

EFFECT OF HEAD TEACHER'S PROFESSIONAL SKILLS ON THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS AND STUDENTS

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ABSTRACT

Performance of secondary school students and teachers has been associated with that of head teachers in the public schools in the province of Baluchistan. Poor students' results and lack of teacher's professional motivation in school settings have also been linked with the head teachers' competency to run the secondary schools' administrative and academic affairs. This study was conducted to determine the impact of head teacher's competencies on academic performance of public secondary school teachers and students in the context of Baluchistan province of Pakistan. The study aimed to identify the demographic profile of the student-respondents as to age, gender, monthly family income and parental presence; their academic behavior; their academic performance; and the relationship between the demographic profile, academic behavior and academic performance. The study comprised descriptive and inferential statistics along with the other professional and integral qualitative paradigms for data analysis. Correlational analysis formed part of the analysis too. A sample of n= 384 student-respondents along with n= 9 teacher-respondents participated in the study. The tools used in gathering the data included the survey questionnaire containing questions about demographic profile and the Likert Scale. The statistical treatments of the data included frequency, percentage, mean, range, Likert Scale, Pearson correlation coefficient, and other inferential techniques. Consent letters were sent to the respondent through official protocol and the guidance in the APA 6th manual. Stratified random sampling was used for collecting data and subsequent analysis using SPSS V.24. Questionnaire, interviews and observations were also part of the study. The data and test of hypotheses revealed the fact that head teachers' performance affects the performance of secondary school teachers and students directly. Effective head teachers help build not only academic rapport with the stakeholders such as parents, students and teachers, but they also administer their task more effectively with a culture of collegiality.

KEYWORDS: Head teacher's professional skills, students' performance, teachers' performance, results, inferential statistics, impact of competency, professional motivation

Introduction

Background of the Study

The society where we reside marks its own individuality and parallels while growing recognition of other growing societies that slowly builds its place in the secondary schools. It is clear that secondary schools are one of the selected institutions that open doors of partnerships to families to socialize and flavor investment in form of learning. This implies that secondary school education carries an understanding of change. Hence, knowledge in all cases whether in shape of creating, or acquiring, is upheld and dealt with great wisdom. In short, the most prize worthy investment of any society is enacted by educating the people it keeps as we merely suffer if there is a void of good education and prosper vice versa. In such scenario where there is a growing need of educational provision, those held

responsible for secondary schools have great responsibility on their back. Undoubtedly, the role of leaders has ever since been held with great significance to bring along school improvements in past 20 years (OECD, 2001b, p. 32). In this regard, Fullan (2002) has simplified by relating effective school leaders to a far reaching education reform. This is followed by Fullan (2001).

Despite holding importance, the secondary school leaders are given countless roles. As in Leithwood et al's (2002) research, a list of 121 schools leadership practices have been highlighted with respect to school contexts. It is evident that the lists portraying the competency of school leaders: professional development or standards can exceed its limits. All such longer lists that cover aforementioned areas and practices of leaders are not only driving the leaders to innumerable directions, but laying a lot of pressure of work on their heads. Researchers have shed light on the caution holding role of educationists in their prize-winning book named *Tinkering towards Utopia*; in order, to help save the parameters of education from making an easier shift "from panacea to scapegoat."

The study looks into the ability of principals to mould the structure, culture and vision of secondary schools. Likewise, collaborative efforts to generate vibrant and effective learning community are pulled in by entire staff in any secondary school. This implies that the leadership position of secondary school principal with respect to professional development of teachers is pivotal in shaping the school learning community. In the matters of execution of concerned standards, principals are looked up as leading players who control the matters of staff development using their leadership skills and ability to influence others. Thus, the standards governing secondary school leadership require effective knowledge, dispositions and expertise that a principal call for promoting the success of all students.

Theoretical Framework

The theoretical framework of this study bred rom the study of (Ackerman and Maslin-Ostrowski 2002) whose work is significant in terms of head teachers' role and expected performance. This study concerning educational leadership reveals that theories have taken various shapes and all carry significance in the contexts of the administrative and academic roles of head teachers in secondary schools. The leadership type is governed by functions that demand extreme accuracy, conviction, full form of consideration and technological skills that mark difference from simple organizational frameworks that does not apply to all heads. This implies that diversity in contexts, work conditions, excess of information, complexities of organization and intrapersonal developments have an influence on the concept of leadership due to which it corresponds with changing organizational trends.

Statement of the Problem

Secondary school education in Pakistan is the main stepping-stone for the students to choose subjects which enable them to focus towards certain fields of education which

ultimately push them towards career development. The secondary school education consists of Grades IX and X through entry in the secondary school at Grade VI or VII where they pass an elementary stage to get into Grade IX and X. At this stage, they choose subjects such as commerce, science, humanities etc. which they further pursue at the higher secondary classes XI and XII level which are in a separate building – a college building. The secondary education system provides education to many children providing future manpower, but it has a lot of problems, issues and complications in it which are going to be exposed and highlighted. The main problem which stands out is that the secondary school education does not provide education that develops the students as think tanks of the future in the context of the country generally and Baluchistan specifically. Secondary students in this context are dependent on rote learning to pass the matriculation exams as the curriculum is quite outdated.

The secondary school system seems to miss out skills to develop critical thinking among the students. It focuses more on conformity. It does not develop the pupil as a person to think and develop ideas on their own. Subjects such as economics and industry are not an essential part of Grades IX and X to develop the art of managing, financing and investing in the students. Subjects focusing on trade are also not a major part of the secondary education system in Baluchistan. Furthermore, other issues as the infrastructure of secondary schools, provision of educational resources, qualified teachers for relevant subjects are not considered necessary for the physical, social and psychological development of secondary education students in the province of Baluchistan. The system of secondary education does not have a uniformity and accessibility to all. The other issue with the secondary education system in Baluchistan specifically is the scheme of studies for secondary school education. All such matters pose difficulty in role and management of head teachers. This gives rise to innumerable problems as aforementioned which affects the teaching and learning process in secondary schools.

Research Objectives

1. To find out the impact of head teachers' competences on teachers' performance in secondary school system
2. To find out the impact of head teachers' competences on students' performance in secondary school system

Research Questions

This study aimed to identify the relationship between head teachers' competency and students and teachers' performance. Specifically, the study is expected to answer the question whether or not the qualification and experiences of head teachers in secondary schools really impact the performance of students and teachers.

Significance and Delimitations

The head teachers may gain a clear insight regarding the role of vision in making their secondary school do well academically. Likewise, by highlighting the various ways a

secondary school meets change in various times, the headteachers will assess their role in learning in all such scenarios. The study is likely to help head teachers, students, parents and teachers assess their roles in contributing toward the success of school. This will permit the head teachers to assess the academic performance of students and teachers equally well. The study will provide a basic guideline for them. It further makes them see the scope of school improvement plan and the way an innovative approach can help to encounter all such storming period of secondary school lives. At the same time, after reflecting on their views with respect to the teaching and learning policy and its concerned outcomes, heads of secondary schools can envision future goals and actions. They can then ensure that the standards of curriculum are maintained to sustain high quality of education. Apart from this, the study will enable the head teachers to gauge better ways of school administration and produce better strategies in the long run for professional development. Due to limited time and available resources with the researcher, the study is delimited to sampled participants only. Time and resources were also limited to conduct the study. Seven female headmistresses and one five male coordinators participated in the study. Students in middle section from Grade IX and X were also sampled in the study from private school system selected from selected districts in Baluchistan.

Literature Review

Schools are as good as their head teachers; this is often being said. According to Sergiovanni (2009)), head teachers are the benchmark for success of any school. At the same time, the researcher illustrates the qualities of a head teacher as a leader who ensures that tasks are executed and has the inspirational traits of giving directions, listen and being modest. These qualities gauge the competency of headteachers in managing the dynamics of working system as it is all personified as charting a ship through turbulent waters. The process of certifying, recruiting, hiring and promoting teachers does not completely rely on the teacher traits that are applicable in the classroom. This responsibility is shouldered by the headteacher. However, Sackney (2004 & 2006) further observed that principals might not be able to monitor effectively due to incompetency in clinical skills and lack of knowledge in curriculum and teacher effectiveness. This could not be catered to art-based head teachers taking charge of science teachers. Koontz and Weihrich (1998) have further defined educational leadership as the process of influencing people in order to inculcate in them the positivity to achieve their group goals. Accordingly, various studies have been conducted on leadership leading to quite many theories concerning it. Many theorists have formulated that the code to leadership lies in the style of the leader, the nature of the given task, and the situation along with their personality (Rono, 2002).

Traits and Contingency Theories and School Leaders

It has been put forward that individual's qualities are the underlying criteria for success in leadership. The traits proposed by Koontz and Weihrich (1998) are as follows: physical traits, intelligence, personality drive and social traits. However, studies have

shown that all leaders would not possess all the traits while some non-leaders would possess most or all of them, as a whole. It is, as a matter of fact, that the traits may not be specified for any one leader. Though only five of the traits being identified have been deemed as common. Therefore, traits that formulate the success of a leader vary according to the situation. Rono (2002) further elaborates that leaders exhibit certain characteristics such as intelligence, initiative, self-assurance and socio-economic position.

In Fred Fiedler's model cited by Koontz and Weihrich (1998), it has been proposed that group performance or effectiveness is reliant on the connection between two elements such as (Andrews and Soder 2003) leadership style and the degree of influence that a leader displays over the environment. They have turned up with this conclusion that autocratic leaders perform much better as long as former are there to monitor the processes. On the contrary, group members are at times not contented and conflicts arise in such cases. Mbiti (2004) has similar views as he lists down the qualities of head-teacher: a captain who is equipped with skills such as official procedure, delegating duties, communication, human relations, and modern educational procedures in order to lead his team with great victory; in curriculum and other concerning matters.

It has been further highlighted in the same direction by Orora (1997) that school managers should possess technical skills in methods, process and techniques of education, including specific knowledge in managerial skills: finance, scheduling, purchasing, construction and maintenance.

Head Teacher and Supervision

According to (Bennet, et al. 2007), a head teacher is accountable for allotting duties on regular basis and for supervision of teachers. It is necessary upon them to supervise science subjects, beginning from entire classroom pedagogies to evaluation and reporting process. It has been further notified by Mbiti (2004) that supervision is the skill of effective management of personnel through efficiency and systematic way. However, according to Eshiwani (1982), it should all underlie one purpose that schools supervision is a dire need. Sarason (1992) has further highlighted that most principals devote their time on administration, housekeeping and maintaining order. This is quite evident as there is no prosecution for underperformance in exams as former are simply transferred or demoted.

Head Teachers' Decision, Team Work and Delegation

Okumbe (1999) claim that educational organizations are bureaucratic in nature, the teachers who lay at the bottom of the hierarchy are highly educated professionals, at times even more educated than the head-teachers. This implies that teachers need to be taken into loop during decision making moments of the school due to their specialized training. This is especially true for science teachers as they possess great skills, ideas and their views should be put into high esteem by the head teachers. As far as Koontz and Weinhrich (1998) are concerned that in some cases head teachers are reluctant to involve the teachers in matters regarding purchasing as they do not want the latter to be informed of the financial

details of the school. Hence, there are cases where the head teacher feels insecure as teachers are either more assertive or qualified as compared to the head teacher.

Head Teachers in the Context

In recent years, school leaders from developed countries are coping with advances in science and technology in day to day affairs of schools (Mulford, 1994). On the contrary, in developing countries including Pakistan, the scenario is different; they are still struggling with innumerable organizational processes that lower down their efforts to address certain issues that are concerning educational quality. As a matter of fact, the school leaders are given an insignificant role in the matters of quality education in Pakistan (Oduro, Dachi, Fertig, & Rarieya, 2007).

Blase (2009 & 2002) stresses that the concerned studies focused on school leadership and the role of heads focus on models of leadership; however, certain specified models have dominated in recent times. Those models that portray general concepts of 'transformational' leadership (Bass, 1985; Burns, 1978; Leithwood, Tomlinson, & Genge, 1996) along with education-specific ideas about 'instructional leadership' (Southworth, 2002), that give special preference to the position of leaders as vision setters of school who are more inclined towards the refinement of teaching and learning; thus, being a driving force for others, to pursue the desired vision persistently. It has been proven through international studies that transformational traits depict 'good' leadership in quite many cultural contexts (Den Hartog, House, Hanges, Ruiz- Quintanilla, & Dorfman, 1999). On the other hand, (Gronn, 1999; Stoll & Fink, 1996). Ribbins and Gronn (2000) have proposed certain ways to explore headship: context-based images of every single head based on their own perceptions; extracting varied interpretations regarding the role of head from concerning members; relating the findings with the information gathered from observations and data collected concerning head's behavior.

The study of Ribbins and Gronn (2000) took a wider view at this area in a couple of ways. Thus, it first had a longitudinal approach by interviewing the secondary heads over a span of months. Next, some interviews were conducted with a group of teachers in a set of three schools. As Galvin and Sheppard (2000) discovered that in the U.S.A, Utah, the mobility rate was equivalent to deterioration rate. It was further found by Williams (2001) that in Ontario, Canada, it was expected that 75 per cent of principals and above 40 per cent of vice principals retired in an academic session expanding the gap of recruitment process for leaders and heads in schools. James and Whiting (1998) excavated that in England and Wales, less than half of the deputy heads were eager to join the position of principal ship. In the same way, in one of the English studies, the respondents concerning leadership positions (Earley et al, 2002, p. 7) were of the view that recruitment and retention of school leaders is likely to become increasingly problematic. It was even seen that four out of ten deputy/assistant principal had no intentions to become principal or demanded early retirement.

Dimensions in Professional Development of Head Teachers

Gronn (2002) highlighted in cases where customized leader formation had been institutionalized. As a matter of fact, in recent studies, the ongoing professional development had three vast conceptualizations that could be well noticed (Cochran-Smith & Lytle, 1999; Lieberman & McLaughlin, 1999). Moreover, the content of professional development heavily relied on values.

In secondary schools, teachers are looked up as the crucial human resource. In any profession whether we talk about doctors, lawyers, accountants, engineers or even teachers and other professions; their quality is all dependent on their teachers who prepare them for their future roles. It is as matter of fact, quite clear that school teachers are masterpieces of any country (Okumbe, 1998). Eshiwani (1993) stated that the standards of school education are heavily reliant on the quality embedded in the staff, their degree of motivation and the kind of leadership they encounter. In all these cases, professional skill development is the reciprocal for effective school management. Holly & Southworth (1989) assert that professional staff development is a holistic activity that involves more than one individual. It has an extensive coverage of the school environment starting from team of teachers who work in unison with great number of stakeholders of education like the experts, supervisors, and administrators of the school, counselors, parents and a large number of populace, working in alignment with the secondary school. Similarly, Okumbe (1998) is of the opinion that training and development should be the norm of secondary education process.

Research Methodology*Research Design*

This study utilized a descriptive research. This research design is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation. It is non-experimental in that it deals with relationship. Since the events or conditions have already occurred or existed, relevant variables are merely selected for an analysis of their relationship. It involves hypothesis formulation, testing, and uses logical methods in inductive and deductive reasoning in order to arrive at generalizations. This study used the aforementioned research design. Being descriptive in nature, it described the headteachers' competencies and approaches and, correlational in the sense that it determined the relationship between headteacher competences and students' and teachers' effectiveness.

Sampling and Population

Population of this research constituted all students of secondary schools and the teachers of the same classes in the province of Baluchistan. Head teachers of secondary section with both genders from secondary private school in Baluchistan were also the population of the study. In the present study, random sampling technique was used in which a sample of observations from a population was made in order to make inferences about the population. For this matter, the secondary head teachers gave their input

regarding the objectives being laid down in the organization followed by their vision for school improvement. They shared their role in pursuing change and adopting an innovative approach to inculcate school development and improvement plans. Likewise, secondary students shared their perspective of the course, in the form of learning, enthusiasm level and individual rapport with the instructor, organization, the strength of the assignments and the position of the course/instructor with respect to others in the secondary school. The sample in the present study comprised 260 secondary school students and teachers along with 12 head teachers. There were two sets of respondents for this study. First, the selected head teachers who provided a description of objectives, vision for their secondary school improvement and their input in the teaching and learning policy. Subsequently, the respondents of the selected secondary school responded to various teaching and learning dimensions with respect to the course and instructor to get an overview of the former practices in the school. This helped determine the impact of headteachers' competencies on teaching and learning.

Research Instrument

This was proposed to the headteachers who first responded to a set of questions concerning 'leadership and management.' Initially, they were made to pen down the areas covered by the objectives followed by the vision encompassed for school improvement. Simultaneously, they were interviewed on their stance on change and the way they would practice it in their schools. They were further made to update on their day-to-day practices with respect to their role in using an innovative approach for resolving school improvement issue in their respective schools. In the later part of the research, the head teachers covered pupil progress. This involved their leadership competencies to curtail teaching and learning milestones. In this regard, the heads responded to five items in this category where they enlisted the teaching and learning policy, constituted and its desired consequences. In the next part, they were questioned about the effectiveness and quality of curriculum delivery and at the same time ensuring that high-quality teaching and learning was in place in the secondary schools. Questionnaire was administered to determine the learning of the students in the selected cities of Baluchistan by posing questions related to it. For this matter, there were selected items that were being covered in the dimensions under the Likert Scale ranging from strongly disagree to strongly agree.

Reliability and Validity

To ensure validity, rating scale was presented to three experts for face validation. These experts comprised international experts from technologically advanced countries. Afterwards, it was pilot-tested to 18 students of the sample, but excluded from the sample. For the measure of reliability, Cronbach's Alpha Reliability Analysis was used using SPSS v 22. With the instrument items in the scale an average inter item covariance of 0.73 and a scale of reliability coefficient of 0.74 was obtained. The instrument was validated through expert opinions and other qualitative paradigms advocated in educational research.

Data Collection

As an initial move, the investigators sought the permission of the head teachers to conduct the study at their secondary schools in Baluchistan. Later, the head teachers of selected secondary schools were requested to fill evaluation forms. The next consent was regarding the cooperation of the selected samples from secondary schools in Baluchistan in filling up the survey questionnaire. These listed rating scale to decipher their learning paradigms in their respective schools. The researcher personally administered the research instrument. Both sets of respondents were properly oriented before they were set to the tasks. Each item was explained for further understanding.

Data Analysis and Interpretation

In the concerned study, head teachers from secondary schools were considered to respond to the self-evaluation form. Accordingly, the head teachers covered a vast domain of areas. The first key area was the recruitment of staff followed by the steps of training, facilitation, monitoring and then evaluation of staff members. Likewise, the other sides to the role of the concerned head teacher were administrative domains; the ones primarily related with the admission of students that continued with the task of facilitating for ensuring quality teaching and learning process. However, this may turn up with certain challenges as reported by Early and Weindilin (2004) that the multi-dimensional role of head teachers is towards administrative, managerial and financial side.

Interpretations from Head Teachers

The head teachers highlighted the role of facilitation for holistic development of students; this brings forth the purpose of education, for creating individuals that are distinct in nature. It is quite evident that all humans have innate creativity, along with needs that range from physical, emotional, to intellectual and spiritual ones with abilities of all kinds. The vision shared by the second head teacher appeared to ensure that teaching and learning practices in the concerned section are kept in harmony. The Head teacher believed that when updated pedagogies are introduced, it will have a far reaching impact on the school's image as an institution. According to the heads of secondary schools, their role is generally observed as being knowledge providers in the school.

Interpretations from Theory

In order, to make the practices effective, an insight into certain theories can make it more adaptable as one of the theory termed as 'complexity theory' tends to identify the growth of teaching and knowledge in the secondary schools in digital era— the scenario under which the teachers work. Hence, the organization deemed as complex as each level turns up with distinguishable open territories. Davis & Sumara (2006) assert that the complexity of secondary schools is scrutinized throughout national/regional rising up to school and classroom level. This extension of practice executed by the secondary teachers cushions the teaching process and carves learners into effective thinkers. This adds up to all the expected roles of a teacher who is put in the position to prompt and facilitate

discussions. Hence, it is imperative that the learning environment is outlined in a way that along with being supportive, it puts a challenge to learners' thinking tanks. It is as a matter of fact quite clear that constructivists also focus on secondary school learning by practical means.

Interpretation from Instrument

For the purpose of analysis of the data received, the researcher worked on the evaluation of students and teachers. These comprised thirty-five items to measure nine dimensions and this was used as an instrument for evaluating educational quality in the classes of secondary schools in Baluchistan. The nine aspects of the instrument comprised a total of thirty-five instrument items including classroom learning which comprised five items whereas instructor enthusiasm consisted five items. Organization of teaching process comprised four items and group interaction focused four items. Individual rapport also comprised four items. Breath of coverage comprised four items, assignments and readings for reflections consisted two items whereas course feedback contained three items followed by workload or difficulty which included six items. Keeping these facts in mind, the study analyzes that teachers of secondary classes in Baluchistan along with the guidelines from the head teachers can also explain the mistakes made in history, which we object to, but humans are still repeating those mistakes being blind and oblivious to the consequences, experimenting dangerously. Things might turn out differently in our age and pointing out how man considers and, in the past, too has considered himself to be a know-all about things. Students could be told by the head teachers in Baluchistan secondary classes to build up a hypothesis and research into the matter of how they could change things that went wrong in the past if the events occurred again by inventing a different way of dealing with them and having a bird's eye view of the events in the past.

Instructors' Rapport and Secondary Students

The relationship between the teachers and students in secondary classes develops trust and an assurance that the connection that develops a positive outlook from the student's side to consume the knowledge presented by the teacher and an understanding on the teacher's part that how, what and in what way knowledge matching to the needs of each learner is imparted. So, the qualities of the secondary class teachers are very important as the students are greatly influenced by the rapport they have with their teachers. A secondary school teacher should be efficient in delivering the value the subjects in secondary schools hold for the student so the student can understand the importance of the content and how it can not only add to his or her knowledge, but how the learning he or she has been tested on can prove beneficial to his or her daily and future life.

Lack of Professional and Personal Growth among Teachers

The postings of secondary school teachers in remote areas of Baluchistan is likely to cause a lot of problems as Baluchistan is a very cut-off place where people do not prefer postings as it is the country's poorest province and the atmosphere is not too female-

friendly. Environment of Baluchistan being not too female friendly is a major issue in the province of Baluchistan. When the female teacher of the secondary school gets posted there, she faces the problems of adjustment in the area of the Baluchistan terrain and rugged areas, the different people, the different language, the customs, the weather as the harsh weather conditions can create health problems as well as discomfort. So, all these factors affect her lifestyle, her teaching and her thinking, causing feelings of suppression and depression. The society of the place, the culture, the people, the food, the weather and the teaching load have the impact on secondary teacher's professional attitude. All those factors affect her performance in the secondary school and if her past teaching experience and atmosphere are not matching to the Baluchistan secondary school that she gets posted in, or the area she gets posted in, then she has a lot of problems in adjustment.

Findings

The study finds that secondary education curriculum in Baluchistan province needs changes in accordance with the national professional standards. The head teachers must play their roles in improving the quality of instructions and learning by virtue of their own experiences and observations. A time it becomes difficult for the secondary teachers to cover all syllabuses because it is not on the level of some students. Some students find it difficult to cope up with the curriculum. The other findings assert the level of parental cooperation through the help of head teachers. Each district head of the school must organize sessions, workshops and seminars for parental awareness. Mostly in Baluchistan, there is lack of parental involvement in secondary schools. In many cases, parents do not involve themselves in the schools affairs regarding their children. It can be their lack of trust or illiteracy. For the resolution of this, head teachers can organize a literacy drive for improving parental literacy across the province and each head in respective town can select professional speakers who can motivate the parents to provide education to the children. The study findings assert that more head teachers be appointed in schools where the positions of heads are vacant. It was observed in some schools that teachers and students were not able to receive direct instructions and professional assistance from heads as they were not present in the schools during office hours or later. Upon inquiry, it was revealed the head teachers' positions had not been announced through open merit system. Political interference and red-tapism also caused these delayed appointments of head teachers.

Conclusion

The assessment of secondary education performance in secondary schools in Baluchistan is summative which means a test conducted at the end of learning session in a formal way through paper-pen test. At the end of the year, students are assessed for what they have learned throughout the classes. But there are some schools that use formative assessments in Baluchistan secondary schools. For summative assessment, students become rote learner in secondary classes. This assessment makes secondary school students and teachers marks-oriented only. As the study concludes, it is evident that

secondary school students in Baluchistan get depressed because of this assessment and if the students fail, they have to wait for the next year to take the test again. Basically, secondary education in Baluchistan aims to prepare the student for real world challenges. The head teachers can guide and counsel students and play the role of a truly genuine pedagogic leaders who are envisioned with national and local curriculum and comprehend the complexities of classroom experiences. In the secondary education system in Baluchistan, the classes are teacher-centered.

The education system in Baluchistan suffers by a slow growth rate and lacks in quality of secondary education as role of head teachers and teachers are not being instilled in the province. These training are dependent on written exams for stating one as a qualified teacher and head teacher, has less practical teaching attached, with no proper check and balance on how the head teachers and trained teachers are performing in school after the teacher education course. The regular and random checks and assessment of the teachers and head teachers while they are serving in the secondary schools are supposed to provide a clear picture of the happenings in the secondary school classrooms so adjustments can be made now and then accordingly. The performance of the head teacher and the teacher is affected due to teacher training and education not serving as a lifelong continuous learning tool, but as a temporary means for getting a B.Ed. or M.Ed. degree for a job.

Recommendations

The study recommends that the secondary education quality be improved through the mutual cooperation of the stakeholders such as parents, teachers and students. The policy matters must also be revised to cater to the needs of secondary classes in terms of technological advancements in accordance with the national requirement. The secondary school administration must also look into curricula reforms and up gradation. The investigation also concludes that for many years, the books and syllabus of most secondary schools in Baluchistan have remained unchanged for the secondary education.

Recommendations are also in the lines of study findings that each secondary school head be trained twice a year through refresher courses and seminars for better output of the organizations under their supervision. Head teachers need to ensure the completion of each course syllabus for effective and beneficial output of secondary education where a student is engaged for at least ten years of his life. The teaching and learning process in secondary education across the province of Baluchistan is very important for a child because it grooms the pedagogic ability, confidence and intellectual capacity to make the child ready for experiential learning. It would give cognitive skills to explore the direction for the student's capability of achieving his/her goals.

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