. Fullan (1991) views universities as playing an important role in the production of knowledge for an effective professional development program. He identifies three specific roles universities can play in the production and dissemination of knowledge: “1) using the knowledge base to design programs; 2) conducting collaborative research and evaluation on programs with those in school systems; and 3) contributing to a growing body of knowledge through dissemination and continues exchange with the broader community of field and university professional” (p.342). In quoting Ribbins, a British researcher in the field of educational administration, Macpherson and Tofighian (2008) suggest the extensive use of historiography for the production of knowledge about school leadership. It is important to motivate the faculties of higher educational institutions to engage in empirical research pertinent to school governance with the objectives of knowledge generation. Research-based knowledge would help develop a comprehensive program of professional development for school leaders that is also suitable to the schools’ culture and environment.

Pakistan is a multicultural society of diverse ethnic groups with different cultural values, beliefs, and practices. Likewise, the country has different types of schools, ranging from

community schools to religious schools to modern schools. Research indicates that culture, history, and politics play an important role in crafting programs to improve the capacities of school leaders (Chapman, 2005). The diverse culture of Pakistan and its different school systems, then, require that school administrators understand the culture, history, and context in which they serve. This comprehension is only possible when updated knowledge is generated through empirical research. Because there is a strong relationship between culture and educational interventions, the country's higher educational institutions need to be motivated to conduct in-depth research in order to explore various dimensions of Pakistani society.

In addition to including higher educational institutions in the process of the professional enhancement of school leaders, the country's colleges of elementary education, colleges of educations, and directorates of staff development should also participate in these programs. Because these institutions exist across the country, these institutions can be utilized to update the knowledge of practicing school leaders. Currently, Pakistan has more than 100,000 school leaders at different levels of education (Khan, 2004); as a result, it will be more convenient for school administrators to attend programs in these institutions instead of moving to the cities in which the country's higher educational institutions exist. Therefore, these institutions need to be upgraded by preparing their faculties to deliver programs in school governance and leadership. All leadership development programs, including those offered in higher education institutions or through state-owned colleges of education, require that special attention be paid to the development of curricula.

### **7.5.5.3 Development of Curricula for Leadership Programs**

The curricula of leadership development programs should be designed in such a manner to help school leaders expand their understanding beyond the four walls of their schools. Because globalization has opened new possibilities in terms of the development of education (Kellner, 2008), programs should provide school leaders with an understanding of their role as local, national, and international leaders. As Harber and Davies (1997) point out, “We need to locate the management of schools within broad parameters of the international and local economy, of the local culture, and of the way that social actors make sense of these worlds” (p.5). In order to re-invent new school leaders, it is imperative that teacher and school leader preparation programs revise and update their curricula. To be effective, the new curricula should cover both the instructional and managerial roles of school leadership. The programs needs to be designed in such a manner that they can “provide core skills and knowledge that will enhance leadership, but also knowledge and skills related to specific administrative procedures... and community characteristics of the environment in which they [educators] are working” (Chapman, 2005, p.28).

Eruat (1994) believes that most of the learning of managers happens through their personal experience, but he still considers a management program or course as an important sequel of this learning process. Eruat suggests that managers should acquire six kinds of knowledge: 1) knowledge of people - the development of competencies that allows effective and positive interactions; 2) situational knowledge - the understanding of different situation through the perception of other people; 3) educational knowledge – the emphasis on in-depth knowledge about different domains of education, such as teaching methods, curriculum design, staff development; 4) conceptual knowledge - the understanding of different theories and concepts in

order to cope with different situation; 5) process knowledge – the ability to carry out different tasks, such as planning, budgeting, timetabling, conducting meaningful meetings; and 6) control knowledge - the ability of each individual to recognize, reflect upon, and be aware of his/her strength and weaknesses. Therefore, aspiring candidates need to be exposed to a wide variety of courses that address the above-mentioned themes. Such courses include ones on leadership and organization; Education Management and Information System [EMIS]; planning and curriculum management; supervision; financial and resource management; guidance and counseling; staff development and evaluation (Perera, 2004); instruction and pedagogy; organizational development (Bajrud, 2000); community relations; monitoring and evaluation; interpersonal and motivational skills; and cultural issues. Acquisition of basic knowledge about these concepts is important because it will help the school leaders facilitate the process of learning in an effective way. With an in-depth understanding of these concepts, the school leaders will be better prepared to assume a multidimensional role. In other words, the range of information that school leaders acquire helps them become more innovative in dealing with organizational issues, educational challenges, and all matters pertaining to human resources.

Because “all learning, even learning about learning, is contextual, shaped and reflected in cultural factors” (Beatty, 2008, p.139), school leaders need to be familiar with cultural processes. Therefore, Chapman (2005) asserts that the curriculum of professional development programs should not only embody the skills and knowledge pertinent to management processes, but should also include the types of expertise that are context and community specific. As a result, school leaders need to be provided with an in-depth knowledge about the importance of culture and society in education related interventions. One of the strategies that could be helpful in designing exclusive curricula for school leaders is the conducting of a need assessment of school leaders.

Because Pakistan has a centralized educational system, it would not be difficult to identify the areas of need of school principals through a survey mechanism. With every school across the country embodying a different culture, the survey mechanism will help identify the particular needs of school leaders in each unique context. On the basis of the findings of this survey, a generic program of professional development compatible to the requirement of every school leader could be developed.

Additionally, school leaders need a in-depth knowledge about such terms as mentoring, coaching, internship, shadowing, online discussions, reflection, action research, and peer pairing. Some of these activities, including mentoring, coaching, and action research, are considered in-school activities; as such, the school leaders can play a greater role in the initiation of these activities for the purpose of improving instructional practices. However, this is only possible when school leaders have knowledge of these activities and the skills to apply them. A comprehensive orientation about these terms would greatly prepare the school leaders for implementing these processes in their practical lives. The provision of knowledge and guidance about different themes, such as action learning and reflective practitioners, could also help the school leaders develop their capacities to solve their problems at school levels and support other actors in schools through a participative decision making mechanism. Thus, the possession of this knowledge will help school leaders develop leadership competencies in other people as well.

Abdalla and Onguko (2008) suggest that action research and reflective practices should be important components of professional development programs of school leaders. Both of these tools enable administrators to learn from their daily experiences. They note that “principals also need to commit to becoming lifelong learners, pointing to the importance of reflection and research skills, particularly action research skills ... action research can help principals

understand their practice better and help them deal with school issues more systematically” (p.723-724). Newton (1996) suggests that educational experts from both the developed and developing countries should work together to create research activities and other programs pertinent to knowledge generation. This would also help the indigenous researchers enhance their knowledge how to conduct empirical research and how to gain knowledge about international educational development. Therefore, a cooperative approach for the creation of knowledge will help less-developed nations. The frequency of people’s interaction with information technology has facilitated this kind of cooperation.

#### **7.5.5.4 Use of Information Technology**

The advent of technology has given new meaning to the concept of education. Not only have technological innovations opened new windows for educators, but they have also diminished many of the obstacles that have limiting access to knowledge and information. Today, the use of technology in education and learning programs has become a common phenomenon. The availability of the internet has increased the speed of the transfer of knowledge as well as the quantity, quality, and density of knowledge (Stromquist & Monkman, 2000). Therefore, technological resources need to be made available for school leaders in Pakistan. These resources will keep school leaders informed about the recent developments in their respective fields, and they will provide a forum for school leaders to share their experiences with their counterparts. The more familiarity school leaders have with the utilization of modern technologies, the better they will be able to understand instruction related activities such as communication, teaching, and learning (Abdalla & Onguko, 2008, p.722).

Although the majority of schools in Pakistan have telephone facilities, these schools also need to be provided with computers and internet capability. Information regarding

administrators' competencies with respect to computer application is scarce, but it is assumed that a vast majority of school leaders in Pakistan are not computer literate. Therefore, Pakistan would benefit from a compulsory program that insists that aspiring and practicing principals develop an in-depth knowledge about the use and application of computers and the Internet. Then, principals will have more enthusiasm about involving themselves in such technology-related activities as online discussions with their peers, online courses, and social networking. One of the networking entities is the School Heads Association for Development of Education (SHADE), in which aspiring and practicing school heads share their experiences and enhance their knowledge, particularly in the area of school management (Baber, Sarwar, & Safdar, 2005). Some of the activities that SHADE offers to the school heads are "bi-monthly full day workshops, publishing a news letter, conducting conferences, seminars and symposia as well as extending professional support to other educational institutions" (p.239). It is important that the information about the existence of such entities be made available to every practicing school leaders in Pakistan through the internet or other sources. Administrators need to be encouraged to participate in the activities of these organizations through the provision of funding, and they need to be motivated to establish such networks at the regional and provincial levels.

Chapman (2002) suggests that developing countries should design special web sites that provide information and knowledge about pedagogical processes, community relations, budgeting, evaluation, and monitoring. for their educational managers and teachers. School leaders could then update their knowledge about the latest developments in the field of leadership by accessing scholarly articles and electronic journals. In order to provide access to international scholarly literature, the Higher Education Commission of Pakistan established a digital library ([http://hec.gov.pk/ereforms/Digital\\_Libraries.html](http://hec.gov.pk/ereforms/Digital_Libraries.html)). This digital library has made

it possible for the researchers at both the public and private higher education institutions to get access to “a) over 30 databases providing access to over 20,000 full text journals from the world’s leading publishers b) accessible approximately 250 institutions [public universities, private institutions, R & D Organizations]”. The schools across Pakistan need to be connected to this net-work so that these resources would be available to all school leaders. The availability of these resources can provide an additional source of learning for practicing school leaders.

Moreover, many international development and research organizations engaged in the educational processes within the developing countries offer a plethora of online resources and publications about numerous components of education, including school management. Some of these international organizations are the International Institute of Educational Planning, the Academy for Educational Development, and the Asia Foundation. School leaders need to receive provided with information about these resources; only then can they take advantage of these resources. The availability of information technology will also enable the school leaders to share and discuss necessary information/knowledge relevant to the interest of different stakeholders working around them. Also, by using the availability of information technology and the application of different strategies, administrators will be more successful in initiating school-based programs.

#### **7.5.5.5 School Based-Programs**

One of the strategies that could be useful, especially for developing countries, is a school-based initiative to develop future school leaders. Within schools, there are numerous situations that provide learning opportunities for educators. These situations could help the educators identify their needs and adopt interventions to address those needs. Barth (1990) points out that “schools have the capacity to improve themselves, if conditions are right...what needs to be improved

about schools is their culture, the quality of interpersonal relationships and the nature and quality of the learning experience” (p.45). Therefore, in Pakistan, where a lack of resources is a main hurdle for developing a sustained program of professional development, schools need to initiate their own programs for leaders and teachers. As previously mentioned, the most important step in this regard is the development of a learning culture within the school. An environment needs to be created where the learning of different actors takes place in a collegial and trustworthy atmosphere. Barth (1990) asserts, “Yet only a school that is hospitable to adult learning can be a good place for students to learn” (p.46). Therefore, school leaders need to be instrumental in encouraging school-based professional development programs and in developing learning communities.

It is assumed that the concepts of learning communities and learning organizations, both strategies of professional development, are akin to school-based interventions. As a result, schools need to adopt a holistic approach where school leaders, teachers, and students engage in the process of knowledge generation through dialogue, reflection, action learning, and action research. The purpose of this knowledge generation is to improve the teaching and learning processes in school. These approaches involve the multiple stakeholders in the process of decision making; they enable the stockholders to develop a sense of empowerment within school communities, a factor considered important for preparing future school leaders. Randall (2001) believes that school leaders who engage teachers in action research are actually preparing them to develop leadership capacities: “Action Research is an effective tool for school improvement initiatives...administrators can facilitate leadership capacity among teachers through the support and empowerment of action research” (p.18). As earlier mentioned, the success of these kinds of

programs relies upon knowledgeable school leaders who have the ability to conduct research, reflect, and facilitate the development of learning communities within their schools.

Research indicates that school leader play a major role in creating an ideal environment of learning within their schools (Barth, 1990) because leadership in schools requires that communities work, learn, inquire, and reflect together (Sergiovani, 1998). To succeed, school leaders need to be capable of developing learning communities and carrying out tasks that are considered helpful in the generation of new knowledge. School leaders need to act as researchers who engage in accumulating and analyzing data; they need to be mentors who facilitate the learning of other educators; and they need to be developers of culture who share values and beliefs (Stewart, nd) Through the application of these behaviors; school leaders can assess the weaknesses and strengths of their staff and then identify which strategies will strengthen those weaknesses, best prepare teachers for their future roles as principal, and improve the teaching and learning environment of their schools..

As previously mentioned, the Field Based Teacher Development Program [FBTDP] introduced by the Aga Khan Education Services of Pakistan<sup>7</sup> [AKESP] has been recognized as a successful training model (Sales, 1999). In this model, a school is designated as a training center where two school heads act as master trainers. In their capacity as mentors and coaches, these master trainers work with nine untrained or undertrained teachers for a one year period. AKESP

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<sup>7</sup>AKESP is an offshoot of Aga Khan Development Network (AKDN) - an international development agency working to strengthen the capacities of social sector in developing countries. In the remote Northern Areas (NAs) of Pakistan, AKDN is engaged in several developmental projects related to education through AKESP and agriculture through the Aga Khan Rural Support Program (AKRSP).

extended this program to include aspiring female school heads in order to better address those socio-cultural and geographic factors that limit the mobility of female teachers (Sales, 1999). Not only does this model bring the training opportunity to the doorsteps of trainees, but it also lets trainees learn in actual situations. With further improvement, this model could provide an alternative approach for professional development of school administrators in Pakistan. In this regard, the leaders' familiarity with different concepts, such as mentoring, coaching, and building teacher leaders, is a prerequisite for the productivity of school-based initiatives.

#### **7.5.5.6 Building Teacher Leaders**

Nations cannot develop quality principals until they have good teachers (Fullan, 2002). One of the best strategies to develop leadership competencies is to explore leadership potentials among teachers. Research indicates some strategies to identify this potential: delegate responsibilities, engage in participative decision-making, and practice democratic norms within schools. Owen (2007) believes that every individual has the potential to become a leader, but he/she needs an ideal environment for this potential to be discovered: "To have leadership expressed throughout a school or any organization, structures need to be more democratic and less hierarchical" (p.5). The process of delegation of responsibilities to teachers and their involvement in participative decision making can prepare teachers for leadership roles; it can develop a sense of responsibility within the staff that could be instrumental for preparing future leaders. Therefore, leaders need to be cognizant of this strategy of leadership development by creating opportunities that uncover and welcome the expertise of potential candidates.

Quinn, Haggard, and Ford (2006) suggest that a leadership component should also be included in teacher preparation programs; the aspiring candidates should also receive training within the schools to assume the role of leadership. McEwan recommends the following five

approaches that principals could use to help their teacher become teacher leaders: 1) providing teachers with staff development and training opportunities; 2) mentoring and coaching 3) involving teachers in curriculum design; 4) involving teachers in school decision making; and 5) inviting teachers to participate on committees and task forces.

In order to improve schools, it is important to acknowledge the central role of teachers (Jacobson & Bezzina, 2008). Lambert (1998), who shares this view, emphasizes that teachers should take the major responsibilities for developing schools. Therefore, efforts to develop the leadership capacities of teachers at all school levels are essential. In this regard, a larger responsibility lies on the school leaders to develop a learning culture within schools that invites different stakeholder to work collaboratively, provide feedback, share information, solve problems, and learn through action. When teachers experience these kinds of practices from their leaders, they will transfer similar behaviors to their successors. In this way, a chain process of learning occurs that eventually helps the teachers acquire the competencies essential for leadership. As mentioned in the previous section, school leaders need to be competent in demonstrating interpersonal, motivational, and communication skills in order to develop this kind of culture.

As Lan (2006) points out, in order to implement change, the emphasis should be on the transforming the person. Both principals and teachers require an understanding of themselves, their students, and the educational processes. To prepare for the role of leadership, Daresh (1997) suggests that teachers develop reflective practices for what they do, why they do it, and how to do it (p.4). This data would later help teachers make rational decisions about current and future issues. Organizations cannot develop by the sole actions of leaders (Fullan, 2002); instead, a top-down-bottom-up approach is required (Randall, 2001). Therefore, for sustainable improvement

and the preparation of future leaders, both in terms of the development of reflective practices and the implementation of meaningful mentor and mentee relationship, it is imperative that school leaders and teachers work together.

#### **7.5.5.7 Mentoring and Coaching**

A well-designed mentoring and coaching program could also be one of the strategies for the professional development of practicing and novice school leaders in Pakistan. Research indicates that programs like mentoring have not been a part of the educational interventions in developing countries (Erasmus & Westhuizen, 1996). Therefore, efforts should be made to integrate these kinds of programs into the learning processes of educators. Although these programs are designed in a different context, their applicability and compatibility should be evaluated in other contexts, such as Pakistan. In order to assess the impact of these programs [mentoring, coaching, and others] on the professional development of school leaders in Pakistan, a trial period of the application of these programs, followed by extensive research into each program's applicability, outcome, advantages, and disadvantages, is needed. Specifically, it is vital to evaluate the cost-effectiveness of these programs because a lack of resources is one of the obstacles that deters Pakistan from delivering professional development programs to its educators.

It is assumed that Pakistan has hundreds of capable school administrators to serve as mentors and coaches, but these leaders require preparation and orientation program so they can effectively perform as mentors and coaches. Lumby and Foskett (2008) establish that in cultures, such as Pakistan, where hierarchies are acceptable phenomena, it is easy to adopt this kind of learning model, but they are also cautious about the sensitivity to negative feedback in those cultures. Therefore, it is essential that educators who assume the role of mentors and coaches be cognizant about strategies and limitations of this learning model. Erasmus and Westhuizen

(1996) mention that the nature of the relationship between mentors and mentees must be risk-free, allowing both parties to feel comfortable to share their problems and express their feelings regarding their professional roles. They add that in order to recognize and develop the skills and talents of mentees, the mentors need to assume the following responsibilities: “1) Advising: Respond to the protégé’s needs concerning acquisition of new insights, skills, and information; 2). Communicating: Ensure that communication channels are always open; 3). Consulting: The mentor must give emotional support throughout; 4). Guiding: The mentor must orient the protégé’ to the norms and values of school community; 5). Providing a role model: The mentor must serve as a role model by consistently demonstrating expertise and professionalism; 6). Protecting: When necessary, the mentor must serve as a buffer between the beginner and other people in the school who could have an adverse influence on the protégé’s achievements; and 7). Developing skills: The mentor must be attuned to supporting the beginner in the acquisition of the required skills” (p.200). Based upon this discussion, a conclusion is drawn that for an effective execution of these programs, the mentors should have good communication and social skills. For the success of mentoring and coaching programs, Barnet and O’Mahony (2008) stress that the partners must develop a strong relationship based on trust and mutual respect.

Like mentoring, coaching is also considered one of the recommended methods for the professional development of school leaders. Research indicates that schools resemble small organizations, in which people demonstrate similar behaviors and attitudes, but have different aims [citation]. Therefore, one of the strategies to provide coaching to school leaders is to identify the potential coaches from other sectors such as businesses and non-governmental organizations. This type of intervention has proven successful in Malaysia, where experienced

leaders from other sectors are invited as coaches to share their experiences with the new and practicing school leaders (Bajnud, 2000).

Mentoring and coaching programs, therefore, offer many benefits. Aspiring candidates learn in a real-life situation where they confront new challenges every day and find the solutions with the help of their coaches or mentors. Another benefit of mentoring and coaching is that an informal relationship develops between the learners and their coaches/mentors that allows for the sharing of experiences, strengths, and weaknesses in an open and informal environment. Therefore, leadership development programs in Pakistan should incorporate both mentoring and coaching programs. The potential mentors and coaches need the skills and competencies to effectively provide these services to novice and practicing school leaders.

#### **7.5.5.8 Monitoring and Evaluation**

A consensus existed among the teachers, head teachers, and educational officials of both the private and government sectors that the lack of accountability, monitoring, and evaluation makes the public educational system less effective and less productive than the private educational system. Without the introduction of a robust accountability measure, developing countries, including Pakistan, cannot raise the quality of their educational system (ANSA, 2003). Therefore, it might be helpful to introduce a formative monitoring and evaluation tool into the school system, with the core objective of not only improving the academic processes of students but also enriching the performance of teachers and administrators. To explain the differences between the formative and summative evaluation, Middlewood (2010) states the following: “formative evaluation serves as a tool for future development, while summative evaluation is mainly a tool for accountability” (p.143). Since the summative evaluation is a common practice in the educational landscape of Pakistan, educational officials, administrators, and teachers seem

to have little understanding about the benefits and advantages of formative evaluation. As a result, specialized training in the formative evaluation techniques might enable educators and educational officials to determine the strengths and areas of need of principals and teachers and to gauge the learning of the students. A timely and better understanding of the areas of need of educators could help policy makers initiate adequate professional development programs suitable to the particular requirements of the different actors.

In the educational setup, the tools of monitoring and evaluation serve three purposes: 1) To formally regulate desired levels of quality of educational outcomes and processes; 2) To hold educational service providers accountable; and 3) To support ongoing improvements in education (Scheerens, Glas, & Thomas, 2003). Therefore, after educators and administrators receive a particular training, they need to have constant and systematic monitoring. This monitoring will determine whether or not a particular training or intervention has brought a significant change in educational improvement or whether or not a particular intervention has altered the practices of educators in a positive manner. Monitors need to hold those educators and administrators who fail to achieve the desired results accountable by asking them why they did not succeed and what prevented them from enjoying success. The failure to introduce a follow-up strategy would mean the loss of resources without any tangible outcomes.

In the Western countries, communities and parents join the government in playing an important and robust role in the accountability process of educators and administrators (Bush, 2008), but Pakistan seems to lack such vibrant participation. Pakistan needs to recognize the role of communities and parents in order to improve the quality of education in Pakistani schools. Currently, the PTAs and SMCs play only a symbolic role; these organizations need to become vital parts of the school system. In the future, PTAs and SMCs need to devote their energies into

checking teacher absenteeism, generating the resources for schools, and initiating other activities pertinent to quality improvement.

### **7.5.6 Summary**

In the absence of a proper training program, the administrators in the government schools were not mindful about the concepts of vision development, participative decision-making, and conflict resolution; they lacked clarity about their educational and managerial responsibilities. Instead, these school leaders tended to focus on an array of unproductive administrative tasks that limited their engagement in the above-mentioned concepts. However, the administrators in Private School A and Private School B were more successful at identifying objectives, maintaining democratic norms, and drawing a clear line between their administrative and educational responsibilities than their counterparts in Government School A and Government School B. The administrator of PSA excelled at incorporating these essential measures into the culture of his school. Although the headmaster of PSB made considerable efforts to improve his school, he tended to over-engage in administrative tasks. Similarly, the government school headmasters were less capable of understanding their role beyond the parameter of their administrative functions. Unlike the proactive role of educational officials in the private sector, the role of the government educational officials in the instructional development was not significant.

The administrators in the private schools had a good understanding of the different aspects of their educational responsibilities, such as visiting classes, arranging professional development sessions, and providing feedback. Because the principal of PSA continuously engaged in these activities, he enhanced the learning of both his teachers and students. The

headmaster of PSB, however, rarely used class visits and feedback to enrich the quality of teacher and student education; still, he made a noticeable contribution to maintain a certain standard of education in his school. Unlike the leaders of PSA and PSB, the administrators of the government schools, despite decades of teaching experience, were naïve about classroom activities, such as classroom visits, observations, and other related activities. They insisted that the process of educating children was the sole responsibility of the teachers.

The administrators of PSB and the government schools lacked motivational skills. For example, they made no effort to recognize the achievements of their staff. As a result, their teachers rarely implemented change. On the other hand, the principal of PSA used his awareness of the importance of awards and recognitions to inspire his teachers to play active roles in the school culture. Furthermore, the private schools, especially PSA, created an open communication channel that encouraged teachers to demonstrate confidence in their leaders. The government schools, however, exuded an atmosphere of distrust due to the communication gap between the headmasters and teachers. While the headmaster of PSB succeeded in creating a viable school-community relationship, the administrators of the government schools were not instrumental in mobilizing the communities or parents, despite the presence of SMCs. Although the community and parents did not actively engage in the decision-making process of PSA, the school leader of PSA continued to engage parents in the educational processes of their children.

In order to address this discrepancy in effective leadership, this study has suggested a holistic approach that involves numerous strategies of professional development. School leaders in Pakistan need to be exposed to specialized training that addresses all the aspects of school management, with special emphasis on the instructional development of the school through creating academic goals, visiting classes, providing feedback to teachers, arranging in-school

capacity development programs, enriching curriculum, acknowledging the achievements of staff, and securing the active participation of communities and parents. It is suggested that school leaders should receive training in mentoring, coaching, action research, and other approaches of professional development; with such training, in addition to in-school interventions, educational leaders will be better able to prepare future generations of school administrators.

## **8.0 CONCLUSIONS, IMPLICATIONS, AND FUTURE RESEARCH**

### **8.1 CONCLUSION**

I do not claim that this study covers every aspect of leadership preparation programs or that it depicts the leadership practices of all administrators throughout Pakistan, but I do believe that I have made an attempt to provide a broader perspective about the need and the importance of capacity development, whether the school leaders are situated in the public or private sector of Pakistan. This empirical study suggests a preliminary framework for developing a leadership development program in Pakistan with the following caveat: further research is required in order to gain a deeper understanding about the phenomenon of leadership development. It is established that an effective school leader is not only a source of inspiration, but also a source of guidance and motivation for teachers; the abilities of the leader to encourage his staff ultimately leads to the improvement of the school and the success of the students. Therefore, to enrich education in Pakistan requires a strong school leadership that develops a school culture based on democratic values, mutual trust, and common goals. School administrators need to be experts in several dimensions of pedagogies, whether those pedagogies lead to more innovative teaching techniques or programs for the professional development of teachers. Administrators who work in a highly centralized educational system like the one in Pakistan need to learn how the school curricula can be enriched through the integration of supplemental material, group work, practice-

oriented assignments, field visits, and projects. Also, the school leaders should be instrumental in developing a meaningful partnership with such external stakeholders as parents and communities. They need to inculcate a strong sense of responsibility among these stakeholders for the sake of the education of their children as well as for the generation of additional resources for schools. Therefore, school leaders with a greater availability to proper training in organization and in the decision-making processes will be better able to initiate changes in their schools.

Because the problems and challenges facing school leaders are multifaceted and multivariate, it is essential to discard the isolated role of school leaders. The traditional role of all the stakeholders, including the school administrators and educational officials, needs to be reviewed and redefined. This might lead to an educational culture in which the school leaders and district level administrations could become more instruction-oriented as evident in the private sector. As partners, the administrators and educational officials could better address the development of various components of education in a sustained manner. In this way, first-hand information about the challenges/problems school leaders face regarding different educational matters would also be available to the higher levels of the educational hierarchies.

Research suggests that school governance has a profound impact on the quality of education, whether the schools are located in developed or developing countries. This study substantiates this finding. Despite numerous commonalities, the schools in the sample had discernable differences in the quality of education, which clearly reflect the quality and standard of management practiced by the school leaders of these institutions. The administrators in the government schools faced a lengthy process of learning in order to understand the diverse dimensions of their jobs. On the other hand, the training and other enrichment opportunities

available to private school leaders led them to understand different aspects of their responsibilities much earlier. As a result, the administrators in the private schools endeavored to create educational change from the very beginning of their careers.

Therefore, as a major provider of education in Pakistan, the government must address the development of educational management in order to have a more productive impact on the delivery and quality of education. In this regard, training and professional development activities are crucial to ensure quality educational practices. The government first needs to re-invent the roles of school leadership and then strengthen that leadership through a comprehensive process of professional development. A clear definition of leadership and management would enable the school leaders to better understand their roles as leaders and managers. The applicability of different professional development programs, such as mentoring and coaching, in the context of Pakistan should be tested through a research mechanism with the involvement of the country's higher educational institutions. Likewise, the government should motivate the country's higher educational institutions to offer innovative programs of school management that combine both theory and practice.

An educational culture based on strong values of accountability needs to be introduced in Pakistan. As a driving force, the concept of accountability could help the school administrators and teachers make their attitudes and behaviors more compatible to the vision and mission of their schools. As noticed, the concept of accountability was more evident in the private schools than in the government schools; this led the private school administrators and teachers to embrace their responsibilities in a more serious manner. Without establishing a robust culture of accountability, any efforts to improve the quality of education, particularly in the public sector, would be counterproductive; further delay in this direction would have disastrous results not only

for the quality of education but also for the overall development within Pakistan. Because the country's educational philosophy stems from Islamic ideology and Islamic teachings are very much clear about *Rizq-e-halal* (an Arabic word for lawful earning), it is especially important that the country initiate a system of checks and balances in the educational system.

## 8.2 IMPLICATIONS

At the macro level, one of the objectives of writing this paper was to develop “a highly readable narrative that can be used by decision-makers and information users” (Patton, 1980. p.305). Therefore, the findings, analyses, and recommendations of this study could serve as a guideline for policy makers to develop an educational culture that recognizes the central and influential role of school leaders in Pakistan. Policy makers could use the data from this study to devise a professional development program for school administrators that encompasses several themes related to both leadership and management. While developing an educational culture hospitable to the central role of school leaders, the policy makers need to be mindful that today's students require an education that prepares them for a larger world beyond their national boundaries. In order to achieve this objective, school leaders need to be equipped with specialized skills that enable them to instill a sense of democracy, responsibility, efficacy, and modernity into the students and those stakeholders involved in the education process.

The paucity of literature about the roles of school administrators and the professional development needs of these administrators in the context of Pakistan resulted in this empirical research and its attempt to address some otherwise overlooked issues. Although this study is an initial effort to explore the professional development needs of secondary school administrators in

Pakistan, this document could help researchers further explore this area. This paper identifies various leadership development strategies; it also considers the lack of resources that the government in Pakistan cites as the reason for the government's inability to invest in the training of educators. It is hoped that policy makers will incorporate these strategies into development programs for school leaders in Pakistan because these strategies take into account the scarcity of resources. In writing this paper, I kept the language simple and understandable so that candidates about to embark upon a career in education as teachers or school leaders would be able to grasp the episodes, analyses, and recommendations.

At the micro level, my involvement in this research endeavor was very enriching. When I launched this research, my knowledge about the various educational dimensions of Pakistan in general and the roles of school administrators in particular was either limited to my personal experience or to the literature I encountered during my PhD program. My access to the sample schools and interactions with the administrators and educators not only provided me with the opportunity to gain an in-depth knowledge about the roles of the Pakistani school leaders, but it also led me to explore those dimensions that could improve the qualitative aspects of education in Pakistan. Both this study and the current crisis situation within Pakistan renewed and strengthened my belief that, as a researcher and as an educator, I have the responsibility of improving the educational system in Pakistan so that all individuals involved will benefit. Based upon my study, the delivery of a quality education depends more on commitment than on the availability of resources. This commitment can be nurtured by exposing administrators to well-designed capacity-building interventions. Finally, my exposure to qualitative research methods and such tools as interviews, document reviews, and observations has enabled me to understand diverse strategies and approaches of research; I could not have achieved this level of competency

without participating in such kinds of interventions. I am hopeful that my future research will be even more productive than my current study.

### **8.3 FUTURE RESEARCH**

Certain limitations prevented me from exploring numerous issues that could further illuminate the topic in hand. In addition to identifying the professional development needs of administrators, it is also important to examine the theories of adult learning. In this regard, Daresh (1997) pointed out that when individuals embark on the position of school leadership, they begin to interact with teachers, other staff, parents, and communities. Because principals need different strategies to cope with these adults, they require training in “the art and science of working with adults” (Daresh, 1997, p.5). Therefore, my future research endeavors will focus more on delivering the professional development programs in a manner compatible with the learning needs of adults as well as the indigenous culture.

The study established that the headmasters in government schools lacked the support of their educational administrators, especially in the context of instructional development. Further research will enable me to expand the findings of the current study by investigating those factors that prevent educational administrators from an involvement in instruction-related activities. I would focus my research on how the government educational officials might be better prepared for fulfilling their responsibilities and investing their energies for the educational development of those schools that fall under their jurisdiction.

## APPENDIX A

### LETTER TO THE DIRECTOR OF EDUCATION [GOVERNMENT]

Director of Education,  
Northern Areas Gilgit, Pakistan

Subject: **Request for Permission to Conduct a Research Study in Two Government Schools.**

Dear Sir,

I am a doctoral student currently attending a PhD program in ‘Social and Comparative Analysis in Education’ at the University of Pittsburgh, Pennsylvania, U.S.A. **I am writing to seek your approval in order to conduct a research study in two government schools.** After the completion of my course work, I have started the final dissertation process. Before coming to the United States, I had been working as Assistant Controller of Examination at the Karakorum International University (KIU). I was involved in the making of question papers, assessment/evaluation of papers, and the compilation of the results of the exams for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC). In order to effectively carry out my official assignments, I visited several secondary schools across the Northern Areas and had discussions with principals and school teachers for the improvement of education standards. As a result of those discussions and my personal experience, several areas of need for those involved in education came to my notice. Among them the professional development of school principals and teachers was the most pressing.

When I was offered the opportunity to participate in this PhD program, I focused my study on the critical role of school leadership in school improvement programs. Through this PhD program, I have been exposed to several courses and literature of school leadership. I critically analyzed the role of school leadership in the Western world and developing countries like Pakistan. As a result, I realized that school principals in the developed world play a significant role in the achievement of students and learning [capacity building] of their teachers, whereas the school leaders in developing countries like Pakistan do not play an instrumental role due to their own limited skills and capacities. An effective and efficient utilization of the available resources to improve students’ performance requires that the capacities of school leaders be strengthened and expanded. Therefore, in order to face the challenges of the 21st

century, an integrated professional development initiative for school leaders in Pakistan is needed to foster professional communities in schools and enhance student learning, knowledge, and performance.

With this aim in mind, I have designed this case study. The research I am conducting will study the needs of Pakistani school leaders and suggest a comprehensive program of interventions to develop a learning plan for school leaders according to the social context and the personal interests of school leaders. A total of four schools have been selected for this study: two government and two private schools, all of them geographically available to me. The two government schools that I have selected for this study are:

Government High School A, Gilgit.

Government High School B, Gilgit.

Through this research, I will study the roles, perceptions, and specific needs of school leaders. Some of the research tools that I will apply are interviews [of school heads, teachers, and education officials], observation, document review, and class visits. The findings of this study will be shared with the Department of Education. This study will be conducted from September 1<sup>st</sup> to December 15<sup>th</sup> 2009. I will consult with the respective school principals in order to determine the best times to visit (to avoid interruption of normal school business).

**In view of the above, I am soliciting your approval to conduct this study in the schools identified above.** If you need further clarification about this study, please feel free to contact me at my email address. I can also provide the contact address of my advisor at the University of Pittsburgh for clarification. Both the addresses are provided below for your convenience.

With regards

Asif Khan

School of Education, University of Pittsburgh

[asifbaseen@hotmail.com](mailto:asifbaseen@hotmail.com)

Advisor: Dr. Cynthia A Tananis

School of Education, University of Pittsburgh

4316 Wesley W. Posvar Hall, Pittsburgh, PA 15260

Ph: 412-648-7171; Email: [tananis@pitt.edu](mailto:tananis@pitt.edu)

## APPENDIX B

### LETTER TO THE GENERAL MANAGER, [PRIVATE]

General Manager  
Northern Areas Gilgit, Pakistan

Subject: **Request for Permission to Conduct a Research Study in Two Private Schools.**

Dear Sir,

I am a doctoral student currently attending a PhD program in ‘Social and Comparative Analysis in Education’ at the University of Pittsburgh, Pennsylvania, U.S.A. **I am writing to seek your approval in order to conduct a research study in two private schools.** After the completion of my course work, I have started the final dissertation process. Before coming to the United States, I had been working as Assistant Controller of Examination at the Karakorum International University (KIU). I was involved in the making of question papers, assessment/evaluation of papers, and the compilation of the results of the exams for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC). In order to effectively carry out my official assignments, I visited several secondary schools across the Northern Areas and had discussions with principals and school teachers for the improvement of education standards. As a result of those discussions and my personal experience, several areas of need for those involved in education came to my notice. Among them the professional development of school principals and teachers was the most pressing.

When I was offered the opportunity to participate in this PhD program, I focused my study on the critical role of school leadership in school improvement programs. Through this PhD program, I have been exposed to several courses and literature of school leadership. I critically analyzed the role of school leadership in the Western world and developing countries like Pakistan. As a result, I realized that school principals in the developed world play a significant role in the achievement of students and learning [capacity building] of their teachers, whereas the school leaders in developing countries like Pakistan do not play an instrumental role due to their own limited skills and capacities. An effective and efficient utilization of the available resources to improve students’ performance requires that the capacities of school leaders be strengthened and expanded. Therefore, in order to face the challenges of the 21st

century, an integrated professional development initiative for school leaders in Pakistan is needed to foster professional communities in schools and enhance student learning, knowledge, and performance.

With this aim in mind, I have designed this case study. The research I am conducting will study the needs of Pakistani school leaders and suggest a comprehensive program of interventions to develop a learning plan for school leaders according to the social context and the personal interests of school leaders. A total of four schools have been selected for this study: two government and two private schools, all of them geographically available to me. The two schools that I have selected for this study are:

Private Secondary School A, Gilgit.

Private Secondary School B, Gilgit.

Through this research, I will study the roles, perceptions, and specific needs of school leaders. Some of the research tools that I will apply are interviews [of school heads, teachers, and officials], observation, document review, and class visits. The findings of this study will be shared with this organization. This study will be conducted from September 1<sup>st</sup> to December 15<sup>th</sup> 2009. I will consult with the respective school principals in order to determine the best times to visit (to avoid interruption of normal school business).

**In view of the above, I am soliciting your approval to conduct this study in the schools identified above.** If you need further clarification about this study, please feel free to contact me at my email address. I can also provide the contact address of my advisor at the University of Pittsburgh for clarification. Both the addresses are provided below for your convenience.

With regards

Asif Khan

School of Education, University of Pittsburgh

[asifbaseen@hotmail.com](mailto:asifbaseen@hotmail.com)

Advisor: Dr. Cynthia A Tananis

School of Education, University of Pittsburgh

4316 Wesley W. Posvar Hall, Pittsburgh, PA 15260

Ph: 412-648-7171; Email: [tananis@pitt.edu](mailto:tananis@pitt.edu)

## APPENDIX C

### INVITATION LETTER TO EDUCATION OFFICIAL

Dear Sir,

I am a doctoral student currently attending a PhD program in ‘Social and Comparative Analysis in Education’ at the University of Pittsburgh, Pennsylvania, U.S.A. **I am writing to invite you to participate in a research study pertaining to the professional development of secondary school principals in Pakistan.** Research suggests that an effective and efficient utilization of the available resources to improve students’ performance requires that the capacities of school leaders be strengthened and expanded. Your participation in this study will help me to look at the role of principals from different perspectives.

The study is designed to analyze the current role of school leadership both in private and public schools and identify necessary skills and competencies to strengthen the roles of school leadership in Pakistan. This study includes how the role of school leader is different in public and private schools of Pakistan because there are wide differences in the practices, cultures, and the contexts of public and private educational systems, which, in turn, shape the roles and perceptions of school leaders in a very different manner.

Some of the research methods that I will use for this study are interviews of educational officials, school heads, and teachers, observation of principals as school leader, and a review of documents. I will conduct a 45-60 minute interview with you that will be recorded. The interview will contain open ended questions. To get clarifications about certain points follow up interviews and meetings will also be held. In order to avoid interruption of your normal official business, we will set a schedule for interview. This interview will be held either in your office or any other place of your choice. Your name and designation will remain anonymous and a fictitious name will be assigned in research documents. Your participation in this study is voluntarily and you can withdraw from this study at any time. There are no notable risks associated with this study, and there is possible benefit in learning more about school leaders and professional development needs.

Attached is an informed consent form showing your willingness to participate in this study. I look forward to receiving a positive response and thank you in advance. If you need further clarification about this study please feel free to contact me on the address provided

below. This study is conducted under the supervision of Dr. Cynthia A. Tananis, my academic advisor. Her email is also provided for questions and clarification.

Sincerely

Asif Khan

[asifbaseen@hotmail.com](mailto:asifbaseen@hotmail.com)-Ph 92-05811-52535,

Advisor: Dr. Cynthia A. Tananis  
School of Education,  
University of Pittsburgh,  
4316 Wesley W. Posvar Hall,  
Pittsburgh, PA 15260,  
Ph: 412-648-7171;  
Email: [tananis@pitt.edu](mailto:tananis@pitt.edu)

## APPENDIX D

### INVITATION LETTER TO SCHOOL ADMINISTRATORS

Dear Sir,

I am a doctoral student currently attending a PhD program in Social and Comparative Analysis in Education at the University of Pittsburgh, Pennsylvania, U.S.A. **I am writing to invite you to participate in a research study pertaining to the professional development of secondary school principals in Pakistan.** Research suggests that an effective and efficient utilization of the available resources to improve students' performance requires that the capacities of school leaders be strengthened and expanded.

The study is designed to analyze the current role of school leadership both in private and public schools and identify necessary skills and competencies to strengthen the roles of school leadership in Pakistan. As a primary beneficiary, your participation in this research will greatly contribute to the findings of this study. This study includes how the role of school leader is different in public and private schools of Pakistan because there are wide differences in the practices, cultures, and the contexts of public and private educational systems, which, in turn, shape the roles and perceptions of school leaders in a very different manner.

Some of the research methods that I will use for this study are interviews of school heads and teachers, observation of your role as school leaders, class room visits, and review of documents. I will conduct a 45-60 minute interview with you that will be recorded to allow me to create accurate transcripts. The interview will contain open ended questions. To get clarifications about certain points follow up interviews and meetings will also be held. In order to avoid interruption of normal school business, we will set a schedule for the above mentioned activities. All of the above mentioned activities will be held in your school. Your name and name of your school will remain anonymous and a fictitious name will be assigned in research documents.

Your participation in this study is voluntary and you can withdraw from this study at any time. Attached is a consent form showing your willingness to participate in this study. There are no notable risks associated with this study, and there is possible benefit in learning more about school leaders and professional development needs.

I look forward to receiving a positive response and thank you in advance. If you need further clarification about this study please feel free to contact me at the address provided below.

This study is conducted under the supervision of Dr. Cynthia. A. Tananis, my academic advisor. Her email is also provided for questions and clarification.

Sincerely

Asif Khan

[asifbaseen@hotmail.com](mailto:asifbaseen@hotmail.com). Ph 92-05811-52535

Advisor: Dr. Cynthia A. Tananis

School of Education, University of Pittsburgh, 4316 Wesley W. Posvar Hall, Pittsburgh,  
PA 15260, Ph: 412-648-7171; Email: [tananis@pitt.edu](mailto:tananis@pitt.edu)

## APPENDIX E

### INVITATION LETTER TO SCHOOL TEACHER

Dear Sir,

I am a doctoral student currently attending a PhD program in ‘Social and Comparative Analysis in Education’ at the University of Pittsburgh, Pennsylvania, U.S.A. **I am writing to invite you to participate in a research study pertaining to the professional development of secondary school principals in Pakistan.** Research suggests that an effective and efficient utilization of the available resources to improve students’ performance requires that the capacities of school leaders be strengthened and expanded. It is expected that a skilled school leaders not only make efforts to improve the learning of students, but also the capacities of teachers. Your participation in this study will help us to look at the role of principals from different perspectives.

The study is designed to analyze the current role of school leadership both in private and public schools and identify necessary skills and competencies to strengthen the roles of school leadership in Pakistan. This study includes how the role of school leader is different in public and private schools of Pakistan because there are wide differences in the practices, cultures, and the contexts of public and private educational systems, which, in turn, shape the roles and perceptions of school leaders in a very different manner.

Some of the research methods that I will use for this study are interviews of school heads and teachers, shadowing the principal as they interact with teachers, observation of your role as school teacher, class room visits, and a review of documents. I will conduct a 45-60 minute interview with you that will be recorded. To get clarifications about certain points follow up interviews and meetings will also be held. The interview will contains open ended questions. In order to avoid interruption of normal school business, we will set a schedule for the above mentioned activities with the consultation of your principal. All of the above mentioned activities will be held in your school. Your name and name of your school will remain anonymous and a fictitious name will be assigned in research documents. There are no notable risks associated with this study, and there is possible benefit in learning more about school leaders and professional development needs.

Your participation in this study is voluntary and you can withdraw from this study at any time. Attached is an informed consent form showing your willingness to participate in this

study? I look forward to receive a positive response and thanks in advance. If you need further clarification about this study please feel free to contact me on the address provided below. This study is conducted under the supervision of Dr. Cynthia. A. Tananis, my academic advisor. Her email is also provided for questions and clarification.

Sincerely

Asif Khan

asifbaseen@hotmail.com-Ph 92-05811-52535.

**Advisor:** Dr. Cynthia A. Tananis,

School of Education, University of Pittsburgh,4316 Wesley W. Posvar Hall, Pittsburgh,  
PA 15260,Ph: 412-648-7171; Email: tananis@pitt.edu

## APPENDIX F

### CONSENT TO ACT AS A SUBJECT IN A RESEARCH STUDY

**Title** A Case Study Exploring Perceived Professional Development Needs Of Secondary School Administrators in Pakistan

**Principal Investigator** Asif Khan, 5600 5<sup>th</sup> Ave D-107 Pittsburgh, PA  
Phone: 412.661.6350; e-mail: [ask30@pitt.edu](mailto:ask30@pitt.edu)

**Faculty Mentor** Dr. Cynthia A Tananis, School of Education, University of Pittsburgh  
Wesley W. Posvar Hall Pittsburgh, PA 15260 412 648 7171 [tananis@pitt.edu](mailto:tananis@pitt.edu)

#### Source of support

NA

#### Why is this study being done?

1) To identify skills and competencies for secondary school leaders in Pakistan 2) To identify methods of delivering these skills to improve practices in schools. 3) To look at the roles of school principals located in public and private sectors.

#### Who is being asked to take part in this study?

Four school principals, eight school teachers, and two officials of education department are part of this study.

**What are the procedures of this study?**

Qualitative methods such as interviews, observations, and document review are some of the tools in order to collect data for this research.

**What are the possible risks and discomforts of this study?**

There is no risk involved in this study because no school or individual names reported or attributed to specific comments or suggestions. As a result of de-identification, as indicated above, risk to the individuals is minimized. Further, findings from this study will only assist the government to be better informed about the specific areas of professional development needs of school principals. They are already aware of deficiencies in the preparation and support of principals. Therefore, risk, based on what principals report as a part of this study, is minimal.

**Will I benefit from taking part in this study?**

You will receive no direct benefit from participating in this study.

**Are there any costs to me if I participate in this study?**

There are no costs to you for participating in this study.

**How much will I be paid if I complete this study?**

You will not be paid because your participation in this study is voluntarily.

**Will anyone know that I am taking part in this study?**

All records pertaining to your involvement in this study are kept strictly confidential (private) and any data that includes your identity will be stored in locked files and will be kept for a minimum of five years. Your identity will not be revealed in any description or publications of this research.

**Is my participation in this study voluntary?**

Yes! Your participation in this study is completely voluntary. You may refuse to take part in it, or you may stop participating at any time, even after signing this form.

**How can I get more information about this study?**

If you have any further questions about this research study, you may contact the PI listed at the beginning of this consent form. If you have any questions about your rights as a research subject, please contact the Human Subjects Protection Advocate at the University of Pittsburgh IRB Office, 1.866.212.2668.

**SUBJECT’S CERTIFICATION**

- I have read the consent form for this study and any questions I had, including explanation of all terminology, have been answered to my satisfaction. A copy of this consent form will be provided to me.
- I understand that I am encouraged to ask questions about any aspect of this research study during the course of this study, and that those questions will be answered by the researchers listed on the first page of this form.
- I understand that my participation in this study is voluntary and that I am free to refuse to participate or to withdraw my consent and discontinue my participation in this study at any time without affecting my future relationship with this institution.
- I agree to participate in this study.

\_\_\_\_\_

\_\_\_\_\_

Subject’s Signature

Date

**CERTIFICATION OF INFORMED CONSENT**

I certify that I have explained the nature and purpose of this research study to the above-named individual, and I have discussed the potential benefits and possible risks of study participation. Any questions the individual has about this study have been answered, and we will always be available to address future questions as they arise.

\_\_\_\_\_

\_\_\_\_\_

Printed Name of Person Obtaining Consent

Role in Research Study

\_\_\_\_\_

\_\_\_\_\_

Signature of Person Obtaining Consent

Date



## **APPENDIX G**

### **INTERVIEW PROTOCOL SCHOOL ADMINISTRATOR**

#### **Management Skills**

1. What are your major job responsibilities related to school management?
2. How do you make important decisions regarding different matters pertaining to school management?
3. Do you have a vision statement for your school?
4. How do you approach problems? Do you involve other staff in solving problems related to management? (Gaizel, 2003. P.479)
5. What does the job manual indicate about your management responsibilities?
6. How do you use assessment data or annual results of students for making important decisions regarding improvement in teaching methods and professional development of teachers?
7. What are the major challenges and constraints that you experience related to school management?

#### **Educational Skills**

8. How would you describe your instructional leadership role?
9. How do you distribute your time between your management and instructional responsibilities?
10. How do you influence the teaching staff regarding their teaching methods?
11. How would you describe the learning climate of your school? (Beghetto & Geller, 2008)
12. How are you involved in the process of curriculum development?
13. How are teachers informed about their teaching responsibilities in your school?
14. How do you assess the areas of need of your school teachers?
15. How do you assess the performance of the teaching staff?

16. How often do you conduct faculty meetings? What actually occurs during faculty meetings?
17. How many classes do you teach each week?

### **Social Skills**

18. How effective is the communication process in your school (Palestini, 2003)
19. How do you motivate teachers?
20. How do you involve the parents and communities in school improvement programs?
21. To what extent do you make yourself accessible to colleagues and staff? (Anderson, 2008)
22. How often do you use persuasion in order to address different issues?
23. How do you protect faculty from external pressures (community or officials)?

### **Professional Development Programs**

24. What do you think are the essential traits of an effective school leader? (Lashway, Mazarella, & Grundy, 2006)?
25. In what ways does an absence of professional development opportunities impact your performance as leader (manager, instructional leader)?
26. If you were given a chance, what types of professional development would you select for yourself?
27. To what extent are you familiar with the different ways of delivering PD to school leaders?
28. What educational or instructional skills do you think you need most?
29. What should be the best mode of delivering these professional development activities, i.e., online programs, mentoring, coaching, study group, seminars/workshops, traditional university programs.
30. What do you do to upgrade your competencies?
31. Are there any other suggestions you would like to make, pertaining to the training or professional development needs you have?

## **APPENDIX H**

### **INTERVIEW PROTOCOL SCHOOL TEACHER**

#### **As an Administrator**

1. How would you describe an effective principal as an administrator?
2. How does the school principal develop and communicate the vision for the school? (Sharp, Walter, Sharp, 1998, p.3)
3. How does the school principal delegate responsibilities and share his power with other staff?
4. How does the school principal ensure the timely availability of financial, human, and educational resources? (Sharp, Walter, Sharp, 1998)p.6
5. How does the school principal manage crises?
6. In what ways are teachers responsible for students' performance?

#### **As an Educational Leader**

7. Is school principal knowledgeable about instructional matters? How does he show this?
8. How does the school principal promote professional development activities for teachers?
9. How often does the school principal conduct staff meetings? What actually occurs there?
10. Does the school principal welcome new ideas and innovations of teachers?

#### **As a Motivator**

11. How effective is the school principal at communicating with teachers and staff?
12. How does the school principal motivate and inspire staff?
13. Does the principal have the ability to muster the support of teachers and other staff members?
14. How does the school principal make himself available to solve the problems of staff?

15. What strategies does the school principal use to address issues or problems?
16. What communication skills would you suggest are important for principals?
17. Is the school principal a good role model (educational)? Does he practice what he suggest?
18. How does the school principal involve parents and communities in the affairs of school?
19. Are there any other suggestions you would like to make, pertaining to the training or professional development needs for principals?

## **APPENDIX I**

### **INTERVIEW PROTOCOL EDUCATION OFFICIAL**

1. What are your major job responsibilities?
2. How would you define an effective school principal?
3. What have you noticed regarding the skills and expertise of the school leaders you supervise?
4. What kind of communication and motivational skills do they need?
5. How do you think professional development activities should be delivered to school principals?
6. How does the Northern Areas Directorate of Education contribute to the capacity development of school leaders?
7. What assessment methods does the Directorate of Education use to evaluate the performance of school leaders?
8. Why do you think the schools in the private sector are doing better than public (government) schools?
9. Are there any other suggestions you would like to make, pertaining to the training or professional development needs for principals?

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