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### ROLE OF HEAD TEACHER FOR THE IMPROVEMENT OF QUALITY EDUCATION AT PUBLIC SECONDARY SCHOOL LEVEL

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#### ABSTRACT

Leadership is the action of a leader towards the goals. Strong school leadership is a key contributing factor to make a school successful. Therefore, the present study was conducted to investigate the role of head teachers as a quality education managing capacities and vitality of teachers, pupils, and parents towards achieving common educational goals at the Government secondary schools level of District Toba Tek Singh. A survey type questionnaire was developed to collect the required data. All the head teachers of secondary schools of District Toba Tek Singh were considered as the total population of the study. Out of 183 secondary schools heads, 100 heads were interviewed with an equal proportion of male and female. The collected data were analyzed by computer software Special Package for Social Sciences (SPSS). The obtained results of the study showed that head teacher has a significant impact on the overall educational activities of schools. Most head teachers are satisfied that the broad vision of academic success, creating a climate hospitable for education, preparing the future leader, improving management system and instruction methodologies play the central role in improving the quality of education.

*Keywords: Role; Head teachers; Quality education; Secondary schools.*

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#### INTRODUCTION

Leadership is the action of a leader towards the goals. The poor leadership and management, teacher's qualifications and training, teachers' salary, modern methodologies, poor research culture, overcrowding classrooms, poor methods and matter affect the quality of education. If the education quality standard improves, no doubt the product would be good, which affects the economic growth and industry to a greater extent (Khan, 2015); (Mpaata & Mpaata, 2019). Strong school leadership is a key contributing factor to make a school successful. The head teacher needs integrative quality education managing capacities and vitality of teachers, pupils, and parents towards achieving common educational goals (Adhikari, 2020).

The teacher plays a central role in improving academic activities. The head teachers play an enabling role to the teachers by providing appropriate curricula, textbooks, and relevant reference manuals to enable effective teaching in their daily work (Pinter and Monika, 2011). Apart from this, several aspects of school administration, especially those related to teaching and learning, are still undiscovered from the educational landscape of many developing countries, including Pakistan (Khan, 2012). In our country, most students whose schooling is not translating into actual learning and performance of head teachers are very poor regarding quality education at the school level (Atuhurra & Alinda, 2018). Therefore, the current study was conducted to examine the role of head teachers for quality education at the secondary schools level.

**METHODOLOGY**

The descriptive research design was used in this study. All the head teachers working in the public secondary schools of District Toba Tek Singh were the population of the study. Out of 183 secondary schools, 100 respondents were interviewed with an equal proportion of male and female. Pre-testing and experts of the departments checked the reliability and validity of the questionnaire. The data were analyzed in the form of a percentage, arithmetic mean, and standard deviation to explain the study results.

**RESULTS AND DISCUSSION**

Table 1. Distribution of respondents about their vision of academic success.

Categories	Frequency	Percentage	Mean	Standard Deviation
Slightly agree	3	3.0	5.54	5.48
Moderately agree	38	38.0		
Very much Agree	58	58.0		
Very much disagree	1	1.0		
Total	100	100.0		

The results depicted in Table 1 show the vision of the academic success of head teachers in public secondary schools. It is clear from the results that most head teachers (58%) very much agree with their responsibilities by shaping a vision of academic success for all aspects, followed by the head teachers who moderately agree (38%). Meanwhile, only 1% of the head teachers expressed their views that they very much disagree with their responsibilities to shape a vision of academic success for all aspects. It was found from the achieved results that most of the head teachers showed their opinion that being a school head they are responsible for shaping a vision of academic success in all aspects. These findings were supported by Osamwonyi (2016) that head teachers encourage their academic staff members to develop themselves through studies and in-service training. The head teacher is the person who regulates visionary and missionary tasks at the school and he knows better how to achieve the vision successfully (Lunenburg, 2010).

Table 2. Distribution of respondents about their responsibility to creating a climate hospitable to education in school.

Categories	Frequency	Percentage	Mean	Standard Deviation
Slightly agree	7	7.0	5.36	5.30
Moderately agree	44	44.0		
Very much disagree	3	3.0		
Very much agree	46	46.0		
Total	100	100.0		

The analyzed data regarding the responsibility of head teachers to create a climate hospitable for education in public secondary schools is presented in Table 2. The obtained results clearly stated that a near about similar portion of head teachers (46.0 and 44.0%) expressed their views that they were very much agree and moderately agree, respectively, regarding their responsibilities to create a climate hospitable for education in the public secondary schools. However, a very small number of head teachers replied that they were slightly agree (7.0%) and only 3.0% were very much disagree regarding the responsibility to create a climate hospitable for education in public secondary schools. The findings are in agreement with Ackerman et al. (1996) they stated that head teachers play a vital role regarding the school management

system. The headteacher has the wide capacity of roles for school and students to support success. They improved and built the school capacity through a variety of ways; teachers can lead and serve as leaders among their peers.

Table 3. Distribution of respondents for cultivating leadership in others.

Categories	Frequency	Percentage	Mean	Standard Deviation
Moderately Disagree	1	1.0	5.10	5.04
Slightly Agree	19	19.0		
Moderately Agree	48	48.0		
Very Much Agree	32	32.0		
Total	100	100.0		

Table 3 indicates the responsibility of a head teacher working in public secondary schools for cultivating the leadership in other people. The analyzed results showed that most of the head teachers (48%) expressed their views that they moderately agree as a school leaders they are responsible for cultivating leadership among others. At the same time, 32 percent of the head teachers showed their expression that they very much agree that they are responsible for cultivating the leadership in others. Whereas, only 1.0 percent of the head teachers moderately disagree that as a school leaders, they are responsible for cultivating leadership among others. The findings are in line with Fatima et al. (2019), who affirmed that directors/head educators need to take part in individual time administration, take care of issues, give preparation to representatives, and handle a wide variety of correspondence. Leithwood et al. (2008) brought up that head educators ought to speak with staff, understudies, and guardians keeping in mind the end goal to build up their dreams and qualities.

Table 4. Distribution of respondents according to their responsibility as a school head to managing people.

Categories	Frequency	Percentage	Mean	Standard Deviation
Moderately Disagree	1	1.0	5.49	5.43
Slightly Disagree	2	2.0		
Slightly Agree	4	4.0		
Moderately Agree	33	33.0		
Very Much Agree	60	60.0		
Total	100	100.0		

The data presented in Table 4 shows the responsibility of head teachers in managing the people, data, and processes in public secondary schools. The obtained results clearly indicate that majority of the head teachers (60%) very much agreed that they are responsible as a school head to manage the people, data, and processes and only 1 percent of the head teachers showed their expression that they were moderately agree about their responsibility as a school head to manage the people, data and processes. It was found from the study that most of the head teachers very much agree that they are responsible for managing the people, data and processes. These results were supported by Stoll et al. (2002) clarified the set of working responsibilities of head instructors seems to stress errands that ought to be low need, rather than the advancement of authoritative abilities, the expert improvement of educators and the raising of understudies' accomplishment. Zachariah (2013) expressed that head educators, as instructional pioneers, are urged to be straightforward and responsible, particularly in all cases identified with budgetary administration, organization, and exchange.

Table 5. Distribution of respondents according to their expectations as head teachers about their students.

Categories	Frequency	Percentage	Mean	Standard Deviation
Moderately Disagree	5	5.0	4.39	4.34
Slightly Disagree	20	20.0		
Slightly Agree	22	22.0		
Moderately Agree	37	37.0		
Very Much Agree	16	16.0		
Total	100	100.0		

Table 5 shows the data regarding the head teachers of public secondary schools having higher expectations regarding their students. It is clear from the results that more than half of head teachers (37.0%) were moderately agreed regarding the expectations for all is one key is to close the achievement gap between more and less advantaged students in public secondary schools. Meanwhile, the head teachers who were moderately disagree were only 5% regarding the expectations for all is one key is to close the achievement gap between more and less advantaged students in public secondary schools. The obtained results indicate that most of the head teachers moderately agree with their high expectations about their students. These results are in line with MacBeath (2009), who reported that a successful headteacher establishes a strong relationship with their students for their better academic achievements. Blair et al. (1998) asserted that there is a link between head teacher and students in that students should listen to and learn from the head teacher.

Table 6. Distribution of respondents to assess the role of a principle in the development of professional community.

Categories	Frequency	Percentage	Mean	Standard Deviation
Slightly Disagree	5	5.0	5.28	5.22
Slightly Agree	6	6.0		
Moderately Agree	45	45.0		
Very Much Agree	44	44.0		
Total	100	100.0		

The data regarding the major role of a school principal in developing a professional community of teachers who guide one another in improving the instructions in public secondary schools is given in Table 6. The results indicate that an almost similar response (45 and 44%) was obtained from head teachers who were moderately agree and very much agree, respectively about the role of principle in developing a professional community of teachers who guide one and other in improving the instructions in public secondary schools. While 5 and 6 percent of the head teachers slightly agreed and slightly disagreed, respectively. The head teacher is expected to assign duties to the staff, orient new ones, and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. According to Osamwonyi (2016), the head teacher must make clear the channels of communication and the basis for promotion. The head teacher should encourage his staff members to develop themselves through studies and in-service training.

## CONCLUSIONS

It is concluded from the present study that the headteacher is the key leader to provide supervision to academic staff and to look after the overall activities in the public secondary schools that improve the academic performance of the students.

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