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Research Article

**ROLE OF SCHOOL HEADS IN SUPPORTING AND BUILDING
TEACHERS' EDUCATIONAL LEADERSHIP CAPACITY**

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Abstract:

This study is a qualitative and quantitative analysis of the headmaster's role in supporting schools' teachers' leadership qualities and building their education and academic capacities. This study was based on primary data, which was collected through questionnaires and interviews from teachers and principals of school in district Loralai. The data was collected from 15 schools where 60 teachers and 15 head-masters are included as respondents of this study. Convenient and snowball sampling techniques were used for the selection of study respondents. Using REACH model, the results indicated that risk-taking, effectiveness, autonomy, collegiality, and honor were considered as indicators of leadership at school teachers, and all the qualities were found in school teachers of District Loralai. This study also found that motivation and support of head-masters play a significant role in building teachers' capacity and enhancing leadership qualities in them.

Keywords: Leadership qualities, school teachers, capacity building.

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INTRODUCTION:

In the Educational system of Balochistan, there is a need to improve leadership and management systems for better organization structure. At school level, head-masters are on the high position in the schools. These Headmasters are playing a vital role of managing the school activities and also inject the capacity of other teachers. Monitoring and evaluation is done by these Headmasters in many schools for higher authorities and officers. These Head-masters most of the time chose their assistants among teachers, who are further assisted by some assigned cooperators. In some schools head-masters are known as Principal, who supervises all staff at school. The relationship of a head-master and teacher is vital. It can affect the solidity and obligation levels of head-masters as well as teachers (Price, 2012, p. 40).

It indicates that the role of a principal's leadership is crucial as it has serious impact on the output of a teacher's work. Hackman and Johnson (2004, p. 2). The role of leadership can provide important benefits, but it has been observed that most of these are highly problematic. It is extremely difficult to institutionalize leadership roles for teachers for several reasons. First, many teachers were reluctant to think of themselves as leaders (Fullan, 1993; Katzenmeyer & Moller, 2001). They viewed with some discomforts the idea of assuming quasi-administrative or expanded teaching functions. Second, there is an expectation of top-down mandates with little input from practitioners. Third, when teacher leaders emerge and begin to affect policy for larger domains of the school, they may encounter resistance not just from the principal, but also from other teachers. Lastly, it is unlikely that teacher leaders will emerge from the ranks in places where teachers are powerless to affect school-wide policy (Lord & Miller, 2000; Troen & Boles, 1993).

Highly effective leadership can make the future of co-workers, if the leadership fails, it may replicate its effects on co-workers. Likewise, the performance and potentials of the members are also greatly influenced by the activities of the institutions. For instance, if the decisions within institutions are based on merit than it enhances members commitment towards the institution. This enhancement of trust requires mutual exchange of cordial relationship between the head and staff members. (Settoon, Bennett, & Liden 1996, p. 219-220). In such circumstances, the school principal's role acquires great importance in such challenging and arduous circumstances. (Fullan, 2003, p. 22). Resultantly, it is an extremely tough

task, for almost anyone, to not only produce but also maintain a school system of public domain without having dedicated and zealous teachers.

Kuoze and Posner (2007, p.25) have rightly pointed out that in order to achieve the goals of organization, a leader needs not only to build, but also needs to sustain relationships with subordinates that stimulate subordinates for the achievements of the goal. In building the capacity of co-workers or teachers, Walsh (2005,p.2) stresses upon the fact that a cordial and balanced relationship among the staff members and with the school principal will have positive results on the learning and behavior of the students. Further, the role of leadership is encapsulated in a single individual. And, it refers to those who are entrusted with power in any setup_ (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009, p. 933; Hackman & Johnson, 2009, p. 19). Studies around the world highlighted the importance of leadership in schools' system in cooperation of principals, but specifically there is lack of focus in past literature that, how school headmasters can develop the seed of leadership in teacher and co-workers, and how headmasters can build the capacity of teacher to sustain the existing leadership. What exactly is the mechanism that they follow during the struggle process. This study focuses to answer this kind of question and to make the policy relevant documentation for better monitoring evaluation.

MATERIALS AND METHODS:

Data nature and collection: This study is based on primary data; the nature of study is quantitative and qualitative which is also known as mix method research. The variables in this study were dichotomous choice variables. The data was collected from government middle and high school teachers in district Loralai, Baluchistan. This study has included the respondents from district Loralai of Balochistan and within the district fifteen locations were selected for the data collection in which seven were rural villages and eight were urban areas locations. Researchers selected fifteen schools and interviewed sixty teachers and fifteen head teachers of these schools. The researcher also collected data through well structured questionnaires. The data was collected after school working hours So that it did not affect the class's schedule of the school teachers.

Sampling technique and sample size: The study has used simple random sampling technique through which sixty teachers and fifteen Head teachers. The sample size is taken into account on the basis of expected teacher population in the study area. Study

has included around 75 respondents from 15 different schools, where 60 respondents are teachers and 15 are school's Headmasters

Data Analysis: In this study the Quantitative Data was analyzed using Statistical Package for social Science (SPSS) whereas the Qualitative Data was analyzed through thematic analysis procedure which is called convergent method of mixed method research (Creswell & Pablo-Clark, 2011). The REACH model was used by Merideath in (2000) which is composed of 5 components, which is risk, effectiveness, autonomy, collegiality and Honor.

RESULTS AND DISCUSSIONS:

This study has included 60 teachers and 15 headmasters from schools, and the minimum age of the teachers is 25 years and maximum age is 58 years in selected respondents. However, on average the age group of the teacher and headmaster is 38 to 40 years, which also indicates that on average at school level there are sufficient numbers of young people, which are quite energetic and willing to lead if the opportunities are provided to them.

The respondents of this study were all educated, where minimum education were Bachelor of Arts (BA) and Bachelor of Science (BSC) level and maximum education was Master of Arts (MA) and Master of Science (MSC) level. On the average most of the teachers have qualification of MSC level education in high schools of Loralai. Minimum experience of teaching is 3 years, maximum experience is 25 years and on average every teacher has the experience of 8 years. The study result also suggests that the teachers attend schools with having good of attendance, and their minimum attendance record was 70 percent and maximum attendance recorded for teachers at school level was 98.55 percent and on average every teacher has the attendance of 83 percent, and it has a great significance for this job at government school level. Total at Maximum of 7 works were attended by our respondents/teachers. Few teachers didn't even get the chance of attending any workshop. Further every teacher has attended at least one training session and maximum of 11 training sessions were also attended by the teachers further these were a very limited number of teachers who had this opportunity to explore more about education and other training (Table-1).

Table-1 Descriptive statistics of school Headmasters and teacher's important statistics

Variables	N	Minimum	Maximum	Mean	Standard Deviation
Age	75	25.0	58.0	40.000	8.3333
Income	75	17000.0	176508.0	60069.973	33678.5368
Education	75	12.0	16.0	15.3	1.21
Family Size	75	3.00	12.00	7.00	4.00
Experience	75	1.0	38.0	12.014	9.0699
Attendance	75	70.00	98.55	83.209	6.220
Workshops Attended	75	0.00	7.00	1.30	1.233
Trainings	75	1.00	11.00	2.500	1.322
Children	75	0.0	12.0	4.08	2.71
Saving	75	0.0	50000.0	6657.534	9867.4819
Consumption	75	17000.0	150000.0	53131.507	28673.9181

The experience of headmasters is higher than teachers. More the experience of the teacher is more the educational leadership capacity. Headmasters have higher salaries than teachers. Family income and intrinsic rewards like income are associated with leadership qualities because of increasing expenditures on the required activities and the person with high income always takes part in training and workshops which increase the educational leadership qualities. The majority of teachers have consummated their salary because of this they do not take part in workshops and training leadership quality decreases. Teachers have less amount of salary and most of the salary consumed during months and saving was near to nil because of this they do not go to joined training which affected their leadership quality (Table-2).

Table-2: Descriptive statistics of teachers and Headmasters by their designation

Designation		Income	Saving	Consumption	Experience
Headmaster	Mean	98407.7	10928.6	87442.8	20.5
	Std. Dev	41454.2	10858.9	35010.4	11.9
JET	Mean	43833.3	1000.	41833.3	11.6
	Std. Dev	17661.0	2612.2	17243.0	8.0
SST	Mean	67536.0	11120.0	56336.0	9.1
	Std. Dev	20811.8	11666.6	18427.9	6.4
JVT	Mean	26500.0	1416.6	25083.3	8.1
	Std. Dev	10449.0	3369.8	7798.1	6.0
MQ	Mean	32000.0	.0	32000.0	5.0
	Std. Dev	0.	0.	0.	0.
DT	Mean	50000.0	.0	50000.0	20.0
	Std. Dev	.	0.	0.	0.
AT	Mean	40000.0	.0	40000.0	10.0
	Std. Dev	0.	.0	0.	0.
CI	Mean	60000.0	.0	60000.0	18.0
	Std. Dev	0.	0.	0.	0.
Total	Mean	60069.9	6657.5	53131.5	12.0
	Std. Dev	33678.6	9867.4	28673.9	9.1

Head-masters we selected were from the age bracket of 31-55 years, minimum age of the head-master was 31 years and maximum age was 55 years. The demographic characteristics like family size results reflect the minimum family size of three members in a single family and a maximum of 25 members in a single family. However, on average the family size of head-masters is 8 members in a single family. The study results show that Head-masters education lies between the range of 14years to 18 years, which means that head-masters have the education level from BA to Master of Philosophy (M.Phil) level. There are few head-masters, with good quality education level. On average every Head-master had the education of almost 16 years (Table-3).

Table-3: Descriptive statistics of School principals/Headmasters

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
Age	15	31.00	55.00	36.8200	9.907
Family Size	15	3.00	11.00	8.3650	2.524
Education	15	14.00	18.00	15.9000	2.120
Monthly Income of the Household	15	50000.00	120000.00	54686.5	14790.169
Personal income	15	30000.00	75000.00	38000.0	18000.00

Table-4 Reach model for teacher leaders

Indicators	Yes	No
Risk taking	38.00	22.00
Effectiveness	54.00	6.00
Autonomy	60.00	0.00
Collegiality	47.00	13.00
Honor	60.00	0.00

The results in table 4 revealed that risk taking behavior is highly appreciated in school teachers as leadership quality. As a leader it is important to take risk as higher the risk is the higher premium is expected. 38 teachers out of 60 affirmed that risk taking is a good quality of leaders and it is the indicator for leadership. This study results also suggests that effectiveness is an indicator of leadership at school level teachers. 54 out of 60 teachers mentioned that the effectiveness of the teacher can lead to make him a good leader and it is considered as the indicator for leadership. All the teachers were of the opinion that autonomy is an indicator of leadership. Collegiality is the delivery power of the teacher when he communicates with his/her students and it is considered as a attribute of leadership and honor is considered as a quality of leadership in teachers as mentioned by all the respondents.

Capacity building and HD support

Cross section data is the data which is collected through primary surveys via interviews or questionnaire. This type data is collected once from the means it is not collected for many times it is collected for one time from different respondents. So, the effect of relationship is across respondents from teacher to teacher it varies not across time. The results show the significance of the relationship between selected set of variables. The results show that age income and education are positively associated with capacity building of the teachers at school level. Increase in age increases the capacity of the person over the time due to experience and increase in education will lead higher understanding about the issues, which can increase the problem solution capacity of the person. Income increase also helps us to invest more on self-capacity building activities.

The variable of workshop participation is positive and scientifically related with capacity building. Participation in workshops increases the ability to explore much more about different problems and their solutions. Workshops are helpful to gain higher experience and learn more techniques, which increase the capacity to manage a lot more on both school

level and society level activities. Principal support is positively and statistically Significant with the capacity building score of school teachers, and it motivates these teachers to explore more and learn more. The teachers with higher participation rate in conferences have higher capacity building scores on average as compared to the others with zero participation. Conference participation has a positive effect on capacity building on school level. It is however, the biggest unfortunate and lack opportunities on school level teaching that very few chances were provided to government teachers to participate in conferences and workshops.

Leadership Quality and Its Influencing Factors

There is a relationship between Head-masters motivation and leadership qualities of the school teachers in Loralai. Increase of Head-master support will lead to increased leadership qualities in school teachers. The result of this study shows that time allocation from Headmaster for teachers encourages the leadership qualities due building their confidence.

Headmaster's openness to criticism is positively associated with leadership qualities score of schools' teachers at primary and high schools' level at Loralai; it indicates that if high schools Principals are open to criticism about any issue, will lead to increase the leadership quality score of school teachers. This allows teachers to argue or discuss around important things and certain facilities about training and workshops to be a part of it. However, the headmaster's openness to criticism is linked with teacher confidence in our case, which indicates that there is a relationship between leadership qualities of school teachers and openness to criticism of Headmasters.

Age of the teacher as well as education of the teacher is positively associated with leadership qualities of these teachers. The results indicate that increase in age and education will lead to the growth of leadership qualities because increasing responsibilities and since of understanding over the time.

Family size is negatively and adversely associated with leadership qualities on school level teachers of Government schools of Loralai district in Balochistan. This means that increase in family size across respondents will lead to decrease to leadership qualities. This also implies that the larger family size doesn't allow teachers to carry extracurricular activities, which are important factors of growing leadership and leaders.

Family income and intrinsic rewards like personal income are positively associated with leadership qualities of teachers at schools' level. Increase in income across respondents has positive implications for leadership qualities. This is possible because of increasing expenditure on the required activities and the person with high income and personal income is always expected to take part in training and workshops, it increases the leadership qualities score of the school teachers.

Extrinsic rewards like motivation from school principals with awards and certificates or motivation associated with leadership qualities at school level. Intrinsic rewards are highly significant for leadership qualities score and motivation from headmaster is also important for increase in leadership qualities of government school's teachers at District Loralai.

CONCLUSIONS:

This study concluded that, support from Headmasters at school level gives moral support and positive energy to teachers so that they can perform better in school curriculum and co-curriculum activities and also it enhances the leadership qualities score of teachers. Motivation through intrinsic and extrinsic rewards can increase the capacity of teachers in terms of more working hours on duty and can also polishes the leadership qualities of the teachers.

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