

## **Job Description of School Heads: A Case Study of Secondary Schools of Southern Punjab**

<sup>1</sup> **Muhammad Shakir**, <sup>2</sup> **Ishrat Siddiqa Lodhi**, <sup>3</sup> **Jam Muhammad Zafar**

<sup>1</sup> *Lecturer, Department of Educational Training, Islamia University of Bahawalpur*

<sup>2</sup> *Director Academics, Higher Education Commission (HEC) Pakistan*

<sup>3</sup> *Assistant Professor, Department of Teacher Education, Shah Abdul Latif University, Khairpur, Sindh*

*(Email: shakir.iub@gmail.com)*

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In educational institutions the job description of a head teacher is to ensure the cooperation, participation, intervention and involvement of concerned personnel to achieve the desired objectives. The head teachers make sure to implement educational policies through effective managerial role. Purpose of the study was to understand the managerial role and the job description of secondary school heads. The study was descriptive in nature and questionnaire was used as a research tool. All of the school heads, secondary school teachers and students of 10<sup>th</sup> grade were randomly selected from 48 secondary schools of three districts; Lodhran, Okara and Sargodha. The sample of study comprised of 48 head teachers, 144 secondary school teachers and 480 students of 10<sup>th</sup> grade. The data collected through the questionnaires was analyzed and interpreted. The results were tabulated in percentage and mean score. The self-perception of school heads was cross verified with the opinions of secondary school teachers and students. According to the data analysis it was found that head teachers of urban areas showed better managerial role, administrative performance and job description as school heads than the head teachers of rural areas. Furthermore, it was found that male head teachers performed better than female head teachers regarding management role and job description as school head. Overall, majority of the head teachers performed their administrative role and responsibilities effectively to achieve the desired goals..

**Key words:** *managerial role, job description, participation, intervention, involvement*

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### **Introduction**

The school management is an act of working with a group of individuals to achieve the desired goals. It is an important quality of the educational manager to make flexible and appropriate adaptation to the immediate situation. The school head is someone who develops institutional goals by influencing the attitude and actions of other persons. Khan (2008) discussed that head teacher stimulates the subordinates and students to work hard. Head teacher is the key from whom teachers, students and all of other persons working in school gather strength. He denotes an individual with a status that allows him to exercise influence over certain individuals. Academic management is a process which deals with the academic matters such as

development and delivery of curriculum, conduct of assessment/examination, monitoring classroom activities, appraising teachers for development purpose, providing adequate feedback for teachers, developing leadership qualities among students and creating conducive learning environment to improve the quality of education in schools (Davies 2004).

Faskett, (2003) expressed that head teachers make the policies and plans in order to ensure the effective process of management, to minimize the intermixing and to drop the extraordinary things. This planning is done by keeping views, ideas, policies, methodology, aims and proper guidance in mind and this way leads towards the destination. After formulation of strategies, ideas, planning, aims, purposes and objectives, there are organized in a specific manner. This step of organizing the things involves the participation of all members in the form

of coordinated efforts. Through this step personnel are selected for each job. Head teacher takes these steps on the basis of qualifications, experience, competency conceivability and his foresight staffing is done. Staffing functions, compensation (salaries and allowances/leave bonuses) transfers, resignations, retirement, terminations, pensions are major elements that are kept in mind while staffing.

Rao, (2004) head teacher deals with the problems through authority and experience arise due to the fictionalization and separation of labour. So it is responsibility of school head to resolve the problems by collaboration and interests of each person that is the member of organization. Through this step, the future of organization can be secured. Because, by unity and coordination, organization can bear fruit and will be very close to destines. According to latest style of world, due to the rapid process in science and technology, due to excess of resources and conditions, the management also demands versatility. It requires new method of jobbing, handling of staff, getting more and more salaries and improving the performances. All these things are functions of create ability and innovations.

This factor basically compares the results obtained before planning in the past and after the planning. It acts as a standard to measures the parlances obtained after planning. Sometime, the management function also has some decision making communication, coordination, human relations leadership and problem solving. It is major source to put all the struggles of organization into their management process. This budgeting is done on the basis of past performances of organization and future aspects by judging the various factors sensibly. Actually planning, coordination, controlling and budgeting are the major functions to achieve the desired goals (Moorcroft, 2009).

To meet the challenges of the 21<sup>st</sup> century, there is an urgent need to increase the efficiency and effectiveness of head teachers as educational

managers for improving the quality of education. It is upon the school leadership perspective that this research focuses. It provides a clear frame work which will enable school leaders to develop leadership qualities among teachers and students.

### **Objectives of the Study**

Objectives of the study were:

- To explore the managerial role and responsibilities of secondary school heads
- To analyze the job description of secondary school heads in Pakistan

### **Research Questions**

Research questions of the study were:

- What is the role and responsibility of secondary school head?
- What is the job description of secondary school head in Pakistan?

### **Research Procedure**

The study was descriptive in nature and questionnaire was used as a research tool. Population of the study consisted on; all of the school heads, secondary school teachers and students of 10<sup>th</sup> class from public sector secondary schools in Punjab. The sample of study comprised of 48 head teachers, 144 secondary school teachers and 480 students of 10<sup>th</sup> grade. The researcher personally visited randomly selected 03 districts; Lodhran, Okara and Sargodha of the Punjab province and involved some personals to collect the data from selected secondary schools of the Punjab province.

### **Data Analysis**

The collected data through questionnaires was tabulated, analyzed and interpreted by using such relevant statistical formulas as t-test and correlation in the light of objectives of the study.

**Table 5.1**

*Perceptions of head teachers about their administrative role*

Sr. No.	Job Description	Gender	Mean	S.D	't'	df	Sig
1	Planning	M+F	1.72	0.707	0.119	70	0.729
			1.69	0.718			
2	Organizing	M+F	1.89	0.676	0.425	34	0.673
			1.78	0.878			
3	Staffing	M+F	1.67	0.767	-0.566	34	0.575
			1.83	0.985			
4	Directing	M+F	1.72	0.667	0.255	70	0.806
			1.67	0.747			
5	Coordination	M+F	1.55	0.560	-0.246	70	0.807
			1.61	0.775			
6	Budgeting	M+F	2.00	0.970	0.776	34	0.443
			1.78	0.732			
7	Reporting	M+F	2.83	0.996	0.732	70	0.538
			2.61	0.973			

Overall mean: 1.97

Table 5.1 describes the perception of male and female head teachers about their managerial role and job description as secondary school head. The

overall mean score 1.97 shows majority of head teachers perform much better administrative role and job description as school head.

**Table 5.2**

*Perceptions of secondary school teachers about head teachers' role*

Sr. No.	Job description	Gender	Mean	S.D	't'	df	Sig
1	Planning	M+F	2.57	1.027	1.208	214	0.231
			2.32	1.133			
2	Organizing	M+F	2.74	1.119	1.718	106	0.089
			2.37	1.121			
3	Staffing	M+F	2.65	1.031	-.087	106	0.931
			2.67	1.182			

4	Directing	M+F	2.79	1.058	2.130	214	0.069
			2.33	1.147			
5	Coordination	M+F	2.65	0.952	1.305	214	0.326
			2.38	1.087			
6	Budgeting	M+F	2.83	1.240	0.450	106	0.653
			2.72	1.323			
7	Reporting	M+F	3.07	1.137	1.596	214	0.139
			2.75	1.054			

Overall mean: 2.71

Table 5.2 describes the perception of secondary school teachers about managerial role and job description of head teachers. The overall mean score

2.71 shows that majority of male and female head teachers play much better administrative role and job description as head teachers.

**Table 5.3**

*Perceptions of students about head teachers' administrative role*

Sr. No.	Job description	Gender	Mean	S.D	't'	df	Sig
1	Planning	M+F	2.45	1.196	0.091	718	0.830
			2.43	1.280			
2	Organizing	M+F	2.60	1.166	-0.688	358	0.492
			2.69	1.283			
3	Staffing	M+F	2.72	1.252	2.524	358	0.012
			2.38	1.295			
4	Directing	M+F	2.61	1.369	0.669	718	0.532
			2.52	1.363			
5	Coordination	M+F	2.57	1.193	0.731	718	0.480
			2.47	1.150			
6	Budgeting	M+F	2.87	1.320	1.409	358	0.160
			2.68	1.297			
7	Reporting	M+F	3.26	1.299	1.312	718	0.194
			3.08	1.361			

Overall mean: 2.75

Table 5.3 describes the perception of students about managerial role and job description of

male and female head teachers. Overall mean score 2.75 shows that majority of head teachers play much

better administrative role and job description as secondary school heads.

**Table 5.4**

*Perceptions of urban and rural head teachers about managerial role and job description*

Sr. No	Job description	Area	Mean	S.D	't'	df	Sig
1	Planning	U+R	1.77	0.687	0.590	70	0.583
			1.64	0.732			
2	Organizing	U+R	1.78	0.732	-0.425	34	0.673
			1.89	0.832			
3	Staffing	U+R	1.56	0.705	-1.350	34	0.186
			1.94	0.998			
4	Directing	U+R	1.66	0.725	-0.216	70	0.833
			1.72	0.697			
5	Coordination	U+R	1.59	0.701	-0.011	70	0.807
			1.57	0.650			
6	Budgeting	U+R	2.00	0.970	0.776	34	0.443
			1.78	0.732			
7	Reporting	U+R	2.83	0.952	0.665	70	0.514
			2.61	1.021			

Overall mean: 1.84

Table 5.4 describes the self perception of school heads towards effect of residence on Job description of school head. Mean score 1.862 shows

that urban school heads play much better administrative role than the rural heads.

**Table 5.5**

*Perception of secondary school teachers about managerial role and job description as head teachers in urban and rural areas*

Sr.No	Job description	Area	Mean	S.D	't'	df	Sig
1	Planning	U+R	2.50	1.084	0.499	214	0.647
			2.40	1.080			
2	Organizing	U+R	2.69	1.163	1.194	106	0.235
			2.43	1.092			
3	Staffing	U+R	2.59	1.091	-0.609	106	0.544

			2.72	1.123			
4	Directing	U+R	2.65	1.044	0.736	214	0.491
			2.48	1.202			
5	Coordination	U+R	2.49	1.010	-0.252	214	0.807
			2.54	1.058			
6	Budgeting	U+R	2.98	1.229	1.827	106	0.070
			2.56	1.298			
7	Reporting	U+R	2.97	1.095	0.478	214	0.605
			2.85	1.117			

Overall mean: 2.72

Table 5.5 describes the perception of secondary school teachers about managerial role and job description of head teachers. Overall mean score

2.72 shows that majority of the head teachers of urban and rural secondary schools play much better administrative role and job description.

**Table 5.6**

*Perception of students about managerial role and job description as head teachers of urban and rural areas*

Sr.No	Job Description	Area	Mean	S.D	't'	df	Sig
1	Planning	U+R	2.65	1.256	3.311	718	0.005
			2.23	1.181			
2	Organizing	U+R	2.53	1.207	-1.726	358	0.085
			2.76	1.236			
3	Staffing	U+R	2.33	1.302	-3.289	358	0.001
			2.77	1.229			
4	Directing	U+R	2.91	1.373	4.925	718	0.000
			2.22	1.270			
5	Co-ordination	U+R	2.41	1.192	-1.086	718	0.258
			2.63	1.139			
6	Budgeting	U+R	2.54	1.252	-3.470	358	0.001
			3.01	1.329			
7	Reporting	U+R	3.33	1.294	2.384	718	0.018
			3.00	1.352			

Overall mean: 2.60

Table 5.6 describes the perception of students about managerial role and job description of head teachers appointed in urban and rural areas. Overall

mean score 2.60 shows that majority of the head teachers of urban and rural secondary schools play much better administrative role and job description.

## Results and discussion

The results of present study give a very clear idea to understand the role of head teachers, as administrators, in advancement of quality education in secondary schools.

According to the perceptions of head teachers about their administrative role and job description, this study highlights that both male and female head teachers' performance is well. The results indicates that male head teachers are more wary to prepare plans before doing any work, deeply interested in organizing their activities more properly, more vigilant in directing teachers and their students to increase their efficiency, more efficient in formulating school budget and highly nosy in reporting success stories of their schools in comparison to the female head teachers. But, female head teachers are more careful in merit based staffing and more heedful coordinate with teachers and students as compared to the male head teachers.

In accordance with opinions of secondary school teachers about the administrative role and job description of head teachers, this study explores that overall majority of head teachers play their role and responsibilities very well. According to results, male head teachers are more cagey to prepare plans before doing any work, more interested in directing teachers and their students to increase their efficiency, highly active in coordinating with teachers and students, more keen in formulating budgets and more dynamic in reporting best performance of their schools than female head teachers. On the other hand, female head teachers play a bit better role in appointing appropriate persons for a particular job than the male head teachers. Generally speaking, male head teachers play a much better role for quality education in secondary schools.

It can be explored from the views of students about the administrative role and job description of head teachers in secondary schools that male head teachers go-ahead to prepare plans, more observant in appointing new staff, more advance in directing teachers and their students, more cooperative with teachers and their students, more attentive in budgeting and more vibrant in reporting progress of the schools than female head

teachers. On the other side, female head teachers organize the things more properly than male school head teachers. In general, the overall role of male head teachers in school administration is much better than female head teachers.

According to the perceptions of head teachers belong to urban and rural areas secondary schools about their administrative role and job description, this study showed that the elements of academic administration like organization, staffing and directing are performed better by the rural school head teachers as compared to urban school heads. Whereas, other elements like planning, coordination, budgeting and reporting are performed in a better way by urban school head teachers as compared to the rural school head teachers. In general, the role of urban school teachers, as administrator, is much better than the rural school head teachers for the enhancement of quality education.

Keeping in view the opinions of secondary school teachers, it is crystal clear that rural school head teachers can play a better role in staffing and coordination affairs of secondary schools than urban school heads. However, urban school head teachers are better than rural head teachers in planning, organizing, directing, budgeting and reporting matters of schools. In short, urban school head teachers have a key role in secondary school administration regarding the quality education.

The views of students regarding the effect of residence on job of head teachers inform that rural school head teachers play better role in organizing, staffing, coordination and budgeting matters than the urban school heads. Whereas, the performance of urban school head teachers is better in planning, directing and reporting affairs of secondary schools. But in overall results, urban school head teachers' role is bit better than rural school head teachers.

## Conclusions

In light of all results, it may be concluded that majority of the head teachers, secondary school teachers and students prefer male head teachers than female head teachers as a best secondary school administrators. In their opinions, male head teachers may play a significant role in promoting qualities education through their excellent administrative

qualities. Furthermore, all respondents including head teachers, secondary school teachers and students prefer urban areas schools' head teachers over rural areas' school head teacher. According to their views, urban schools' head teachers have better administrative qualities regarding school administration.

### Recommendations

It is obvious from the results of present research that the continuation and enhancement of the educational quality, 'the better role' of these secondary school administrators can be converted into 'the best one' by taking following recommendations into the considerations:

- Head teacher must be bestowed with cash awards, special increments and quick promotions department. Therefore, it is recommended that the current system of promotion should base upon 'standard selection criteria' set by the public service commission for head teachers.
- Proper funds must be provided on daily basis under specific heads of accounts in secondary schools for effective administration. It is therefore recommended that short courses and in-service training should be conducted for head teachers and subordinate teachers for overall betterment of education sector.
- Technical support must be given to the academic institutions through higher authorities of department. So, it is recommended that technical assistance and cooperation should be provided through departments to improve the quality of education and the whole should be free from political interference.
- Head teachers must be awarded with special certificates, recognition prizes and awards in regard to their services for the quality of education in secondary schools. Thus, it is recommended that more research activities/studies should be conducted in future regarding school administration; characteristics, behavior and their role in the schools.

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