



ROLE OF HEAD TEACHER IN THE WHOLE SCHOOL DEVELOPMENT

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Abstract

Role of head teacher in the whole school development plan is very crucial and pivotal. All the activities of the school development revolve around the role of the head teacher. The dynamic and effective role of the head teacher materializes the concepts of Whole School Development into reality. The role of head teacher is important as he/she sets clear goals, manages time, effectively utilizes the instructional and non-instructional material; involve community and family for the inclusive betterment of the child and shares best practices of other institutes for whole school improvement. However, human and material resources and their sufficient availability are necessary to materialize the concept of whole school development theme.

Keywords: School development Plan, head teacher, effective role, instructional and non-instructional material and inclusive betterment.

INTRODUCTION

Since the inception of Pakistan education sector is the most deprived area. None of the governments has ever made any serious efforts to raise quality and standard of education except in files. Aligning quality education with trained head of schools has not been given enough attention in Pakistan irrespective of public or private schools. It is very common observation that length of service or academic qualification makes an individual eligible for the position of head teacher. Education system consists of various components. One of the components is a school. If a school is thoroughly examined its different aspects remain integrated. In Pakistan a school is ignored to be considered as a total or a whole. When we talk about school as a total or as a whole a very famous approach comes to our mind i.e., a whole school approach.

The whole school approach aims at raising quality and standard across the entire school. The present government is focused to increase the quality and standard of the school as a whole. Bryk (2010) states five essential supports for school improvement i.e., a coherent instructional guidance system, the professional capacity of its faculty, strong parent-community school ties, a student-centered learning environment, and leadership that drives change. A whole school approach is inclusive of all school staff, students and education partners and touches all aspects of school life. It should endorse positive mental health and academic attainment and include social-emotional learning in school practices, policies and partnerships.

One of another component of educational system is the head teacher. The role of head teacher is not only supervisory but also a role of leader. But, unfortunately in Pakistan the situation is very worse. Concepts such as instructional leadership and pedagogical leaders are commonly used in western contexts which still vague in Pakistan. If a head teacher is aware of the importance of whole school development and its strategies then it is easy task to implement this approach. This can enhance the standard, quality,



student's achievements family and community participation at large. The role of head teacher in school development is to support and nurture the professionalism of teachers.

The present study aimed at exploring the perception of a key character of school i.e., head teacher. The role of head teacher determines ranking of the School. The school development plan (SDP) started with assessment to identify opportunities, challenges, and constraints within and outside the school environment (Power, 1997). It is a continuous process and a variety of approaches: interviews, discussions, staff meetings, and surveys are used to enrich SDP by focusing on three key elements: the environment, internal resources, and the culture and values of the school (Fidler, 1996). These elements guide the school to identify priorities, targets, and design the development plan that is implemented, monitored and evaluated regularly by key stakeholders. The time scale of development plans is determined by school priorities, resource availability, and national and local education policies. The time scale for school plans range from 1 to 15 years reflecting aspects of operational planning (1-2 years), strategic planning (3-5 years) and future thinking (5-15 years) (Davies and Ellison, 2003). Whereas the contents of development plans vary according to the school context, it is important to be realistic and focus on three or four manageable priorities (Hargreaves and Hopkins, 1991). The advantages of few priorities include: easy monitoring; high level of involvement of stakeholders; and clear focused objectives, targets and outcomes (Stoll and Fink, 1996). There appears a general consensus that priorities do not differ considerably across schools within a given context (Broadhead et al., 1999). It should be noted that resources play a key role in the SDP process. The major resources for schools include time, personnel, equipments, instructional materials and funds. Variations in resource availability and utilization have a bearing both on the outcomes and impact of development plans. Research shows that SDP promotes effective utilization of resources to achieve educational goals such as improved teaching and learning (Hargreaves and Hopkins, 1994).

Based on quantitative and qualitative measures that reflect the diversity of activities for which schools are responsible and the different starting point/contexts in which schools operate e.g. trying to measure the added value. In a whole school approach all members of the school community (school leader, middle management, teaching and non-teaching staff, learners, parents and families) feel responsible and play active role in tackling educational disadvantage and other related matters.

A whole school also implies a cross-sectorial approach and strong cooperation with a wide range of stakeholders (Social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, business unions, volunteers etc.) and the community at large, to deal with issues, which schools do not have the relevant expertise for.

Competent and effective school leadership and governance are necessary to promote a positive and collaborative culture and ethos, which involves all school actions and to establish strong bonds with the community around the school. The present study aimed at exploring the role of head teacher in implementation and promotion of whole school approach in public sector schools of Pakistan.

Review of Literature

There are very rare studies on the role of head teachers in the whole school development in the context of developing countries. The studies done in the western contexts are frequent claiming marvelous achievements in schools either reality or illusion...many claims of school improvement are illusory. Nevertheless, there are some improvement strategies that are well-defined, feasible and strongly shown to be effective (Sadruddin, Khaki 2014). In future, we need more exactness and agreement about what constitutes success (Coea, 2009). These are the ground realities of school improvement and role of head teachers in the context of West and we can, probably learn a great deal from these lessons. However, in the context of the developing countries, specifically in Pakistan, this area is yet has not been explored (Khaki, 2005; Khaki & Safdar, 2010; Khaki, 2010; Memon, Nazirali, Simkins, & Garret, 2000; Shafa, 2004; Simkins, Sisum, & Memon, 1998). There have been few studies



on the head teachers' role on the whole school development philosophy. Khaki (2005) explored the effective head teachers of three types of schools in Pakistan: Public, Community (Qutoshi, 2006) and individually owned schools. But, the head teachers' generalized role in the whole school development has not been explored. Khaki and Qutoshi (2014) conducted the case study of a community school to explore the role of head teacher. One of the respondents in both the studies of Khaki (2005) and Qutoshi (2006) was a community school head teacher that provides some basic factors of effectiveness of head teacher in school improvement context.

These studies show that head teachers work under pressure due to management structure, financial hurdles, parent's pressure, communal conflicts and sectarian issues which often burst into armed conflicts (Moos, 2013). In the socio-cultural context head teacher has a pivotal position as a community school leader in the whole process of school development (Sullivan, 2013). Head teachers' leadership role is seen in many forms as gatekeeper and responsible person to transform the schools to the highest levels while not always seeing his or her challenges (Qutoshi, Khaki, 2014). Where the head teacher works within the community network in a participatory collaborative approach in the dynamics of specific socio-cultural context and historical processes in which leadership is embedded: the practice, structure, values and norms of the local and greater communities that emerged over time and are still present as a sounding board for new perceptions and influences (Sullivan, 2013). His/her role is seen, on the one hand, as a moral agent – a leader with high levels of commitment, patience, care and facilitator, and on the other, an effective manager to run the affairs of school efficiently by fulfilling expectations of the stakeholders in a participatory approach (Lizotte, 2013; Sergiovanni 2000; Williams, 2006). Khaki's study (2005) calls this model as Prophetic Model. Often we see this model manifested in the Christian schools context as servant leader (Greenleaf, 1991, 1971).

The holistic school improvement is a completely delicate process of creating an environment where students' learning takes precedence over everything else (Lizotte, 2013) and aimed at accomplishing educational goals more effectively within the perceived philosophy of the whole school development. And in doing so, the head teachers' leadership role is central because they are important and powerful people (Coulson, 1978; Alexander, 1997). Their role in whole school development is to support and nurture the professionalism of teachers (Day (1993) in order to ensure this aim of improving results to excellent level with developing skills of learners.

Moreover, school development is not only limited to improving teaching and learning conditions but to improve overall aspects relating to students, employees, resources, environment and relationships within school and in wider community which directly or indirectly involve in the matters of school entity. However, to ensure this improvement to happen head teacher needs essential support for school development. In the context of our prevailing school system it is obvious for all stakeholders especially school management committee (SMC) members to understand the common core of essential support elements for school development. When SMC members realize the need for school development within their own cultural context the essence of participatory and collaborative decision making environment evolves and this way of working can influence other supporting institutions within the network of the community (Sullivan, 2013; Supovitz, & Tognatta, 2013). It was found that once community members have the opportunity and mindset to choose and participate in decisions that affect their lives, they gain the ability to lead and to take the initiative to make policy decisions that distribute benefits equitably and effectively through collective and collaborative efforts and actions (Sullivan, 2013).



The effectiveness of the school has been observed highly dependent on the role of head teacher (Ayaz Muhammad Khan & Munawar S. Mirza, 2012). But there was no exact picture of this role in action as stated by Michael Fullan. Fullan has characterized the nature of school improvement in relation to the head teacher's role and emphasized on how to produce more effective leadership. Newmann, King and Young (2000) presented an important framework for understanding continuous school improvement that targets on student achievement. According to them school capacity- the collective competency of the school as an entity is the critical factor to bring effective change. To understand school capacity is to understand the work of successful school head teachers. There are four core components of capacity according to Newmann et al:

Knowledge, skills and spirit of individual staff members

A professional community to set clear goals for students learning, assessment, and develop action plans to increase students attainments through a collaborative way and engaged in inquiry and problem solving.

Program coherence: "the extent to which the school's programmes for student and staff learning are coordinated, focused on clear learning goals, and sustained over a period of time"

Technical resources-high-quality curriculum, instructional material, assessment instruments, technology, workspace etc

Moreover, both in the context of developed and less-developed countries, it has been recognized that job related training for principals is one of the essential elements of quality instruction (Bush, 2008; Grauwe, 2004; Herriot, 2002; Bajnud, 2000). However, aligning quality education with trained principals has not been given enough attention in Pakistan, whether or not the schools are public or private. In most of the cases, length of service or academic qualification (not relevant to leadership) makes an individual eligible for the position of a principal. As a result, the head teachers seem to be less proactive and more interested in maintaining the status quo (Memon, Ali, Simkins & Garrett, 2000). Concepts such as instructional leaders and pedagogical leaders are commonly used in the western context when redefining the role of school principals because of the instruction-oriented nature of the two concepts. "Instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization" (Jenkins, 2009).

The literature on school effectiveness in developing countries overwhelmingly indicates the significance of resources in school improvement strategies (Scheerens, 2000, Ward et al., 2006). In many developing countries resources determine the contents of the development plans. Literature suggests that lack of the most basic facilities in many third world schools causes depression amongst teachers and students and ineffective teaching and learning (Vulliamy, 1987). What complicates matters is the fact that poverty, illiteracy, and ignorance incapacitate parents to contribute resources such as exercise books and pens to facilitate learning. Many parents incapable of meeting such obligations end up withdrawing the children from school leading to high dropout rates. Research shows that a school's resources level in itself is not what is important, rather...the ways schools transform their available resources into staffing, structures, and organizational cultures is what matters (Oakes, 1989). However, many researchers argue that resources at least in developing countries remain a significant factor in school improvement. A recent study of perceptions of stakeholders in Namibia confirm that the quality of education can only be improved through provision of adequate resources such as desks, libraries, classrooms, furniture, trained teachers, and instructional materials (Barrow, 2006). Similarly, studies in Uganda show that investment in teacher training, classrooms and textbooks are effective in improving the quality of education (IOB, 2008). In Pakistan the books are free for students and many schools have their social support programs to provide financial assistance. Therefore it is necessary to explore the role of head teacher in the whole school development. Although these are very basic needs but can a head teacher bring a positive change in school improvement context taking all components of the school as a whole.



The whole school development is an ideal concept where everything is perfect and caters all the needs of students encompassing physiological, psychological and social aspects. This is not possible to achieve all the attributes of the whole school development but one can strive to achieve minimum standards to meet the basic needs of the students and it is a step towards the whole school development.

Statement of the Problem

In the present study we made effort to explore and investigate different dimensions of the role played by head teachers along with their in-depth perceptions about whole school development.

Rationale of the Study

Since the inception of our country many educational policies focusing on school development have been framed but no policy could be implemented in its true letter and spirit due to one or the other reasons. Whereas, in advance countries every year many school development plans have been organized and executed under the ambit of their education policy to improve the achievements. The whole system of school revolves around the role of the head teacher. The head teacher plans, manages and implements all the activities of the school development. The reflection of the school image in the community depends on the effective role of head teacher. This investigation explored the role of head teacher in the whole school development would be helpful to all head teachers working across the country to improve their skill and knowledge and ultimately school development milestones will be achieved. The whole school development is an ideal concept where everything is perfect and caters all the needs of students encompassing physiological, psychological and social aspects. Though this is not easy task to achieve all the attributes of the whole school development but one can strive to achieve minimum standards to meet the basic needs of the students and it is step towards whole school development, so the present study would open the doors of awareness for head teacher that whole school development is not impossible but an arduous task to achieve with efforts.

Research Objectives

In the present study the following objectives were addressed:

To dig out the role of head teacher in the whole school development.

To measure the perceptions of head teachers about the whole school development.

Research Question

In the present study the following research questions were answered:

What is the role of head teacher in the whole school development?

What are the perceptions of head teachers about the whole school development?

METHODS

The current study aimed at exploring the role and perception of head teachers in the whole school development. So, keeping in view the objectives and research questions of the study the suitable philosophical perspective that could help to address the research problem was Post-positivism. The post-positivism is a meta-theoretical opinion that critiques and amends positivism. Positivists promulgate that the researcher and the researched person are independent of each other while post positivists accept that theories, backgrounds, knowledge and values of the researcher can influence what is observed. They are of the opinion that human knowledge is based not on unchallengeable, concrete foundations, but rather upon human conjectures. As the research problem comes under social sciences approach. Social science approach refers to a standardized set of techniques for building social knowledge on the basis of scientific principles, such as how to make valid observations, how to interpret results, and how to generalize those results. This allows researchers to independently and impartially test preexisting theories and prior findings, and subject them to open debate, modifications, or enhancements. It must satisfy four key characteristics:



Logical: Scientific inferences must be based on logical principles of reasoning.

Confirmable: Inferences derived must match with observed evidence.

Repeatable: Other scientists should be able to independently replicate or repeat a scientific study and obtain similar, if not identical, results.

Scrutinizable: The procedures used and the inferences derived must with stand critical scrutiny (peer review) by other social scientists.

Any branch of inquiry that does not allow the scientific method to test its basic laws or theories cannot be called science. And any social phenomenon that is undergone through above mentioned stages then it comes in the domain of social science approach.

Population of the Study

For the current study the population covered four provinces, AJ & K and GB. There are approximately 0.300 Million head teachers working across Pakistan from primary to Higher secondary level (Number has been deduced from AEPAM annual report 2016-17).

Sample of the Study

In this study we applied purposive sampling technique. Purposive sampling is considered a useful strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be gotten as well from other sources (Maxwell, 1996. p.70). At EPAM 25 male and female education managers are attending 15th “Educational Leadership and Institutional Management” training of four weeks. Among these 25 participants 01 belong to ICT, 06 belong to Punjab, 06 belong to KP, 04 belong to Sindh, 06 belong to Baluchistan, 01 belong to AJ&K & 01 belong to Gilgit-Baltistan. Therefore, it was convenient to collect data from the participants of 15th Educational Leadership and Institutional Management Workshop.

Research Procedure

From the participants of 15th ELIM workshop with the help of both qualitative and quantitative research method information was collected. It was a mixed type of research. The term “mixed method” refers to an evolved methodology of research that proceeds with the systematic integration, or “mixing,” of quantitative and qualitative data within a single analysis or persistent plan of inquiry. The advantage of this methodology is that such integration allows a more complete and synergistic use of data than do separate quantitative and qualitative data collection and analysis.

Mixed method research originated in the social sciences and has recently expanded into the health and medical sciences and other fields. In the last decade, its procedures have been developed and refined to suit a wide variety of research questions (Creswell and Plano Clark, 2011). These procedures include advancing rigor, offering alternative mixed method designs, specifying a shorthand notation system for describing the designs to increase communication across fields, visualizing procedures through diagrams, noting research questions that can particularly benefit from integration, and developing rationales for conducting various forms of mixed methods studies.

Data Collection Tools

As a result of intensive literature review, the researchers decided to develop a questionnaire along with an interview to find out and measure the role of head teacher in the whole school development. The questionnaire was designed as Likert scale. The Likert scale ranges from Strongly Disagree, Disagree, Agree, and Strongly Disagree. The interview questions were designed in such a way that they help to explore the in-depth perception of head teachers about their role in the whole school development. Research suggests that 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 (Guba & Lincoln, 1981). The duration of each interview, which was transcribed varied from 5 to 10 minutes.

Validity and Reliability of Questionnaire:

The questionnaire was developed with the consultation of faculty of AEPAM and was checked by the senior faculty member to ensure its validity and reliability.

Data Analysis

For the analysis of data simple descriptive statistical techniques employed to draw inferences from responses acquired through questionnaire. The responses against each statement were tabulated and results were drawn as under:

Table 1. Head teacher plays important role to set clear goals

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=1 | n=6 | n=18 |
| 0 | 4% | 24% | 72% |

Table given above indicates that 72% of respondents strongly agreed while 24 % agreed that the head teacher plays important role to set clear goals for whole school development. Only 4% disagreed which is negligible. To set clear goals is one of the basic functions to achieve the targets of whole school approach. The above results show that about 96% respondents were agreed to the statement that head teacher plays important role to set clear goals. This percentage is very significant.

Table 2. Head teacher plays important role to create collaborative environment.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=0 | n=10 | n=15 |
| 0 | 0 | 40% | 60% |

The above table shows that 60% of respondents strongly agreed while 40% agreed that the head teacher plays important role to create collaborative environment for whole school development.

Table 3. Head teacher develops action plans to increase students' achievements.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=0 | n=15 | n=10 |
| 0 | 0 | 60% | 40% |

The above table indicates that 40% of respondents strongly agreed while 60% agreed that the head teacher develops action plans to increase students' achievements.

Table 4. Head teacher helps to develop school culture.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=5 | n=14 | n=6 |
| 0 | 20% | 56% | 24% |



The above table depicts that 80% of respondents agreed that the head teacher helps to develop school culture. Only 20% respondents disagreed with the statement.

Table 5. Head teacher appropriately manages instructional material.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=5 | n=14 | n=6 |
| 0 | 20% | 56% | 24% |

80% respondents agreed that the head teacher appropriately manages instructional material to achieve the targets of whole school development. 20% respondents disagreed with the statement.

Table 6. Head teacher improves physical outlook of the school.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=1 | n=14 | n=9 |
| 4% | 4% | 56% | 36% |

92% respondents agreed that the head teacher improves physical outlook of the school. 8% respondents disagreed with the statement.

Table 7. Head teacher properly utilizes school budget/funds.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=2 | n=10 | n=13 |
| 0 | 8% | 40% | 52% |

92% of respondents agreed that the head teacher properly utilizes school budget/funds. 8% disagreed with the statement.

Table 8. Head teacher monitors the quality of teaching and learning.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=3 | n=13 | n=9 |
| 0 | 12% | 52% | 36% |

86% of respondents agreed that the head teacher monitors the quality of teaching and learning for whole school development. 12% oppose the statement.

Table 9. Head teacher makes assessment about the teaching-learning process.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=3 | n=13 | n=9 |
| 0 | 12% | 52% | 36% |

86% of respondents agreed that the head teacher makes assessment about the teaching-learning process for whole school development. 12% disagreed with the statement.

**Table 10.** Head teacher ensures leadership among students.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=2 | n=18 | n=4 |
| 4% | 8% | 72% | 16% |

88% of respondents agreed that the head teacher ensures leadership among students. 12% disagreed with the statement.

Table 11.Head teacher appropriately manages workload of teaching staff.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=1 | n=9 | n=14 |
| 4% | 4% | 36% | 56% |

92% of respondents agreed that the head teacher appropriately manages workload of teaching staff. 8% disagreed with the statement.

Table 12. Head teacher effectively manages time.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=3 | n=6 | n=16 |
| 0 | 12% | 24% | 64% |

88% of respondents agreed that the head teacher effectively manages time. 12% disagreed with the statement.

Table 13. Head teacher keeps record of all activities.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=3 | n=8 | n=13 |
| 4% | 12% | 32% | 52% |

84% of respondents agreed that the head teacher plays keeps record of all activities.16% disagreed with the statement.

Table 14. Head teacher supervises classroom teaching and learning.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=3 | n=15 | n=6 |
| 4% | 12% | 60% | 24% |

84% of respondents agreed that the head teacher supervises classroom teaching and learning. 16% disagree with the statement.

**Table 15.** Head teacher takes measures for discipline in policy and practices.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=4 | n=14 | n=7 |
| 0 | 16% | 56% | 28% |

84% of respondents agreed that the head teacher takes measures for discipline in policy and practices. 16% disagreed with the statement.

Table 16. Head teacher arranges all curricular and co-curricular activities as per academic calendar.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=1 | n=4 | n=13 | n=7 |
| 4% | 16% | 52% | 28% |

80% of respondents agreed that the head teacher arranges all curricular and co-curricular activities as per academic calendar. 20% disagreed with the statement.

Table 17. Head teacher provides opportunities for Continuous Professional Development.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=6 | n=15 | n=4 |
| 0 | 24% | 60% | 16% |

76% of respondents agreed that the head teacher provides opportunities for Continuous Professional Development. 24% disagreed with the statement.

Table 18. Head teacher effectively engages community and family.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=6 | n=12 | n=7 |
| 0 | 24% | 48% | 28% |

76% of respondents agreed that the head teacher effectively engages community and family. 24% disagreed with the statement.

Table 19. Head teacher mobilizes all school committees for school improvement.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=3 | n=12 | n=10 |
| 0 | 12% | 48% | 40% |

88% of respondents agreed that the head teacher mobilizes all school committees for school improvement. 12% disagreed with the statement.

**Table 20.** Head teacher shares good practices of other institutes.

| % of SDA | % of DA | % of A | % of SA |
|----------|---------|--------|---------|
| n=0 | n=9 | n=11 | n=5 |
| 0 | 36% | 44% | 20% |

64% of respondents agreed that the head teacher mobilizes shares good practices of other institutes. 36% disagreed with the statement.

For the analysis of narrative data obtained through Interview the interactive model was used in which data is reduced, displayed and conclusions are down. Recorded interviews were transcribed and saved in computer in a word file. For the purpose of analysis of transcribed data all transcriptions were thoroughly read by each member of the research team. Later on the transcripts were re-read thoroughly and reflectively in group so that data may be understood and categories may be identified.

Initially various categories were identified which were later on reduced to 03 major themes as under:-

Overall Achievements.

Effective utilization of instructional and non-instructional material.

Effective engagement of community and family for the inclusive betterment of a child.

For the purpose of displaying data all drawn categories were presented as the answer of questions (themes).

The responses against each question were as under;

The head teacher 1 responded against above indicted themes as:

Over all achievement of the Students

The head teacher can improve the school environment for teaching and learning. Students should not feel a sense of hostile in the school. Head teacher should be aware of modern trends in education. He should visit other schools to share best practices to improve over all achievements.

Effective utilization of instructional and non-instructional material.

The head teacher should conduct meetings with all stakeholders for proper utilization of instructional and non-instructional resources.

Effective engagement of community and family for the inclusive betterment of a child

The head teacher should arrange functions and celebrations of national days. He should also take part in community functions (social gatherings). School management committee or parent teacher association may involve for inclusive betterment of a child.

The involvement of stakeholders in planning of utilization of instructional and non-instructional resources was valuable. The involvement of school and community in their functions establishes a strong bounding and this can be used for inclusive betterment of a child.

The head teacher 2 responded against above indicted themes as:

Over all achievement of the Students

The head teacher can improve the overall achievements of the students by providing a role of instructional leadership and educational manager.



Effective utilization of instructional and non-instructional material

The instructional and non-instructional resources can be effectively utilized by following the professional standards for head teachers and teachers.

Effective engagement of community and family for the inclusive betterment of a child

For inclusive betterment of a child parent-teachers' meetings could be arranged and by arranging curricular activities.

The responses show that the head teacher did not get the essence of questions clearly and replied in vague.

The head teacher 3 responded against above indicted themes as:

Over all achievement of the Students

The head teacher can improve the overall achievements of the students by conducting curricular and co-curricular activities. Quizzes, assignments and tests could improve the achievements.

Effective utilization of instructional and non-instructional material

The response for the theme was nil.

Effective engagement of community and family for the inclusive betterment of a child

Arrange parent-teachers' meetings. Celebrate annual result day and encourage best performer. Motivate students through awards.

Celebration of different programs at school level to involve community and family was considerable. The no response for theme effective utilization of instructional and non-instructional material shows that the head teacher did not have any clear idea about it.

The head teacher 4 responded against above indicted themes as:

Over all achievement of the Students

The head teacher can improve the overall achievements of the students by constituting committees and take follow up of all their activities. Involve parents, staff and students for shared caused. Use collaborative approach. Give special attention on basic skills of listing, reading, speaking and writing.

Effective utilization of instructional and non-instructional material

Through planning prioritize the activities.

Effective engagement of community and family for the inclusive betterment of a child

Motivate community. Create sense of ownership among stakeholders. Involve school council and school management committees for inclusive betterment of a child.

Constitution of different school committees was a good idea to improve the achievements of the students. And to motivate community for inclusive betterment of students was fair and appropriate.

The head teacher 5 responded against above indicted themes as:

Over all achievement of the Students

The head teacher can improve the overall achievements of the students by putting him/her self as role model. He should bound teacher to complete syllabus. He should address the financial issues of students so that they may perform well.



Effective utilization of instructional and non-instructional material

The head teacher should constitute committees and define their term of references to effectively utilize instructional and non-instructional resources. He should involve and consult school management committee and Mother support Groups.

Effective engagement of community and family for the inclusive betterment of a child

The head teacher should share progress report of students with their parents. The community should be invited on different national eves in the school. In all important issues of school parents and community should be involved.

The consultation and involvement of parents for effective utilization of instructional and non-instructional resources is important. They can help in the best use of those resources. The involvement of school management committee and mother support group is also important for inclusive betterment of a child.

FINDINGS, RECOMMENDATIONS AND CONCLUSION

Findings

Following are the key findings of the study:

96% head teachers agree that the head teacher plays important role to set clear goals for whole school development.

100% respondents agreed that the head teacher creates a collaborative environment and develops action plans to increase students' achievements.

80% respondent agreed that head teacher helps to develop school culture and appropriately manages instructional material while 20% respondent disagreed with both themes.

92% respondents agreed that the head teacher plays his/her role to improve physical outlook of the school and properly utilizes school budget/funds.

86% of respondents agreed that head teacher monitors the quality of teaching and learning and makes assessment about the teaching-learning process.

88% respondents agreed that head teacher ensures leadership among students, effectively manages time and mobilizes all school committees for school improvement.

92% respondents agreed that head teacher appropriately manages workload of teaching staff.

84% respondents agreed that head teacher keeps record of all activities, supervises classroom teaching and learning and takes measures for discipline in policy and practices.

80% respondents agreed that head teacher arranges all curricular and co-curricular activities as per academic calendar.

76% respondents agreed that head teacher provides opportunities for continuous professional development and effective engagement of community and family while 24% disagreed to both the themes.

64% respondents agreed that head teacher shares good practices of other institutions while 36% disagreed.

Recommendations

Although it is difficult to make definite recommendations based on this small scale study, however, following are some of the ways in which all the stakeholders may think achieve the target of the whole school development which is so critical for their hopes and aspirations for their children's quality education.

The head teachers should promote school culture.

The head teachers should take appropriate steps for continuous professional development of her/her staff.



The head teachers should share best practices of other institutes for the whole school development.

The head teacher should engage the community and family for the inclusive betterment of the child.

The head teacher should focus on curricular and co-curricular activities for holistic development of child.

The head teacher should effectively manage instructional and non-instructional material.

The head teachers should be provided training on the theme” the whole school development”.

The human and material resources are very vital to bring rapid change therefore, they should be sufficient enough for the whole school development.

Conclusion

It is a new venue of research in our countries context. The role of head teacher was not explored in whole school development plan. The researchers have tried to unveil the topic in a mixed type of research and explored the philosophy of whole school development in the prevailing context of our country. Most of the public or private sector head teachers focus on only one or two aspects of school improvement and many important areas of it remained untouched. Thus, could not achieve the target of holistic development of the child. Therefore, this concept should be promulgated across the country to promote the idea of whole school development and so that they will struggle to achieve the objectives of whole school development. This will give them a clear direction towards the target of whole school development.

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Annexure-A

QUESTIONNAIRE FOR ANALYSIS OF HEADT EACHERS ROLE IN THE WHOLE SCHOOL DEVELOPMENT PLAN

Basic Information

Name of HeadTeacher: _____

Total Experience as Head Teacher: _____

Qualifications (Academic / Professional) _____

Province/ Region _____

Contact No. _____

Signature: _____

Kindly mark the scale against each question according to your organizational context. The scale ranges from Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA).

| S. No. | Statements | SA | A | DA | SDA |
|--------|--|----|---|----|-----|
| 1. | Head teacher plays important role to set clear goals | | | | |
| 2. | Head teacher plays important role to create collaborative environment. | | | | |
| 3. | Head teacher develops action plans to increase students' achievements | | | | |
| 4. | Head teacher helps to develop school culture | | | | |
| 5. | Head teacher appropriately manages instructional material. | | | | |
| 6. | Head teacher improves physical outlook of the school | | | | |
| 7. | Head teacher properly utilizes school budget/funds | | | | |
| 8. | Head teacher monitors the quality of teaching and learning | | | | |
| 9. | Head teacher makes assessment about the teaching-learning process | | | | |
| 10. | Head teacher ensures leadership among students | | | | |
| 11. | Head teacher appropriately manages workload of teaching staff. | | | | |
| 12. | Head teacher effectively manages time | | | | |



| | | | | | |
|-----|--|--|--|--|--|
| 13. | Head teacher keeps record of all activities | | | | |
| 14. | Head teacher supervises classroom teaching and learning | | | | |
| 15. | Head teacher takes measures for discipline in policy and practices | | | | |
| 16. | Head teacher arranges all curricular and co-curricular activities as per academic calendar | | | | |
| 17. | Head teacher provides opportunities for Continuous Professional Development | | | | |
| 18. | Head teacher effectively engages community and family | | | | |
| 19. | Head teacher mobilizes all school committees for school improvement | | | | |
| 20. | Head teacher shares good practices of other institutes | | | | |

Annexure-B
Interview questions

1. How can head teacher improve the overall achievements of the students?
2. How can head teacher effectively utilize instructional and non-instructional resources for whole school development plan?
3. How can head teacher effectively engage community and family for the inclusive betterment of a child?