

## **Analysis of the role of Heads of secondary schools in flourishing a convenient ambiance for teaching and learning**

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**Abstract:** A convenient ambiance is having an cardinal position in the process of learning in government schools. The motive of this study is to determine the existing role of head teacher and possible suggestions for some advancements. 100 public secondary school heads were randomly selected of district Nankana Sahib from both sides(boys and girls) with no bigotry for this article. Data were collected through google forms and by visiting some places. Chi-Square test was applied to determine the results and analyzing the



*hypothesis. After scrutinizing the data the results are satisfactory in some aspects and some needs improvement. Heads are trying their best to involve the community in this process and educating them about its importance to them. Implementation of the policy of government is key point in this process and it needs some more intention. It is recommended that policy makers should empower the post of head teachers and give them job security and satisfaction.*

**Keywords:** *Heads Roles, Conducive, Environment, Secondary Level, Learning*

### **Introduction**

The Head of secondary school is one of the central post because a head at a time would bind to work as a multidimensional role in providing better learning opportunities to the learners in his/her school. Head's communication with teachers and parents affect the learning and teaching climate more conducive and effective. The ideal communication between school and family showed that those parents who were in regular contact with schools, their kids' academic progress, and views about school excellence were more positive and the parents who were not interested in communication with schools were not. They were not that much responsive regarding their kids' issues or even progress report or diary replies. Parents were not encouraging schools about their children's academic matters and other related matters faced by them at schools. It is also identified that the attitude of the parents and teachers was the main cause of school effective climate. parents were agreed about the information and news from the school offices but they were not agreed about the responses from them due to their jobs, busy daily routines and

### **Analysis of the role.....**

lack of interest in this particular field because they thought that the school must teach and guide their children in all related matters at their own.

The environment is one of the recent century most important elements in the teaching-learning process in general and at school level in particular. Developing such an environment at school level, which would be friendly for learners and motivational for teachers, which might be facilitative and supportive to both the learners and teachers of today. The climate of school would be conducive after the provision of all possible physical facilities, human facilities, and making the learning process more effective and compatible with the rest of the globe. In making a school effective, the principal or head of the institute role could not be neglected because making school effective and learning-friendly is not possible until and unless the practical role of the head of it.

Agosiobo (2007) stated that trained and qualified faculty, world-class school administration, effective leaders, check and balance modern teachings, and conducive learning climate. Education at the secondary level is considered the most basic phase of education for learners and the role of secondary school heads need to be more practical, impartial, balanced, cooperative, supporting and leading, to make the climate more effective and learning-friendly for both teachers and the learners', therefore, it is of more importance as compared to tertiary education.

School principals should make clear school mission, vision and goals, and should made school plan and strategies that used to the contribution of principals in instructional leadership of

schools. School principals should collaboratively work with community, parent, teachers, students and woreda education offices. Finally, MoE, Zone education office and the woreda education offices school leaders should give short term and long term training and supportive supervision to realize the schools mission and vision to bring about the effectiveness of their task. Roba Abdi (2022)

The school head is a person who works as the administrator, as an manager, as a leader, as a finance manager, as a community mobilizer, as a good teacher, etc. he/she is looking at the academic-related activities and also at the co-curricular and social sector activities which can make the school effective and more conducive for learning. The development of the education is the main motto of the school head and that why he/she always struggling to update his/her team as one of the best teams in academic and non academic matters at the school level. It's essential to change the school climate to bring executive revolution and that there will be a fundamental affiliation involving the position of the head along with directorial knowledge. A responsibility throughout assessment has happened to a hazard, institution heads required toward effort for long term climate to make educational environment strong. A survey of different schools explain that to enhance teacher's moral along with students achievement one should focus on the development of the school's climate. School's heads were to be aware of their own school's climate, the ways how a low performing high school climate can be changed by new principal and it positively influence student performance and achievement. Schools can be made effective and quality

## **Analysis of the role.....**

would be made by school leaders that are the key personals for continuous educational reformation and improvement.

### Research Questions

1. What is the existing role of school heads?
2. What are the head's contribution to make school's environment conducive.?
3. What recommendations that study make for making climate more conducive?

### Objectives of the Study

To know about heads plans to make schools environment more conducive.

To provide practical recommendations for developing school's climate more effective.

### **Literature Review**

The school principals did not fully exercise their instructional leadership roles to improve the instruction in their schools. To mitigate the problems, it is suggested that well trained and qualified individuals should be appointed as secondary school principals as much as possible; short-term training in the areas of management and school leadership must be organized by East Hararghe Education Office for the school principals already serving in the schools; principals must facilitate teachers' professional skill development by giving it necessary attention, budget scarcity and shortage of educational equipment has to be addressed by the government and the society. (Dinsa Debelo Amante Haramaya university, 2022)

The study findings indicate that there are subtle but important differences between the strategies principals in improving and contrast schools use to lead school improvement efforts. Principals in improving schools were able to create learning environments where staff were open to new ideas and work together towards goals. Principals in improving schools were also more likely to create structures that facilitated organizational learning than principals in contrast schools.(Molly F Gordon, Holly Hart Journal of Educational Administration, 2022)

The effective performance, work motivation, and contentment level of employees constitute factors of great importance for all institutions, especially educational organizations (Ertas, 2015; Chen et al., 2017; Demircioglu, 2021).

The ethical behavior of organizational leaders plays an important role in promoting work behavior, innovative ideas, and job satisfaction among workers (Hsiung, 2012; Haque and Yamoah, 2021).

In essence most studies indicated that the principals are responsible for ensuring that learner results are good by building good relationships among the school stakeholders, setting function-oriented expectations for essential goals of standard-based subject instruction, creation of open communication channels between teachers and principals, as well as balancing the democratic and autocratic leadership styles while leading and managing curriculum (Maponya, J. T, 2020).

### Analysis of the role.....

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The leadership of the principal, the work environment, and the motivation to affiliate were well perceived by the teachers. Both principal leadership and work environment had direct effects on improving the certified teacher's performance. The teacher's performance can be explained by independent head leadership and work environment variables, however, for independent variables namely; motivation to affiliate did not have enough significant influence. Hence, teacher's performance can be improved through the leadership of principals and a conducive work environment. (Sitti Hartinah, Putut Suharso 2020)

Thus, extant literature suggests that it requires tremendous efforts by both the school administration and teachers to enhance teacher job performance (Imhangbe et al., 2018; Saleem et al., 2020).

Principal's role for the school is endless; among all the most important is instructional leadership practices. They are the one who influence the followers in the organization. Principal is the main person behind the successful teaching and learning process. School principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Teachers are influenced by their school's principals and they then have a direct influence on students' achievement. Principals play an important role in improvement of instruction process. They need to organize professional development for teacher, as well as monitor teachers' teaching practices. 3 Although teachers,

supervisors and other educational experts are able to exhibit instructional leadership behaviors, principals are explicitly the foundation for instructional leadership at the school level (Dereje, 2019).

Despite the fact that instructional leadership is significant in promoting teachers’ instructional practices and students learning, literatures have shown that school principals in Ethiopia and Oromia in particular, rarely engage in instructional leadership (Geleta, 2015 and Desalegn 2019).

**Research Methods**

The study is descriptive. Heads viewpoints were gathered by administering a questionnaire.

**Research Tools**

A questionnaire for principals was developed to collect the required data. It was based on a 5-point Liker Scale.1.Agree, 2.Strongly Agree, 3.Neutral, 4.Disagree, 5.Strongly Disagree.

**Population and Sample**

The sample of 100 secondary school heads was randomly selected from District Nankana Sahib Province of Punjab Pakistan.

**Data Analysis**

**Table-1. Principal’s Academic role.**

No.	Statements	A	SA	N	D	SD	Chi-Square	d.f	P-Value
		<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>			



**Analysis of the role.....**

School Head is satisfied from job	45	55	00	00	00	1.000	1	0.3
Head ensures to be punctual in class	40	45	10	5	00	83.600	4	0.0
Number of teaching staff is as per need	35	58	00	7	00	39.140	2	0.0
Number of supporting staff as per need	33	52	7	8	00	56.240	3	0.0
Adequate funds to be provided by authority	33	47	00	15	5	41.920	3	0.0
School head implements school improvement plan	45	45	10	00	00	24.500	2	0.0
Head ensures implement annual school calendar	28	46	10	12	4	58.000	4	0.0
Head attends Parent Teacher Meetings	40	48	00	6	6	59.040	3	0.0
Head guides teachers about class activities	35	50	00	6	9	53.680	3	0.0
Head striving for board distinctions	35	47	00	15	3	46.720	3	0.0

Principal's response about their academic role express that 100% school head ensure the implementation of best academic principles which were provided by the concerned government. Item shows that mostly heads visit classrooms for observation and often take the class. Item results show that mostly heads motivate teachers and students for teaching and learning.

**Table.2. Role of schools Head in school management.**

Statements	A <i>f</i> (%) )	S A <i>f</i> ( % )	N <i>f</i> ( % )	D <i>f</i> ( % )	S D <i>f</i> ( %)	Chi - Squ are	d. f	P- va lu e
11.School head maintain the school climate	52	39	9	00	00	4.00 0	1	.04 6
12.Head give instructions to staff	45	54	00	1	00	48.2 62	2	0.0 0
13Head supervise the school funds	29	51	00	20	00	29.3 60	2	0.0 0
14.School head treats fairly with staff	40	60	00	00	00	4.00 0	1	.04 6
15.Head insure to implement policies	10	31	00	48	11	1.00 0	1	0.0 0

School heads responded positively regarding their roles in school managements. Item show school heads maintain school environment for creating conducive learning environment. Item shows heads pass on instructions that are good but mostly heads did not treat staff fairly. Item shows that heads try at their level best to implement concerned policies.

### Discussion

### **Analysis of the role.....**

Head is the responsible post in school for each and every odd things he/she has to face the community and higher authorities in every condition so he/she tries their level best to manage everything effect the environment of the school. Sometimes he/she has t take bold decisions but it will definitely in the favor of students.

Heads want to make their school best from the best and making steps toward their goals. The learning of the students is the center of each and every thing in the school and every step must be towards making the schools as best place for learning and environment is the base of this process, no one can learn in a noisy and in disturbing place so heads must taking valid decisions to make school's environment more conducive.

Teachers are true nation builders and a head is one of the person who is managing all things from top to bottom and teachers should try to understand his/her condition and should think from his/her point of view and try their best to cooperate and walk side by side from the betterment of students who are the future of nation.

### **Recommendations**

1. It is recommended that government should make policy which strenthen the position of school heads.
2. It is recommended that government should launch a macanism for the mental health trainings for head of schools.
3. It is recommended that heads should motivate teachers and students for teaching and learning.

4. Head is the most prominent person in the school so he/she should be role model for both teachers and students.

### **Conclusion**

The results are satisfactory and mostly teachers and heads responded positively and encouraged the researcher. School head has a key role in maintaining and developing a conducive climate for teaching and learning.

It is also concluded from the study that school and own circle of relatives connection influences learners' academic consequences and development of their studies. They confirmed high quality consequences after establishing strong home school contacts approximately their instructional and different associated troubles which covered using polite language at school and in society, personals abilities improvement, learning proper manners, self correcting, displaying personal efficiencies, and courses/syllabus associated obligations and consequences. These connections among school and community provide possibilities for the pupil to study a range of different possibilities in the society which might be supporting them of their future life.

Heads were interested in their job satisfaction, security, availability of all staff including both academic and support, the building of the school, access to the schools, and the availability of the budget for the required tasks.

Heads responded about funds utilization that it is not a piece of cake now to use funds virtually because it is not only head who is observing these funds now heads, teachers, community and management are equally observing.

### Analysis of the role.....

Heads commented about staffs responses about fairly treatment toward staff, It is a managerial post and each thing in the school should be in proper condition and it may be bad in some one's eye who is getting effecting but from the view point of a manager it is in best suitable place.

Heads are trying their best to implement instructions from higher authorities and making the school environment more conducive for teaching and learning.

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