

SCHOOL LEADERSHIP AND EDUCATIONAL PRACTICES IN PAKISTAN

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ABSTRACT

This research paper intends to understand the impact of leadership behaviors of principal with teachers on collaborative learning. Four hypotheses were developed to examine staff's performance, differences and relationships. Two survey instruments LPI & SPSLC were used to collect data. LPI was scored using seven point Liker Scale. The location of the study was focused on 20 Government and 20 Private Schools of Karachi. Total score indicating a proper distribution in the self-ratings of the school principals and learning needs of teachers. The comparison data shows the level of mean differences among staff and heads which is greater than the critical value. The co relational data indicates that dimensions 1 to 4 are significant and negatively correlated; dimension 5 has no significance with any of the SPSLC descriptors.

Keywords: Leadership Behavior, Educational Leader, Professional Learning Communities, Principal, Staff.

INTRODUCTION

A successful innovation is based on the collective and collaborative contribution of teaching staff as a whole not the performance of individual teachers in the comparative separation of their own classes. The educational system needs more concentration on single teacher role and other factors of equal importance such as internal relationships, authority structures and the extent of the schools own direction in dealing with such matters as finance and material resources as well. Argument here is that, in the present analysis of problem solving capacity, the smallest organic unit e.g. school including teaching staff and head, should be considered more effective element for progress.

The education system of Pakistan also required improvement in primary levels of school, to upbringing a synonymous change with strengthening and for the benefit of creativity to deal with new practices. The primary level of an education system i.e. school has the potential to approve, adjust, create or decline the innovation.

In addressing, the issue of teaching staff and the impact of head's leadership styles to improve their in service a practice, consideration of this study centered on professional development. But, there is a lack of professionalism in our country. Our educators intentions does not comprise on missionary spirit. In our country how many teachers and educators are passionate and devoted to the transmission of knowledge and take it as the compulsory object of their life? They entered in teaching profession, because they cannot be employed elsewhere or because the teaching line holds out better prospects for them than any other profession.

A number of teachers are mostly low paid and in the existing economic depression, the woe fully under paid 'makers of the nation' have often not been overcome to their financial issues. Their underpaid career does not allow them to concentrate on teaching and to generate new ways out to progress. Character building which is the basic aim of education cannot feasibly produced due to fiscal circumstances.

TEACHER LEARNING IN PAKISTAN

"Learning from colleagues within the school has been recognized as an inestimable source for constant professional growth". (Fullan, 2001; Guskey, 2002; Retallick, 1999). From various studies conducted both in the developed and developing countries, it is evident that in order to enhance student learning outcomes, teachers needed to focus on their own learning. (Fullan, 2002; Hargreaves, 2003; Khalid &

Khan, 2006; Iqbal *et al.*, 2005). Although there is enormous emphasis on teacher learning worldwide, the scenario is most of the developing countries including Pakistan as remarked by various scholars seems very discouraging. The reasons are several; one reason is that in the context of Pakistan, the concept of teacher learning, as informed by literature is not very much appreciated (Farah, 1996).

If there are some efforts to start professional development programs, then Baez (1993), Jamil (1995), Rizvi & Elliot (2005-07) assert that they are heavily theoretical in the real classroom situation. It transpires that teachers can learn better in an environment where teaching and learning takes place, so that they are able to practice and relate their learning to the contextual realities and adapt them accordingly (Sarita & Tomar, 2004). Rizvi & Elliot (2005-07), Moller (2007) also emphasize that learning takes place in a variety of context, including classrooms, schools and broadly-defined communities.

METHODOLOGY

This research involves a descriptive statistic study, exploring the existing achievements, attributes and behavior. It describes the development of coordination analysis with the behavior of the head teachers and the relationship among the variables of school professional learning communities. The data was analyzed using two survey instruments: Leadership Practice Inventory (LPI) was structured for school principals, based on thirty separate statements, refers five of the practices such as: Challenge the process, Inspire a Shared Vision, Model the Way, Enable others to Act, Encourage the Heart, in the explanation of the instrument. The statements were randomly placed within the context of the seven point Liker's Scale. The (SPSLC) School Professional Staff as a Learning Community will provide, an understanding of teacher's reflective perception on professional learning influenced by leadership practice inventory. The statements describing teacher's perceptions were coded using 17 descriptors of five dimensions. The population of this study comprised of twenty government and twenty private schools. This was a group study of teachers and principals practicing in schools of Karachi, city district government schools were included.

From each school, one participating principal and one vice principal were asked to complete the (LPI) as a self-observer and two participating school teachers were randomly selected to complete the (SPSLS) questionnaire. These 40 schools provided a data of approximately 80 head teachers (P, VP) and school teachers.

Statistical Procedure

The data from the LPI and the SPSLC will be evaluated using: descriptive statistics, including frequency distribution, mean, median, standard deviation and analysis of variance for each school and corresponding superintendent data. A person with a 2-tailed non-directional test will be used with the LPI profile data and the SPSLC profile data by using Pearson's correlation coefficient (i.e., relationship between two or more variables) across the dimensions of the leadership style of the school superintendent and their respective schools with the teaching staff capability to become a professional learning community.

FINDINGS AND ANALYSIS OF DATA

The findings of the study are presented as to each of the research questions presented in table 1.

Table 1. Research questions and the descriptors and dimensions used

Research Questions	Descriptive / Dimensions used
How do school administrators perceive their leadership style in the schools?	Leadership Practices Inventory (LPI) Dimensions 1 – 5
How do school teachers perceive their reflection on professional learning?	School professional staff as a learning community (SPSLC) Dimensions 1 – 5 Descriptors 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 5a, 5b, 5c, 5d and 5e

How does teacher's reflection on professional learning differ by administrator's leadership style?	School professional staff as a learning community (SPSLC) dimension 1 – 5 Descriptors 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 5a, 5b, 5c, 5d, and 5e Leadership Practice Inventory (LP I)
What are the relationship between administrator's leadership style and teacher's reflective perception on professional learning?	Dimension 1 – 5 school professional staff (SPSLC) Dimension 1 – 5 Descriptors 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 5a, 5b, 5c, 5d, and 5e

Research Question 1

This research question was designed to survey the leadership practice of the principals to assess the five major practices exemplified by leaders. Following findings were based on Six Level of Existence in LPI results: Highly Exist (50-60), Strongly Exist (40-50), Mildly Exist (30-40), Exists but not Express (20-30), Rarely Exist (10-20), Not Exist (0-10).

- 66.25 % scored Highly Exists and 3.75 % scored Mildly Exists. It shows that majority acknowledge LPI dimension 1 and admire the quality of challenging the process regarding the intensive impact of leadership.
- 60 % scored Highly Exists and 1.25 % scored Exist but Not Expressed. It shows that majority acknowledge LPI dimension 2 and admire that the quality of shared vision in principals would be inspired while positive change is required in system.
- 86.25% scored Highly Exists and 13.75 % scored Strongly Exist. It shows that majority acknowledge LPI dimension 3 and admire that the quality of enabling others to act play a dynamic role for heads.
- 77.5% scored Highly Exists and 1.25 % scored Mildly Exist. It shows that majority acknowledge LPI dimension 4 and admire the quality of modeling the way in leader, to ascend the standard of education system.
- 82.5 % scored Highly Exists and 17.5 % scored Strongly Exist. It shows that majority acknowledge LPI dimension 5 and admire the quality of encouraging the heart in leader stimulates staff for creating interest and progress in profession.

This data intimate the existence of LPI dimensions. The high score of respondent occurs in LPI dimension 3. It means the leadership style of enabling others to act really exists in Principals and has great influence on teaching staff in order to enhance professional development.

Research Question 2

This questionnaire is consisting of 17 descriptors grouped in to five major dimensions of professional learning communities.

Dimension 3 [Staff's collective learning and application of the learning (taking decision) creates high intellectual learning tasks and solutions to address student needs] received the highest rate in Descriptor 3a, Collective Learning and Share Information (respondent=37, percentage 46.25%); Descriptor 3b, Consideration and Learning Issues of Staff (respondent=37, p. 46.25%); Descriptor 3c, Teaching and Non-Teaching Issues (respondent=39, p 48.75%); Descriptor 3d, Improvement and Implementation of Learning Staff (respondent=29, p 36.25%); Descriptor 3e, Assessment and Revision of teaching Staff (respondent=38, p 47.5%) followed by Dimension 5, [School condition and capacities support the staff's arrangement as a professional learning organization], received rated with Descriptor 5a, Arrangement of time for staff interacting (respondent=36, p 45%), Descriptor 5b, School Condition and Capacity of structure (respondent=34, p 42.5%), Descriptor 5c, Staff's Communication and Trust (respondent=46, p 57.5%), Descriptor 5d, Positive Relationship Among staff (respondent=45, p 56.25%), Descriptor 5e, Isolated and Collaborative Behavior (respondent= 39, p 48.75%).

Dimension 2 [Staff shares vision for school improvement that have on undeviating focus on student learning and are consistently referenced for the staff's work] received rated with Descriptor 2a,

Positive and Shared Vision for staff (respondent=52, p 65%), Descriptor 2b, Positive Vision for Learner (respondent=36, p 45%), Descriptor 2c, Positive Vision for Learning Process (respondent=33, p 41.25%).

Dimension 1 [School administrator participate democratically with teachers sharing power, authority and decision making] rated with Descriptor 1a, Autocratic Style (respondent=41, p 51.25%), Descriptor 1b, Participatory Management (respondent=37, p 46.25%) and finally Dimension 4 [Peers review and give feedback based on observing each other's classroom behaviors in order to increase individual and organizational capacity] rated with Descriptor 4a, Visit and Observation of Classroom Teaching (respondent=36, p 45%), Descriptor 4b, Classroom Observation and Interaction of Learning Staff (respondent=33, p 41.25%).

This data conjectures that Dimension 3 of the SPSLC questionnaire and Dimension 5 of the SPSLC support research presented and literature on teacher's professional development as influenced by leadership practices. Score shows that Descriptors 3a, 3b, 3c, 3d, 3e and 5a, 5b, 5c, 5d, 5e emphasis on professional changing needs of our teachers as well as the learning needs of our students and the developing influence of school restructuring need improvement to exist. A principal is considered to be an ideal one if he encourages and admires his staff and take serious note of their recommendations which will also help a leader to strengthen his grip over his position.

Research Question 3

Following table intends to compare whether teacher reflection on professional learning differ by schools with administrators of different leadership styles.

Table 2. The one-way analysis of variance (ANOVA) to determine the teacher's reflection on professional learning differ by administrator's leadership style

ANOVA: Single Factor		A	0.05			
SUMMARY						
Groups	Count	Sum	Average	Variance		
Strongly Agree	17	110	6.470588	6.264706		
Agree	17	600	35.29412	56.34559		
Neutral	17	58	3.411765	17.50735		
Disagree	17	515	30.29412	36.47059		
Strongly Disagree	17	74	4.352941	6.992647		
ANOVA						
Source of Variation	SS	Df	MS	F	P-Value	F crit
Between Groups	16345.6	4	4086.4	165.333	0.000	2.485885
Within Groups	1977.294	80	24.71618			
Total	18322.89	84				

Table 2 presents the one-way analysis of variance (ANOVA) to determine, how teacher's reflection on professional learning differs by administrator leadership style. According to the data, average score and variance of these groups are different as well. The Sum Square (SS) Between the Groups is 16345.6 and Mean Square (MS) is 4086.4 with the degree of freedom (Df = 4), where F is (165.333). The Sum Square (SS) Within the Groups is 1977.294 and (MS) is 24.71618 with the (Df =80). Calculated data shows that the F critical value i.e. 2.485885 is greater than the *t* critical value i.e. 1.990, with the significance level of 0.05 (from *t*-table {two tails}).

Research Question 4

Following mentioned tables shows the correlation data between the leadership dimensions of the Leadership Practice Inventory taken by the administrators and the descriptors of the School Professional Staff as Learning Community.

Table 3. Correlation data between the leadership dimensions of the (LPI) taken by the administrator and the descriptors of the (SPSLCS)

LPI DIMENSION	SPSLC 1(A)	SPSLC 1(B)
1	-0.57119**	-0.53652**
2	-0.71913**	-0.56089**
3	-0.3881**	-0.80209**
4	-0.55229**	-0.41499**
5	0.173429	-0.11626

Data shows correlation between LPI dimensions (1 to 5) and SPSLC descriptors (1a, 1b), using Pearson's Correlation Coefficient with significant level at $p < 0.05$, degree of freedom ($df = 78$). Except 5 the LPI dimensions 1, 2, 3, and 4 are significant negatively correlated with SPSLC descriptors 1a and 1b.

Table 4. Correlation data between the leadership dimensions of the (LPI) taken by the administrator and the descriptors of the (SPSLCS)

LPI DIMENSION	SPSLC 2(A)	SPSLC 2(B)	SPSLC 2(C)
1	-0.44304**	-0.57351**	-0.41305**
2	-0.7608**	-0.53371**	-0.59389**
3	-0.34648**	-0.65497**	-0.58972**
4	-0.40854**	-0.49857**	-0.32213**
5	-0.04152	0.14126	-0.10396

Data shows correlation between LPI dimensions (1 to 5) and SPSLC descriptors (2a, 2b, 2c), using Pearson's Correlation Coefficient with significant level at $p < 0.05$, degree of freedom ($df = 78$). Except 5 the LPI dimensions 1, 2, 3, and 4 are significant negatively correlated with SPSLC descriptors 2a, 2b and 2c.

Table 5. Correlation data between the leadership dimensions of the (LPI) taken by the administrator and the descriptors of the (SPSLCS)

LPI Dimension	SPSLC 3(A)	SPSLC 3(B)	SPSLC 3(C)	SPSLC 3(D)	SPSLC 3(E)
1	-0.44773**	-0.65413**	-0.65514**	-0.12845	-0.67347**
2	-0.66155**	-0.50703**	-0.49402**	-0.30336**	-0.47674**
3	-0.50804**	-0.8745**	-0.82385**	-0.49241**	-0.80866**
4	-0.37999**	-0.53745**	-0.55282**	-0.0259	-0.57921**
5	-0.04635	0.017403	0.099034	-0.15473	0.157358

Data shows correlation between LPI dimensions (1 to 5) and SPSLC descriptors (3a, 3b, 3c, 3d, 3e), using Pearson's Correlation Coefficient with significant level at $p < 0.05$, degree of freedom ($df = 78$). The LPI dimensions 2 and 3 are significantly correlated with SPSLC descriptors 3a, 3b, 3c, 3d and 3e. Except 5, dimension 1 and 4 is significant negatively correlated with 3a, 3b, 3c and 3e.

Table 6. Correlation data between the leadership dimensions of the (LPI) taken by the administrator and the descriptors of the (SPSLCS)

LPI DIMENSION	SPSLC 4(A)	SPSLC 4(B)
1	-0.58968**	-0.593**
2	-0.60654**	-0.63238**
3	-0.59805**	-0.70212**
4	-0.52813**	-0.5039**
5	0.145363	0.012999

Data shows correlation between LPI dimensions (1 to 5) and SPSLC descriptors (4a, 4b), using Pearson's Correlation Coefficient with significant level at $p < 0.05$, degree of freedom ($df = 78$). Except 5 the LPI dimensions 1, 2, 3, and 4 are significant negatively correlated with SPSLC descriptors 4a and 4b.

Table 7. Correlation data between the leadership dimensions of the (LPI) taken by the administrator and the descriptors of the (SPSLCS)

LPI Dimension	SPSLC 5(A)	SPSLC 5(B)	SPSLC 5(C)	SPSLC 5(D)	SPSLC 5(E)
1	-0.64275**	-0.4329**	-0.53079**	-0.52696**	-0.55414**
2	-0.72715**	-0.53119**	-0.80099**	-0.73252**	-0.67382**
3	-0.6454**	-0.63009**	-0.33602**	-0.46676**	-0.58081**
4	-0.57154**	-0.33898**	-0.51216**	-0.4797**	-0.48666**
5	0.035141	-0.04242	0.045453	0.025998	0.033507

Data shows correlation between LPI dimensions (1 to 5) and SPSLC descriptors (5a, 5b, 5c, 5d, 5e), using Pearson's Correlation Coefficient with significant level at $p < 0.05$, degree of freedom ($df = 78$). Except 5 the LPI dimensions 1, 2, 3, and 4 are significant negatively correlated with SPSLC descriptors 5a, 5b, 5c, 5d and 5e.

KEY FINDINGS

This section presents a summary of key findings of the study. Discussions that attempts to link the findings with observed data.

1. Leadership is a key through which any system can be flourished and can make progress.
2. On the basis of collected data in correlation it is proved that a leader should be capable of portraying his point of view clearly to others, making his thoughts worth considering for others so he can come up with a good team to work with and enhances their professional skills.
3. Co-relational coefficient outcomes shows, a successful leader should have professional skills as well his personality must play an important role to make good impact on others.
4. A leader must be a good decision maker he should make right decisions on the right time in order to make promising efforts for his institute.
5. A head teacher must be enthusiastic and should be capable of making his point of view clear and considerable on both national and international level and also take great interest to solve problems related to academic issues.
6. ANOVA represents that School professional staff as a learning community should focus on student learning and share vision for school improvement.
7. Comparison of mean between SPSLC Descriptors indicates that, Staffs collective learning and application of the learning bring positive change and create high intellectual learning tasks to recognize student needs.

8. Head teacher should be extremely professional in order to perform his duties in a more professional ways, he must easily cope up with day to day changes coming in the society and his knowledge should be updated in order to implement new strategies and methodologies to introduce a healthy and professional educational system.
9. A good leadership not only motivates staff it also plays a dynamic role to create team spirit among people working in a staff.
10. Above mentioned data shows a negative significant relationship between principal and staff which emphasis that a mutual cooperation and understanding among teachers and principal plays a vital role, to maintain a healthy environment to make the leader and staff work in a united and more professional manner.
11. The educational institutions of Pakistan also required such leadership which must benefit the system to revise itself and its curriculum, teaching methods and management, results a good team which will prove to be a healthy sign for the upcoming breed.
12. A negative significant relationship in data intends heads to possess the ability to ensure the progress of the organization and the bright future. He/she must recognizes, what particular style or set of behaviors are most appropriate in his leadership practice.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. It is valuable to repeat this study at provincial level with a larger population. The findings and data may necessitate the Pakistan Educational Authorities to facilitate schools, colleges, universities to improve professional learning skills for heads and staff as well.
2. Mix method research plays a dynamic role to enhance the vision of sample population.
3. Heads need to be aware of the fact that modified educational techniques can be taken in to account, to ensure that curricular design, shared vision, participatory management observation and school conditions and capacities support their professional practices.
4. It is further recommended that principals utilize their leadership style, using multimedia technologies to moderate educational system.

CONCLUSION

Development and enhancement is not possible without the expertise and knowledge of the head. During the collection of data, it has been observed that those principals who were cooperative and enthusiastic there was a sign of enhancing the educational system in its school staff which was making their environment unique their teachers were also satisfied but in so many other schools teachers were found complaining about the fact the head do not involve them in making or taking any decision regarding the managements or academics, the principal not even consider there advices to take any progressive step he would rather prefer implementing his decisions on staff. The job of a principal is to give such instructions through which the self-respect of the staff should also not get affected and school also make progress.

Problems which act as a hurdle to enhance the standard of a school includes teachers who do not take interest in co-curricular activities and avoid the staff meeting held by the head of department or the leader, the dictatorial behavior of the principals and lack of positive resources available for teaching aid which results lousiness and bizarre among the staff members. If a principal takes the responsibility to solve all the above mentioned problems so it will automatically turns the staff towards working sincerely and with more effort in there department or institution without any worry.

As a conclusion, a person who is capable of possessing all the above discussed aspects can prove to be a good and successful instructional leader who plays an important role to enhance administrative structure, management or professional development if it is in the form of teachers training program, curriculum design and implementation, teaching techniques and methods, enhancing the school culture, teachers principal relation, to take important decisions or adopting the new strategies and their implementations. Professional learning community is a group of behavioral complexity and

implementation of policy and planning, for those administrations which has the ability of moving in to a future with a broad perspective in mind, and ensuring the long term changes.

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