

DEVELOPING PROCESS IN LEADERSHIP PERFORMANCE OF SECONDARY SCHOOL HEAD TEACHERS IN DISTRICT SHAHEED BENAZIRABAD

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ABSTRACT

This study investigated the importance of developing process in leadership performance of secondary school head teachers attach to a number of activities associated with the effective performance of their duties. This recording aims to examine the potential of leadership performance of secondary school head teachers to exercise their role and work within the highly in educational system of District Shaheed Benazir Abad. These deeds include; to identify the formation of a common vision and mission of the schools culture, to investigate the teaching and tutoring of students, educational improvements, to assess the management of development in educational personnel on improving educational environment, to evaluate the conducting of administrative affairs and management of resources through teachers and stakeholders, to examine the better relationship with parents and external environment of the academic plans, and community. The study found that the headmasters consider activities on developing process concerning their conductive leadership role as well as their leading behavior as “very important” at very high percentages (over 75.0%). However, tasks involving them in administrative issues are, according to them, less up to least important” so that their role is effectively fulfillment. Statistically significant changes have been applied in certain activities associated with the efficient performance of their duties in relation to their experience in leadership location, and the scope of the schools.

Keywords: Developing process, leadership performance, secondary school head teachers.

INTRODUCTION

The education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. The leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. The school leaders can connect and adapt schools to changing external environments. The school leadership provides a bridge between internal school improvement processes and externally initiated reform (Ndungu, 2017). The educational environments are seeking to adapt their education systems to the needs of contemporary society, the expectations for schools and school leaders have changed profoundly. The head teachers autonomous in their decision making while centralizing standards and accountability requirements and demanding that schools adopt new research-based approaches to teaching and learning. In line with these changes, the parts and accountabilities of school leaders have expanded and intensified. Given the increased autonomy and responsibility of schools, leadership at the school level is more important than need to adapt school leadership, policy to new environments by

addressing the major challenges which have arisen over the past decades (D Eddy-Spicer, 2017). There is a growing concern that the developing process in leadership performance of secondary school head teachers in district Shaheed Benazir Abad changed enough to deal with the complex challenges schools are facing in the 21st century. Countries are seeking to develop new conditions for school leadership better suited to respond to current and future educational environments. As expectations of what school leaders should achieve have changed, so must the definition and distribution of tasks, as well as the levels of training, support and incentives (Pont, 2017). Ensuring future quality leadership is also vital for school improvement. In the leadership, workforce is large numbers of school leaders should interact at a school time. Performing head teachers are trained in different institutions and in varying curriculum. The coupled with a curriculum of distributed leadership, supporting, evaluating and developing teacher quality, goal setting, assessment and accountability, strategic finance and human resource management, and networking with other institutions (S Huber, 2017). This degree is not specified whether it should be in education management or in a particular field. This standard has been reviewed to a master's degree, which has not yet been implemented. But still some head teachers hold masters degrees, especially in privately off-campus, others first degrees while others masters and very few with regular masters in the universities (Dong, 2017). However, occasionally organize induction courses for the newly appointed head teachers, and refresher courses for serving head teachers. Those who receive such training are awarded certificates of attendance or completion. In view of such training, no study has come out to establish whether such leadership training has a significant influence on school performance, which the researcher wanted to engage in (LG Bolman, 2017). In the field, therefore, the researcher expected to find head teachers some with diplomas, others with degrees, specific degrees in school leadership and others with degrees in other areas, while others with masters degrees. The researcher interest was to establish whether this diversity in head teacher training has a relationship with school performance in secondary schools (C Hitchcock, 2017).

PERVIOUS WORK

Leading and managing development process

Leading and development well requires an enormous amount of work. An understanding of the institutional and individual needs, plan how to monitor progress and then evaluate the impact on staff and students before starting to look at new needs. Although impact Evaluation is the very helpful if questions about evaluation are raised at the outset in order to ask the question, what do we hope to achieve? Organize systems that identify training and development needs in the context of the school development plan (J Reidy, 2017).

Helping staff development in schools

1. Identify individuals' needs, or setup systems for others to do so.
2. Factor in national or local policy initiatives that affect specific groups of staff.
3. Plan how best to meet these needs within a budget and
4. Based on up-to-date knowledge of the options available and accreditation
5. create a staff development plan, demonstrating how the school will provide the necessary opportunities that have the desired impact
6. Induct new staff into how the school as a whole works, as well as their roles
7. find the funding and allocate resources in line with priorities and monitor

8. resource expenditure on staff development
9. help design and co-ordinate training programs and development days
10. support and advise others in their staff development role.

Head Teachers' Leadership Style

This is define leadership as the art or process of influencing people so that they strive willingly and enthusiastically toward the achievement of group goals (C Saitis, 2018). They add that people should be encouraged to develop not only willingness to work, but also, with zeal and confidence. Several studies have been done about leadership leading to many theories. Many theorists have speculated that the secret to leadership problems lies in the style of the leader, the nature of the task, and the situation plus his personality (Adisomelle, 2015). The leadership theories fall under three categories. These are:

- a) The personalities theories,
- b) Styles theories and ,
- c) Contingency theories,
- d) Traits theories

These assume that the individual's qualities determine success in leadership. The personalities, according to (Mudulia, 2012), include: physical personalities, intelligence, personality drive and social behaviors. However, research has shown that not all leaders' possess all the traits and, many non-leaders may possess most or all of them. Furthermore, there is no specification of how much of each trait a leader should have. Only 5 of the identified traits have been found to be common. Thus, personalities that lead to success of a leader differ depending on the situation. The leaders exhibit certain characteristics such as intelligence, initiative, self-assurance and socioeconomic position (GM Onchoke, 2015). This is states that of all the traits which appear more frequently, intelligence, energy and resourcefulness are the most representative. A head teacher who possesses such traits is more likely to steer the school to produce good results (Allodi, 2017).

RESEARCH OBJECTIVES

1. To identify the formation of a common vision and mission of the school's culture.
2. To investigate the teaching and tutoring of students, educational improvements.
3. To assess the management of development in educating personnel on improving educational environment.
4. To evaluate the conducting of administrative affairs and management of resources through teachers and stakeholders.
5. To examine, the better relationship with parents and external environment of the academic plans, and community.

RESEARCH QUESTIONS

1. What is the formation of a common vision and mission of the school's culture?
2. What are the teaching and tutoring of students, educational improvements?
3. What is the management of development in educating personnel on improving the educational environment?

4. What are the conducting of administrative affairs and management of resources through teachers and stakeholders?
5. What is the best relationship with parents and external environment of the academic plans, and community?

METHODOLOGY OF STUDY

Research Design

This study is described in survey design with concern information and collecting data in a variety of developmental process in leadership performance of secondary school head teachers. The methods of the survey must be created on the wants of the research. The researcher is used to describe the survey method whose characteristics will be concerned with information, usually obtained by close ended questionnaires for data collection. According to (Njoroge, 2017) circumstances that the organization a questionnaire to a sample of respondents. Designated the 20 secondary school's heads respondents for data collection and analyzed in percentage and frequency. This observes that the survey studies are conducted with the five Likert items (agree, strongly agree, undecided, disagree, strongly disagree) used for the answers of heads to determine and report the developing process in leadership performance of secondary school head teachers in district Shaheed Benazir Abad.

Population

The target 20 secondary schools head teachers of the population comprised who is the administrative proceeding in secondary schools of District Shaheed Benazir Abad.

Sample and Sampling

This sampling used for selected population of secondary school head teachers of Shaheed Benazir Abad District respectively on the sample of 20 heads for respondents was considered to be an appropriate rally of the accusers. The study used to simplify in sufficient of particular terms incomes of data analysis (K Boréus, 2017). The themes and other necessary details of the school/head teachers in this district were obtained from the area education office. All the selected head teachers of the sample schools were included in the study and simplified.

DATA ANALYSIS AND INTERPRETATION

The complete questionnaire was appropriately of fully responding to incase used the available responses to analyze data and initially sought information on various of developing process in leadership performance of secondary school head teachers of the respondents' on their developing process in leadership (MAHAGA, 2017).

In this study, testing the suitability responding the answers for regarding of developing process in leadership of District Benazir Abad. The data were then interpreted in frequency and percentage. The data obtained was organized and then analyzed descriptively using survey methods to refer a systematic description of the objectives and with which certain themes would have been used to comprise the sample. The results frequency which in idea appeared was understood a measure of standing, consideration by ratios and regularities taken (AD Ionescu, 2018).

A questionnaire was used to investigate the secondary head teachers view about the reasons for developing process in leadership performance of secondary school head teachers.

Table 1. Secondary head teachers view about the reasons for developing process in leadership performance of secondary school head teachers

S. No	Items	A	SA	UD	DA	SDA	Percentage
1	Providing vision of school environment	7	6	1	2	4	65%
2	Developing, consultatively, a common purpose of education	7	7	2	1	3	70%
3	Facilitating the achievement of educational and organizational goals	5	9	3	2	2	70%
4	Being responsive to diverse needs and situations	9	4	1	4	2	65%
5	Having a future orientation for educational innovative	8	5	1	1	3	65%
6	Providing educational free enterprise	10	6	1	1	2	80%
7	Linking resources to outcomes teaching learning of teachers and students	11	4	2	2	1	75%
8	Supporting the school as a energetic educational place with other teachers	12	4	1	1	2	80%
9	Working creatively with, and empowering, educational apparatus	13	2	2	2	1	75%
10	The important characteristics for management include and administrative role	14	3	1	1	1	85%
11	Ensuring that management practices reflect leadership actions with other teachers	16	1	1	1	1	85%
12	Carrying out restructuring organization in more effective and efficient	15	2	1	1	1	85%
13	Collaboratively designing the strategic and academic plans	9	4	2	2	3	65%
14	Meeting accountability requirements with teachers parents and students	10	5	1	2	2	75%
15	Making sure the organization is running smoothly and social environment	12	4	2	1	1	80%
16	Working effectively with assistances and stakeholders	11	5	1	1	2	80%
17	Providing effective financial management classroom settings and A.V aids.	13	3	2	2	2	80%
18	Marketing and promoting the school innovative and research.	14	3	1	1	1	85%

Liker scale used were: Agree (A), strongly agree (SA), undecided (UD), disagree (DA), strongly disagree (SDA).

Table 2. Analysis of research questions and related items

Items	A	SA	UD	DA	SDA	Percentage
1	35%	30%	5%	10%	20%	100%
2	35%	35%	10%	5%	15%	100%
3	25%	45%	15%	10%	10%	100%
4	45%	20%	5%	20%	10%	100%
5	40%	25%	5%	5%	15%	100%
6	50%	30%	5%	5%	10%	100%
7	55%	20%	10%	10%	5%	100%
8	60%	20%	5%	5%	10%	100%
9	65%	10%	10%	10%	5%	100%
10	70%	15%	5%	5%	5%	100%
11	80%	5%	5%	5%	5%	100%
12	75%	10%	5%	5%	5%	100%
13	45%	20%	10%	10%	15%	100%
14	50%	15%	5%	10%	10%	100%
15	60%	20%	10%	5%	5%	100%
16	55%	25%	5%	5%	10%	100%
17	65%	15%	10%	10%	10%	100%
18	70%	15%	5%	5%	5%	100%

FINDINGS & DISCUSSION

The study was influenced by developing a process in leadership performance of secondary school head teachers in district Shaheed Benazir Abad. During their headship had many difficulties in proceeding leadership in the school environment and Providing vision of school environment Developing, consultatively, a common purpose of education Facilitating the achievement of educational and organizational goals, Developing, consultatively, a common purpose of education, Facilitating the achievement of educational and organizational goals, Being responsive to diverse needs and situations, Having a future orientation for educational innovative, Providing educational free enterprise, Linking resources to outcomes teaching learning of teachers and students, Supporting the school as an energetic educational place with other teachers, Working creatively with, and empowering, educational apparatus, The important characteristics for management include and administrative role, Ensuring that management practices reflect leadership actions with other teachers, Ensuring that management practices reflect leadership actions with other teachers, Carrying out restructuring organization in more effective and efficient, Collaboratively designing the strategic and academic plans, Meeting accountability requirements with teachers parents and students, Making sure the organization is running smoothly and social environment, Working effectively with assistances and stakeholders, Providing effective financial management classroom settings and A.V aids, Marketing and promoting the school innovative and research. The study sought to establish the following study objectives; to identify the formation of a common vision and mission of the schools culture; to investigate the teaching

and tutoring of students, educational improvements; to assess the management of development in educational personnel on improving educational environment; to evaluate the conducting of administrative affairs and management of resources through teachers and stakeholders; to examine the better relationship with parents and external environment of the academic plans, and community. There was randomly stratified selected for the study. They were selected from (sampled) schools. Data collection was done using questionnaires with five Likert items of (agree, strongly agree, undecided, disagree, and strongly disagree). While data was analyzed using descriptive statistics with frequency and percentage. The study concluded the head teachers of Shaheed Benazir Abad were encountered and overcrowded with difficulties faced in the leadership of developing process role. At long last, the examination prescribes that developing process of leadership in schools should offer constant preparing, finish offices to the set out educators toward understudies' with the latest with aptitudes that will help them to run their schools adequately. The legislature ought to encourage all the secondary school with finish instructing for schools' organization and the school educational condition with the developing process of leadership.

CONCLUSIONS

In this study, the outcomes arising from the processing of the questionnaires reflect the way headmasters perceive developing process in leadership performance of secondary school head teachers in district Shaheed Benazir Abad. In their role in the efficient handling of their daily tasks. Indeed, our main research tool was designed to include a series of activities correspond to the eighteen thematic units analyzed in the theoretical part of our work and are connected with the main responsibilities of headmasters for the effective implementation of their duties. In this context, the survey results highlight the potential of school leaders to exercise, developmental work with a view to improving the effectiveness of their schools, within the highest administrative and classified Pakistani education system. More specifically, the quantitative data of the questionnaires show that headmasters consider activities associated with their bureaucratic and conductive role as very important at very high percentages (over 75.0%) ensuring the provision of all necessary teaching material, from the beginning and during the school making efforts so that schools acquire and maintain technological equipment, having knowledge of the educational regulation keeping in well-informed of the currently appropriate educational supplies and applying the current educational rule to the teaching staff consistently and fairly, and contributing to the observance and implementation of the school timetable and analytical program. Indeed, the headmaster deals with the leadership in the developing process operation of the school as an organization through governmental procedures involving day-to-day routine and conductive administrative role. At the same time, efficient headmasters consider activities associated with their administrative, pedagogical, and leading role as “very important,” at very high percentages (over 75.0%). Addressing directly the functional or interpersonal problems that may arise, communicating with teachers and the teachers’ association, informing and getting informed by them, organizing effectively the welcoming of the newly employed teachers at school, identifying and formatting the culture of school, and having the key role in forming and establishing a common vision in the school environment. In these issues the effective school leader’s role is crucial due to his duty to embody specific knowledge, skills, and experience so as to be able to cope with the school educational environment effectively. In a survey conducted and supported the finding that the four characteristics which highlight the leadership talent are the “human capacities with the communication skills in the respect to the staffs and development vision in the development process of the leadership process. At this point it is interesting to note that the above-mentioned research data on the importance headmasters attach to

activities related to their leading role are not consistent with a series of research data results about how headmasters allocate their working time. It was indicated that headmasters spend most of their working time on the conductive activities arising from the governmental implementation and administrative issues which could contribute to the improvement of the quality and effectiveness of the school.

RECOMMENDATIONS

1. The head teachers should high demographic turnover in school leaders, education systems.
2. The need to focus on developing future leaders and making leadership should attractive profession school environment.
3. The contemporary challenge of leadership, in systemic terms should improve the quality of current leading.
4. The head teachers should develop clear plans for future leadership and effective processes for leadership succession.
5. The head teachers should high level of useful starting point in understanding how school leadership and its relationship to student learning has been conceptualized.
6. The head teachers should provide by the education framework in quality assurance and public accountability.
7. The head teachers should play a very influential role in shaping of the school's approaches to improvement.

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