The Role of a Principal / Headteacher in School Improvement: A Case Study of a Community-Based School in Karachi, Pakistan

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Many studies have been conducted internationally on headteachers' role in School Improvement (SI). In Pakistan, however, this is a new but increasingly expanding area of study focusing different types of schools (Khaki, 2005) including private, public, and community based. This study on headteacher's role in SI was conducted in a community based school in Karachi comprising of migrants from different parts of Pakistan and (refugees from) Afghanistan. A case study, using semi-structured interviews from headteacher and other stakeholders were used to explore the headteacher's role in SI. The findings show that role of the Headteacher in SI is complex, daunting, multi-dimensional, and multilayered (Lizotte, 2013; Moos, 2013). Headteacher performs her best to provide better education to learners; tries to meet stakeholders' expectations in terms of improving teaching and learning, improving school infrastructure (e.g., up-gradation of the school building), keep her teachers motivating and satisfying parents. The disabling factors include lack of financial resources, teachers' turnover, and resource management but school managing committee and energetic teachers play as enabling factors in SI (Bryk, 2010). Given her contextual limitations inherent in the community school, she is making the most of what is available to her through practicing distributed leadership style.

Key words: *headteacher/ principal, school improvement, community schools, school leadership, distributed leadership*

Introduction

The emergence of community based schools is a phenomenon which has taken a new momentum as an alternative route to poor, failing and ineffective public school system in Pakistan. Many communities have started building community schools and offering education even up to university level to make sure their community survives educationally in the world of the 'survival of the fittest'. Despite this mushroom growth of community schools, not many studies have been done in Pakistan to see how these newly founded community schools are managed, and the challenges they are facing. This study was undertaken in this context to explore how the community school is led by the headteacher and what we can learn from her practice. This article is based on a qualitative case study of a community school headteacher's role in a densely populated, poorly resourced, and near ultra-poor community but having an undying quest to educate their children according to the national and global needs of a globalizing "village". The study reports the findings for the first time through this article. The article first outlines the context of the study, and the objectives of the study, how the study was done and then briefly reports about the findings. The article then reflects on these findings and summaries in the form of reflections, and culminates in making some recommendations in the light of the findings.

Context of the Study

This is a case study of a community school headteacher in Karachi Pakistan, belonging to a faith community. The school, let us call it, Community Progressive School (CPS) has a strength of 450 students from grade Prep I to II, to Grade 2, called as Early Childhood Development (ECD), and Grade 3-8 (primary and secondary sections). The CPS is attempting to offer affordable yet reasonable quality education to these children residing in a poor locality of Karachi, Pakistan. This CPS was selected as research site through purposive sampling from one

of the chains of community schools, serving mostly the low socio-economic background members of the community in order to provide quality education at an affordable level of the fee. The school is situated in a poor migrant locality, living among diverse similar communities, hailing from different parts of Pakistan and (refugees from) Afghanistan. The concept of community schools emerged as a result of a survey conducted by the community parent institution, a community organization, to provide technical support to the community schools. According to a survey carried out on the school going age children in the community, 75% children were found to have been availing low quality education due largely to fragile financial conditions of their parents (Riaz, 2004).

Thus, the establishment of the community schools emerged as a result of this need with a clear purpose to provide 'quality' education to the community children through *institutional support and community participation* by *utilization of community resources* to reduce the cost education (Sullivan, 2013). According to Rugh and Bossert (1998) the concept of community schools is to "develop, organize and manage (community schools) within the community effectively. SMCs, under the Community Based Education Societies (CBESs) were formed and registered under society's act of Pakistan (p.14). The structure of SMCs consists of a chairperson, honorary secretary (the headteacher) member finance, and 10 to 12 other members, including two to three parent representatives whose children are studying in these schools. The role of SMC, according to the terms of reference of the community school, is to run the affairs of the school with the help of headteacher and report to Local Education Board (LEB), another sister Institution under the umbrella of the community parent institution. Being fulltime, the Headteacher was the main person on whom the major responsibility fell as the Secretary to the SMC; besides working as a headteacher. As one of the strategies to reduce the cost of education, these community schools were started in the morning shift in the premises of community centers (used for religious education and other activities in the evening shift) by sharing the premises.

Literature Review

The studies of headteachers and their roles in school improvement in the context of developing countries are, of course, much less than the developed countries. The studies done in the western contexts are numerous claiming tremendous success 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 robustly shown to be effective. In future, we need greater clarity and agreement about what constitutes success' (Coea, 2009, p.1). These are the ground realities of school improvement and role of headteachers 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 now 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 headteachers' role in the community schools. Khaki (2005) explored the effective headteachers of three types of schools in Pakistan: Public, Community (Qutoshi, 2006) and individually owned schools. One of the respondents in both the studies of Kakhi (2005) and Qutoshi (2006) was a community school headteacher that gives some insights about the way community school headteachers' effectiveness visa vis school management is seen by the stakeholders.

These studies show that often community school headteachers work under tremendous pressures due to many reasons, including tight management structures within their 'own institutional context', financial constraints, parental pressures, communal conflicts, and sectarianism, which often lead to armed conflicts (Moos, 2013). The headteacher, as community school leader, is seen as a central person in a particular socio cultural context (Sullivan, 2013) in the whole process of SI. Headteacher's 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. Where the headteacher works within the community network in a participatory collaborative approach in the dynamics of specific socio culture 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, p.1). Her role is seen, on the one hand, as a moral agent – a leader with high levels of commitment, patience, care and facilitative role, 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).

However, the concept of SI in the context of this community school is improving results to the excellent level and developing skills of students enabling them to learn intellectually from real life situations for the benefit of the society through creating conducive learning environment at school (Louis & Wahlstrom*, 2011; Morris, 1984; Qutoshi, 2006). It is a completely delicate process of creating 'an environment where student learning takes precedence over everything else (Lizotte, 2013: p. 12) and aimed at accomplishing educational goals more effectively within the perceived philosophy of SI. And in so doing, the headteachers' leadership role is central because they are 'important and powerful people' (Coulson, 1978; Alexander, 1992) and their role in SI is to 'support and nurture the professionalism of teachers' (Day (1993, p.111) in order to ensure this aim of improving results to excellent level with developing skills of learners.

Moreover, SI 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 house. However, to ensure this improvement to happen headteacher needs essential support for SI. According to Bryk(2010), there are 'five essential supports for school improvement: a coherent instructional guidance system, the professional capacity of its faculty, strong parent-community-school ties, a student-centered learning climate, and leadership that drives change(P.1). If a headteacher in any school system receives this kind of support in all these five commonly prioritized areas for

improvement one can expect and even claim to school improvement (Coea, 2009). In the context of community school system it is obvious for all stakeholders especially SMC members to understand the common core of essential support elements for SI. When SMC members realize the need for SI within their own cultural context the essence of participatory and collaborative decision making environment develops and this way of working or SI 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, p.1).

Methodology

Headteachers' studies have adopted qualitative, quantitative and mixed method approaches to investigate their roles. This study adopted a qualitative study method because the intention of the study was on only one headteacher as the focus of study through 'holistic in-depth investigation' (Zainal, 2007: 1) to explore the headteacher's role in school improvement. As well, the study intended to seek the community school stakeholders' views regarding the headteacher's role in the SI in a community school in Karachi, Pakistan. The study of perceptions and beliefs of the headteacher about her role as a headteacher and her school stakeholders' views about the role of the headteacher required qualitative method of investigation because the study was interested in knowing the role of the head in a qualitative way. Saunders et al. (2000: 92) talk about the importance and use of appropriate research strategy for data collection and analysis '…what matters is not the label that is attached to a particular strategy, but whether it appropriate for your particular research…' that links with the research questions to explore . According to Yin (1994, 2003; see also Patton, 1990) case study is an empirical inquiry that explores ground realities in a natural settings in which researcher can collect data from different sources that enhances its credibility.

To explore these 'real life situations' of a headteacher in the context of a community school and get an insight of the phenomena, semi structured interviews, as data collection tools, from headteacher and chairman of the SMC were used (Yin, 2003). Moreover, group interviews from seven students (2 from grade III, and one each from grade IV-VIII), seven teachers of the same classes and from seven parents, purposefully selected, were conducted to collect required data from the multiple sources. The purpose of collecting all relevant data was to explore the phenomena through collection of data from variety of sources in order to address this study's key questions, like: What is the role of a community school headteacher in the process of school improvement? How does the headteacher manage the resources and time to achieve objectives of school improvement? Why does headteacher prefer to use some strategies to improve the school? What are the facilitating and hindering factors on way to school improvement?

To address these questions, the required data was gathered till a saturation point reached during these interviews. For data analysis as a process of drawing meaning, and making sense of the meaning from the data, Robert Stake's method of 'categorical aggregation and direct interpretation' was used for thematic analysis (1995). To develop themes in a systematic manner and interpret the themes principles of analysis were used: "use of all of the relevant evidence; exploration of major rival interpretations; and addressing significant aspects of case study" (Rowley, 2002:9).

Since this study was limited to one school headteacher, generalizability of findings was not intended to a wider context. However, the findings can help schools which have more or less similar contexts elsewhere in these systems of community schools in Pakistan and other developing countries of the globe to learn some interesting lessons from this study to improve their schools by focusing on the role of headteachers in school improvement.

Findings

The study findings show that the headteacher of the school has to perform multiple and complex roles as a school manager, community mobilize (Farah, et al., 1998; Levin & Lockhead,

1993; Lizotte, 2013), a liaison officer (developing linkages between school, community and institutions), resource mobilizer (identifying and arranging teaching and learning resources at school) and instructional leader a reporter to inform and motivate parent and sister institutions and communicate the information with relevant stakeholders and an honorary secretary to SMC etc (Champan, 2002; Qutoshi, 2004; Riaz, 2004; Moos, 2013). Headteacher appeared to focus more on administrative, financial and social activities due to the nature of school administration. Expressing her views, the Headteacher said, "I can hardly give 40:60 times to academic and administrative duties in school… I think it is not a satisfactory situation" (Interview, November 27, 2005). Sharing her concerns regarding these activities often taking much of her time, she reported:

> … I have to see financial, administrative and other social side tasks related to more school administration but less academics. As a headteacher, ideally it should be 80:20 (academic: administration) but at least it should be 70:30 in our cases which will help us to focus more on teaching and learning. (Interview, November 27, 2005)

The Headteacher argued that the amount of time she focuses on academics to improve teaching learning practices for SI in the existing situation is a continuous process. She admitted that often her role gets tilted more towards administration/management despite her attempts to focus on pedagogical leadership. According to Memon (1998), the headteachers in Pakistan tend to play more administrative roles rather than pedagogic leaders. The stakeholders' perceptions and document analysis both show a higher expectation level than the current level of headteachers' performance for student learning. However, headteacher seemed to emphasize more of her academic role to bring a visible change in teaching and learning conditions (Fullan, 2001, 2007; Louis & Wahlstrom, 2011; Van Velzen, Miles, Eckholm, Hameyer, & Robin, 1998), and creating an emotionally safe conducive learning environment for students and staff (Virmani, 1996). The findings shows Headteacher' dissatisfaction over the low level of student achievement which is,

according to her, not only because of the lack of time and resources to focus on learning outcome but also lack of proper planning and ineffective institutional support (Bryk, 2010; Qutoshi, 2004).

Teacher's frequent turnover was found to be one of the most frustrating issues (Brown & Wynn, 2009) that badly suffer students in getting new teachers and their way of teaching. According to headteacher, teachers' frequent turnover was due to low salary structures and no incentives in community school system and the school management remained unable to find alternative trained teachers well in time to take the classes of leftover teachers to avoid students' academic loss. The Chairman said that … " I know we have low salaries in our community schools because of low fee structures…and we face many problems in finding alternate trained teachers when teachers suddenly quit from school at the end of the month without prior intimation" (Interview, November 27, 2005). He further expressed that SMC cannot charge high fee from students to raise the salary of the teachers. Thus it leads to a dilemma even for SMC to increase financial resources which are required to improve salary structures. This clearly shows that the school offers low salaries, no provident funds and other incentives to improve teachers' retention. They have nothing to get at the time of leaving school even serving after many years in these community schools and that is why they just quit at the end of month after getting salary and resultantly students suffer at the end.

However, to meet the challenges of teachers' turnover timely, the management encourages volunteer teachers from the community to avoid academic losses to children. But, these novice teachers cannot engage learners with variety of learning activities in class. Students also reported similar issues about teachers' turnover in their school and the impact on their understanding lessons. They said, 'we do not like new teachers many times in one year… sometimes we do not understand what new teachers teach… they teach without group work and activities in class (Interview, November 27, 2005). This situation becomes a major issue for the Headteacher in improving teacher retention and decreasing turnover by improving salary structure and introducing incentives to teachers because these authorities rest to the Committee (Brown, & Wynn, 2009). In school

management the chairman has more decision powers that paralyze the headteacher in bringing structural changes. It is argued that schools where community work for common cause 'collaborative decisions' should be taken by the members for better actions to improve the school 'rather than individual decision making' through one man show (Sullivan, 2013; Supovitz, & Tognatta, 2013).

Moreover, the findings revealed that many other factors, like lack of professional knowledge, skills and different levels of perceptions of members of the SMC with different priorities on one hand and the ineffective support from institutions on the other hand are huge barriers on the way to SI (Bryk, 2010). The Chairman argued, "Sometimes institutional support to community school remains a hurdle … we want to upgrade school and without councils' permission we can do that… our parents suffer when they have to send their children to other expensive schools" (Interview, November 27, 2005).

Findings show that teachers more generally found appreciative of their headteacher's efforts regarding the SI in their school. Expressing the views about student achievement in the way of SI a teacher during the interview highlighted the headteacher's efforts in these words:

> Our headteacher is helping us to perform better than other schools… and we try our best as a team and as a result our school received two times Best School Award among the community schools… our students participated in Mathematics and Science Olympiad… and got winner awards (Interview, November 27, 2005).

This shows that the Headteacher focuses on students' achievement through competitions to develop school' image among the community schools network. Such competitions are often seen as an important indicator of a good school or a good headteacher of a school in Pakistan. The findings show that the headteacher's overall focus generally is on improving teaching and learning through demonstrating her instructional and distributed leadership (Louis & Wahlstrom, 2011). She found to be very much concern about mentoring teachers at different levels. She takes training classes of senior teachers to enable them good helpers of new teachers and distribute them responsibilities to train new teamers. One of the subject coordinators

express her views that '…headteaher is regularly guiding us how to train new teachers in preparing lesson plans, checking student work, assessing their progress and reporting to her (Interview, November 27, 2005). This shows that headteacher is demonstrating distributed leadership. However, is not only giving roles but also empowering teachers to demonstrate their roles by taking decisions on tasks as leaders (Harris, 2008; Hunter, 2012; Spillane, Camburn, Pustejovsky, Pareja, & Lewis, 2009; Sullivan, 2013). This element of engaging senior teachers in leadership roles assisting them to perform better in their teaching and keeping a close relation through reporting the progress of their children shows that she practices distributed leadership role in the school. Distributed leadership is desirable Harris, (2008) and others show that it is about assisting teachers to improve their instructional skills and provide more effective instruction to their students (Hunter, 2012; Supovitz, & Tognatta, 2013; Lizotte, 2013).

The findings show that the limitations of SMC and supporting institutions, poor time management in dealings with the community during school hours, lack of resources, low salaries and poor incentives to staff appeared to be some of the dilemmas for community school Head. The Headteacher said, "SMC do not realize teachers' importance …our teachers are low paid as compared to other schools in the area …after getting some experience from community school they join other schools for better salaries and incentives" (Interview, November 27, 2005). However, to avoid academic losses of the children due to teachers' frequent turnover, SMC needs to reflect on financial benefits to teachers that cause school switching by experienced teachers just for better incentives and more salaries in other private schools within the same locality.

Findings also showed that parents attach a lot of expectations from the school head/school to offer best education to their children. They have their own preferences like developing students' kills needed for the society and market like high fluency in speaking/writing English language. One of the parents interviewed succinctly expressed these expectations,

We want our children (to) speak fluent English and need good teachers in school… but our children cannot express their views fluently in even higher classes…

Appreciating the Head's role in keeping the communication with parents, he added, "But the Headteacher is very good and encourages us to visit school to discuss about our children ('s progress) and school (issues)… she listens to us and shares the progress and challenges (of the school) as well. (Interview, November 27, 2005)

The findings support that the apprehensions and dilemmas of community school headteacher are largely found to be embedded in having high expectations from stakeholders, on the one hand, and on the other, lack of matching support mechanism of the management, community and the supporting institutions (Nowlan, 2001). Headteachers seem to play an active role in developing a strong school-parent- community relations through their involvement activities by arranging their visiting school, holding meetings with teachers and sharing their concerns regarding progress of their children' academic matters (Bryk, 2010).

The finding shows that community school headteacher is playing multiple roles in a particular socio-cultural and politico-historical context of the school where teachers, parents, community members, supporting institutions and SMC members keep high expectations from her to improve school. These expectations found to be looking for students improved results, acquired skills in English language speaking, retaining competent teachers at school, providing community fresh graduates as volunteer teaching opportunities, providing training to teachers to improve their instruction, mobilizing resources for teaching and learning, communicating progress with stakeholders, developing strong relations with parents, community and institutions etc. However, within limited resources and less time for academic matters, amount of supports available, frequently turnover of teachers due to no incentives and low salary structure, achieving the desired aims of the quality education for which the establishment of community schools was envision found to be a demanding and challenging job for the headteacher while exercising limited decision making powers but

using a distributed leadership style to engage all stakeholders at different levels.

Discussion

From the study of the headteacher's role in SI it emerges that it is a complex, sophisticated and interconnected job; not a linear simplistic picture (Lizotte, 2013). This picture is nuanced with a lot of struggle on the part of the headteacher to survive sometimes and sometimes, thrive in the given socio-cultural context of community school. In a complex community managed and run school, a headteacher is not the master of the destiny of the school but a 'manager', a 'trustee' of the community. However, the headteacher emerges in this study as a strategic as well as democratic leader with people centered cum target oriented approaches while playing her roles and fulfilling her responsibilities in a complex set up of the community school system as well as an educational leader (Memon et al., 2000, 2003) with distributed leadership style of leading despite facing many challenges on her way to SI (Harris, 2008; Hunter, 2012; Lizotte, 2013; Louis & Wahlstrom, 2011; Supovitz, & Tognatta, 2013).

Headteacher found sharing responsibility among stakeholders, community and institutions and provide opportunity to work together to improve school (Hallinger & Heck, 2010; Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003) but most of the time undesired results (due to lack of basic skills, knowledge and attitude towards responsibilities by SMC members) multiply the challenges for the headteacher to achieve the desired results.

The results revealed that there is a great need to improve more the Headteachers' qualities of strategic leadership (Brent, 2005), pedagogical leadership (Barth, 1990; Hargreaves & Fullan, 1998; Leithwood & Montgomery, 1996; Sergiovanni, 1996, 1998), and democratic leadership (Goleman, 1995; Robbins, DeCenzo & Wolter, 2012) to face the inborn conditions of the typical community school in Pakistan. The Headteacher's knowledge, skills, strategies, actions, beliefs and perceptions, (Sergiovanni, 1992, 2000) are found to be the headteacher's powerful tools for bringing improvement in the community schools. However, there is no one best way to lead in all situations (Stacey, 1997), but effective use of variety of leadership styles is vital for the community school

headteacher to be an effective leader (Bender & Bryk, 2000; Fullan, 2002).

The role duality of the headteacher as the headteacher as well as the Honorary Secretary of SMC and job complexity with non-clarity of roles put her in a dilemma in deciding what to do and what not to do. Early and Weindilin (2004) report that the headteachers' roles are predominantly administrative, managerial and financial, which substantially affect quality of leadership in this scenario, setting academic goals, improving teaching and learning, improving relations with community, institutions and parents, seeking resources and building school capacity in order to provide quality education to the Community become more ambiguous and challenging (Andrews & Soder, 1987; Chapman, 2002; Jaffer, 2000; Lizotte, 2013; Memon, 2003, 2008; Supovitz, & Tognatta, 2013).Under such circumstances, it is the headteacher who may either sail the boat across; or sink it into the deep ocean depending on his or her concepts of SI, knowledge, skills, values, expertise, and more importantly, the leadership style and commitment to improve the school (Hallinger & Heck, 2010;Moos, 2013).

The context specific leadership styles of headteacher are fundamental in bringing improvements in different areas of a school system (Andrews & Soder, 1987; Brown, & Wynn, 2009; Dinham, 2005; Fullan, 2001, 2007; Newmann, King & Youngs, 2000; Moos, 2013). However, it is not only the styles but the way a leader involve in whole process of influencing the led to achieve the desired objectives of the SI in a particular environmental context (Bush & Glover, 2002; Lithwood, Jantzi & Steinbach, 1999; Robbins, DeCenzo & Wolter, 2012). Moreover, the complex structural settings, where the expectations of the different stakeholders from the headteacher are much more than the level of support and facilitation given in addition to the diverse range of challenges to manage and improve the school make the job of headteacher more challenging and difficult.

Some of these challenges that the headteacher is reportedly facing are scarcity of resources, misuse of resources due to sharing of school premises, teachers' turnover, work overload, more administrative and less academic time, and insufficient support from SMCs to make the school

environment in community quite complex, but how to change this culture and step forward with a clear vision to restructure and bring about change in existing practices for improvement depends upon an effective leadership role (Brown, & Wynn, 2009; Fullan, 2002, 2007; Hatcher, 2004; Louis & Wahlstrom,2011; Memon, 2003; Moos, 2013; Sergiovani,1990, 2000).

The study shows that the Headteacher has two major roles: capacity building and instructional leadership. It is evident from the study that it is imperative to focus more on improving teaching learning in order to address the concerns raised by the students, teachers, parents and headteacher (herself) than spending most of the time on other responsibilities embedded in her role as community school headteacher.

The findings showed that parents have high expectations from the Headteacher and school to polish their children's skills like speaking fluently in English, reading variety of story books, and understanding mathematical and science concepts, along with providing extending library and computer lab facilities. In order to bring a visible change in learning conditions of students (Louis & Wahlstrom,2011; Van Velzen et al, 1998), it is necessary to create emotionally safe environment for students and staff, and increase confidence in students through more caring and sharing (Virmani, 1996). It is imperative that the community schools to make merit based selections of competent staff members because relying on mediocre low salaried teaching staff and volunteers may impair the development of those they lead (Sultan, 2005).

To overcome the contextual challenges identified in this study, the Headteacher needs to upgrade staff's knowledge, qualifications, skills, and develop qualities of strategic leadership (Brent, 2005), pedagogical and transformational leadership (Barth, 1990; Hargreaves & Fullan, 1998; Khaki, 2009; Leithwood & Montgomery, 1982; Sergiovanni, 1996), and democratic and situational leadership (Goleman, 1995 Robbins, DeCenzo & Wolter, 2012) including her own. However, a situational analysis and effective use of variety of leadership styles is vital for the community school headteacher to be an effective leader.

Commentary on Discussions and Findings

Looking at concepts of SI in general and in the light of community school system in particular analyzing the nature of support mechanism and challenges that existing in the school and role of headteacher in the whole process of SI we can say that headteacher is struggling desperately to achieve the objective of SI within a specific socio-cultural context of the school. The five essential supports defined by Bryk (2010), as a theoretical model for SI, which exist most commonly in effective community school systems in the contest Pakistan, this community school is also found to focus on these five essential elements for SI within its own contextual limitations (Moos, 2013). These five essential support elements, according to Bryk (2010) are: 1) a coherent instructional guidance system; 2) the professional capacity of its faculty; 3) strong parent-community-school ties; 4) a student-centered learning climate; 5) and leadership that drives change (p. 1), and analyzing the overall situation based on the findings of the study in the context we can assert that the school is desperately struggling with fulfilling almost all these important aspect of SI. However, headteacher found in a state of dilemma in getting supports for SI due to numerous challenges embedded in the nature of the community school context like frequent turnover of teachers and lack of resources and their misuse, insufficient SMC's and other sister institutional support, involving in more clerical and administrative jobs due to complex nature of her responsibilities and poor financial condition due to low fee structures which greatly affect the phenomena of SI in order to provide quality education to marginalized members of the community children in the school system. Moreover, in such a particular school context headteacher emerges with distributed leadership style by developing leadership skills in teachers, supporting them in instructional role in their classrooms, sharing some administrative school responsibilities with SMC members and creating strong parent-school-community linkages and focusing on student center approaches to teaching within her limits (Harris, 2008; Hunter, 2012; Sullivan, 2013; Supovitz, & Tognatta, 2013). In the light of these findings some recommendations are made to help headteacher to improve the community school.

Recommendations

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

- The Headteacher needs more focus on academic matters by reducing clerical and administrative time;

- In SMC, members should be selected based on their knowledge, skills and attitude towards school management to provide support to and reduce administrative load from headteacher;

- Improve salary structures and provision of incentives comparatively with immediate market structures are vital to reduce frequent turnover;

- Supportive role of council and other sister institutions including LEB is vital to mobilize and generate basic resources to the community school;

- External monitoring and evaluation of SMC team to ensure effective roles to play should be introduced under LEB; and

- School management should encourage and support all teachers and headteacher to upgrade their qualifications and skills through professional networking as well as in-house professional development activities.

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