

CHALLENGES IN IMPROVEMENT OF PERFORMANCE OF SECONDARY SCHOOL HEAD TEACHERS IN MIRPUR DIVISION AZAD JAMMU AND KASHMIR

Bilal Bashir¹, Dr. Makhdoom Ali Syed², Muhammad Yasir Arfat³, Syeda Sidra Batool⁴

ABSTRACT

The current study was conducted on challenges in improvement of performance of secondary school head teachers in Mirpur Division AJ&K. The objectives of the study were to analyze the indicators of performance of secondary school head teachers, to explore the secondary school head teacher's performance and to find out the challenges in the improvement of performance of secondary school head teachers. The research was descriptive in nature, with data collected via a survey method. The population of the study was consisting of all head teachers and teachers of Secondary schools (Male) of Mirpur division in Azad Jammu and Kashmir. Stratified Random sampling technique was used to select the sample of the study. Out of 147 head teachers and 460 SSTs 108 head teachers and 216 SSTs were selected randomly as study sample. Two questionnaires were distributed among the participants asking for their responses. One for the head teachers, second for the SSTs. Each questionnaire containing 64 items was developed and finalized after the process of validation. Data was collected personally by the researcher from respondents. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data for this study. Mean score and standard deviation were applied to determine the results. The mean scores of two groups of respondents (head teachers and SSTs) were compared through independent sample T-Test. The main finding of the study was that secondary school head teachers' performance was not satisfactory in the two major components, i.e., leadership qualities and supervision. It was suggested that qualified professionals should be appointed as head teachers in order to increase the quality of education.

Key Words: *Challenges, Performance, Head Teachers, Secondary Schools.*

1 INTRODUCTION

Governments all throughout the world continue to priorities improvement. More emphasis has been placed on the need to improve school management and strengthen the role of headteachers in recent years when it comes to school quality. Education facilitates learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. It helps people become better citizens,

¹ Ph. D (Education) Scholar, MY University Islamabad, Pakistan b54545831@gmail.com

² (Corresponding Author) Chairman: Department of Education, In-charge Library Affairs: University of Kotli, AJ&K drmakdoomalisyed@gmail.com

³ Ph. D (Education) Scholar, MY University Islamabad, Pakistan yasirpublicschool955@gmail.com

⁴ (M. Phil Chemistry) University of Kotli, AJ&K, Pakistan sidsyed74@gmail.com

find a better-paying job, and demonstrate the difference between right and wrong. Education is an element of human civilization that is constantly evolving. Secondary education is very essential in the educational system (Ainscow, 2015).

Secondary education in AJ&K lasted for two years. Students must pass a national examination administered by a regional Board of Intermediate and Secondary Education at the end of each school year. Secondary schools operate under the authority of head teachers (Khawaja, 2016).

Head teachers lead, encourage, and manage their employees by assigning roles, creating targets, and evaluating staff performance against those objectives. Head teachers provide leadership by guaranteeing high educational standards, developing development plans, managing performance, organizing personnel, and fostering positive relationships with parents and the community (Liang, 2016). Condition of the schools and how well it is maintaining describe the performance of head teacher. Head teacher ensure that the school has basic facilities like boundary wall, drinking water, toilets, library and science lab. Environment influences learners' academic performance (Asikhia, 2010).

Head teachers confront numerous obstacles, including a lack of qualified employees and limited resources. Employee morale and job satisfaction are affected by these difficulties. For example, it has been stated that most public schools in AJ&K have insufficient infrastructural amenities such as classrooms and furnishings, causing teacher unhappiness and affecting their retention. Most schools in AJ&K lack basic amenities such as running water, electricity, staff rooms, and restrooms. The AJ&K education system is extremely politicized. Teachers are frequently inducted and transferred based on their political affiliations rather than their professional abilities, and they frequently act as political workers rather than completing their professional tasks (Subedi, 2017).

Head teachers of the educational institutes are prominent figure for the progress and wellbeing of the system. Head teachers play important role for the positivity and the development of the educational institutions. Every educational institution thrives and progresses through the hard work of talented and learned people. Through research and education, developed countries all around the world have risen to the top. A school's head teacher is supposed to have specialized abilities in leadership qualities and supervision of all activities carried out under the school's banner. Head teachers play a key role in achieving the goals and objectives in a school. Despite

the considerable effort made by the government and policy makers to improve the secondary school head teacher's performance, it has been discovered that performance is in decline each year.

Secondary school head teachers play a crucial role in the academic and administrative management of schools. Their leadership directly impacts the academic environment, student outcomes, teacher performance, and the overall functioning of the school. Exploring the challenges they face in improving their performance is important because it can highlight how leadership issues can affect the educational quality in the region. There are gaps in training, professional development, and policies that support head teachers. By exploring these gaps, the study can highlight where improvements are needed in terms of leadership training, educational policies, and support mechanisms. Addressing these areas is vital for long-term improvements in educational outcomes. Head teachers are influenced by both internal school dynamics and external factors like government policies, societal expectations, budgetary constraints, and community involvement. Understanding these external pressures is critical because they often constrain a head teacher's ability to improve school performance, despite their personal commitment and leadership skills. A head teacher's role also involves managing a diverse group of teachers, often with varying levels of skill, motivation, and experience. Dealing with such diversity, and ensuring all teachers perform effectively, can be a challenge. Understanding how head teachers manage this aspect can inform strategies to improve teacher performance and, by extension, overall school performance. It was, therefore, considered important to carry out systematic research to explore the challenges in improvement of the performance of secondary school head teachers.

1.1 STATEMENT OF THE PROBLEM

The performance of any institute is directly linked with the proficiency and administrative skills of head teacher. Head teachers are ultimately responsible for the smooth operation of a school, the academic achievements of its pupils, and the administration of its workers. Head instructors lead and motivate their colleagues through delegating responsibilities, setting goals, and reviewing staff performance against those goals. The findings show that head teachers were having difficulties. A thorough investigation is required to determine the obstacles that affect the performance of head teachers. It was discovered that obstacles such as a lack of leadership skills, head teacher professional development, and supervisory crises had an impact on head teachers'

performance. It is necessary at this time to assess the factors that influence the performance of head teachers. In line with this problem this study was observe the challenges in improvement of performance of secondary school head teachers in Mirpur Division of Azad Jammu and Kashmir.

1.2 OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To find out the performance of secondary school head teachers of Mirpur Division
2. To analyze the indicators of performance of secondary school head teachers of Mirpur Division
3. To explore the challenges in the improvement of performance of secondary school head teachers of Mirpur Division

1.3 RESEARCH QUESTIONS

The research questions of the study were:

1. To what extent the performance of secondary school head teachers of Mirpur Division is satisfactory?
2. What are the indicators of performance of secondary school head teachers of Mirpur Division?
3. What are the challenges in the improvement of performance of secondary school head teachers of Mirpur Division?

1.4 DELIMITATIONS OF THE STUDY

The research was delimited to:

- 1 Govt. Boys Secondary Schools of Mirpur Division
- 2 Performance indicators:
 - a) Leadership Qualities
 - b) Supervision

2 REVIEW OF THE RELATED LITERATURE

2.1 SECONDARY SCHOOL HEADS

A head teacher is a trained person who is appointed to oversee the administration and administrative functions of a school. The main responsibilities include providing leadership and maintaining high educational standards, development plans, and performance management, managing and organizing staff and resources, administering the curriculum, and fostering positive relationships with parents and the community (Shukla, 2014).

To improve school performance, the head teacher takes on leadership and managerial responsibilities. To achieve success, the headteacher must assure high-quality teaching by successfully managing the teaching and learning process and utilizing information to maximize the potential of all instructors. A good headteacher fosters a learning culture that encourages academic performance, equity, and high expectations (Grissom, 2011). A head teacher's role also involves managing a diverse group of teachers, often with varying levels of skill, motivation and experience.

2.2 PERFORMANCE INDICATOR FOR HEAD TEACHER

The head teacher is responsible for each learner's performance in the institution, and leadership is a challenging duty that requires vital skills or quality requirements set by the state, such as strategic leadership, instructional leadership, and human resource management. Leadership, school culture, and equity are all important factors to consider. External leadership, managerial leadership, leadership in development, as well as leadership in relation to metrics (Kearney, 2012). The head teacher plays a pivotal role in fostering a positive school culture by demonstrating strong leadership skills. Their ability to inspire, guide, and make informed decisions is essential for the success of both students and staff.

2.2.1 Leadership Qualities

Great leaders create a delicate mix of perception, performance, and personality. They have vision, boldness, honesty, humility, and focus, as well as the ability to plan strategically and promote cooperation within their team (MacLeod, 2019).

Whether you're running your own business or leading a team at work, the best leaders need a strong set of leadership abilities to connect with their employees, team members, and clients in a good way. According to behavioral theories, leadership abilities are not ingrained and can be

learned; people can build effective leadership attributes by learning and practicing these skills over time. Management entails persuading people to do things they don't want to do, whereas leadership entails motivating them to do things they never imagined they could (Walumbwa, 2009). Effective leadership qualities are crucial for successful supervision, as they ensure clear communication and the alignment of team goals. A strong leader's ability to motivate, provide guidance, and offer constructive feedback enhances the overall supervision and performance of their team.

2.2.2 Supervision

The primary focus of supervision is on overseeing or monitoring the performance of workers under his authority. He is a key part of the managerial structure. He is the one who is in direct contact with the employees and serves as a critical link between management and the employees. In terms of teacher performance and teacher absenteeism, head teachers encounter several problems in their instructional oversight role (Mutua, 2011). Leadership qualities and effective supervision are vital in overcoming the various challenges that arise in managing teams or organizations. Leaders with strong skills can navigate difficulties such as conflict resolution, maintaining motivation, and adapting to change while ensuring the team stays focused and productive.

2.3 CHALLENGES FOR HEAD TEACHERS TO IMPROVE PERFORMANCE

A school's head teacher serves as the institution's administrator and manager. As leaders, they encounter a number of challenges in managing their schools. Working with disabled children can be challenging, especially when considering the nature of special school instructors' employment, which can affect their morale and job satisfaction. Employee job satisfaction and retention are influenced significantly by the nature of their work (Maniram, 2007). Head teachers face the challenge of managing limited resources while striving to maintain a high-quality education for their students. Financial problems often require them to make tough decisions about budgeting, staff allocation, and program priorities, all while ensuring the school's continued success.

2.3.1 Financial Problems

Education has been the most underpaid and underperforming industry due to a lack of financial support. As a result of this, the education sector has become the least appealing profession in the country. Teachers, who are among the poorest members of society, may seek additional sources of income, such as working abroad or creating their own businesses on their own dime (Zafar, 2003). Financial problems faced by head teachers can be exacerbated by political interference, as external pressures may divert resources away from actual educational needs. Political influence often complicates budgeting decisions, leaving head teachers to navigate conflicting priorities while trying to balance fiscal constraints with the demands of their school community.

2.3.2 Political Interference

Besides, their untrustworthy advancements and school legislative issues impede instructive advancement as far as quality educating and learning, just as causing difficulties for administrators. It's additionally significant that instructors who will not follow the directs of political players are regularly rebuffed socially or monetarily, and are every so often shipped off rustic spots. This shortfall of expert opportunity of instructors has severely influenced the level of accomplishment of their obligations. They work with least interest and inspiration (Saleem, 2002). Political interference often leads to the frequent transfer of head teachers, as leadership changes can be used to align school management with shifting political agendas. This instability disrupts the continuity of educational leadership, making it difficult for schools to implement long-term plans or maintain consistent progress.

2.3.3 Frequent Transfers

Head teachers at AJ&K schools are constantly at the mercy of education authorities and administration. Favoritism and nepotism are routinely employed in the pursuit of power. As a result of this behavior, most head teachers are experiencing mental distress, interruption, and pressure (Khan, 2010). Teachers who are disobedient or linked with an opposing political party are frequently assigned to teach in secluded locations. Occasionally, newly moved head teachers are unable to adjust to their new circumstances due to a lack of time.

2.3.4 Professional Development

Head instructors should be knowledgeable of the latest developments in society and throughout the globe. They must also keep up with the latest theories, studies, and other additions to the body of knowledge. It has been observed that head instructors who are not professionally sound and current are unable to cope with the different changes and problems that society, the country, and the world confront (Farooq, 2006). Professional development plays a key role in shaping school culture by equipping teachers and staff with the skills and knowledge needed to foster a positive learning environment. Continuous growth opportunities help cultivate a culture of collaboration, innovation, and a shared commitment to student success.

2.3.5 School Culture and Relations

Relationships and collaboration between principals and their staff are critical for fostering a culture of trust and efficacy. The process of successful teaching and learning is hampered by a lack of good relationships (Haile, 2019). A positive school culture is strengthened through active community involvement, as it fosters strong partnerships between educators, families, and local organizations. When the community is engaged, it creates a supportive network that enhances the school's values and helps drive collective efforts toward student success.

2.3.6 Community Involvement

Schools are a little community. Head teachers play a significant role in society as change agents, mentors, and academic leaders. The concept of parental participation in government schools in AJ&K is quite bad (Muhammad, 2005). Community involvement can help alleviate the impact of a lack of resources by fostering partnerships that provide support and creative solutions to fill gaps. When resources are limited, engaged community members often contribute time, expertise, or donations to ensure the school can still meet the needs of its students.

2.3.7 Lack of Resources

Head teachers have challenges due to a lack of teaching and learning tools in schools. Even basic resources like as blackboards, attendance records, offices, libraries, laboratories, and modern texts are lacking in certain schools. The majority of schools do not have enough classrooms. The majority of schools lack adequate playgrounds for kids' and teachers' physical development

(Qureshi, 2002). The lack of resources often leads to a crisis of supervision, as limited funding and staff shortages make it difficult to maintain effective oversight of students and teachers. This strain on supervision can result in reduced quality of education and a lack of personalized support for both students and staff.

2.3.8 Crisis of Supervision

Rasheed (2004) has found that in AJ&K schools, there is a weak understanding of supervision. The supervisory process is rife with bureaucratic undertones. The primary goal of supervision is to help teachers and students grow and improve their skills. In AJ&K, on the other hand, the supervisory process is associated with the concept of inspection. During the supervision process, supervisors create a fearful environment.

3 RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

The study was descriptive in nature, and data were collected using a survey method.

3.2 POPULATION

The population of the study was consisting of all 147 Head Teachers and 460 SSTs of secondary schools of Mirpur division in Azad Jammu and Kashmir.

3.3 SAMPLE OF THE STUDY

Stratified Random sampling technique was used to select the sample of the study. There were three District and eleven Tehsils in Mirpur division. 108 Head teachers and 216 SSTs were selected from 108 schools of eleven Tehsils and three Districts of Mirpur Division. Minimum five schools from each Tehsil were selected randomly as study sample. There were total 75% Head Teachers selected as study sample. And two SSTs were selected from every school which select as sample frame.

3.4 RESEARCH INSTRUMENTS

Two questionnaires were developed for the participants asking for their responses. One for the head teachers and second for the SSTs. Both questionnaires were consisting of 62 items. There were two sections in each questionnaire one section related to the performance of head teachers and other section was about challenges faced by head teachers to improve their performance. Each section has four sub sections. Questions were based on five-point Likert's scale i.e., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

3.5 VALIDITY OF THE INSTRUMENTS

Validity of the questionnaire was confirmed through two experts having Doctorate Degrees in education and two experts from related field. There was total sixty-two items in questionnaire. Thirteen items were found weak and they were replaced by new items in the questionnaire. Grammatic mistakes were correct according to the instructions.

3.6 PILOT TESTING OF THE INSTRUMENTS

Pilot testing was conducted on 30 Head Teachers of secondary schools and 45 SSTs working in Mirpur Division. Improvements were brought and ambiguities were removed in the light of the results/ feedback of pilot testing.

3.7 RELIABILITY OF THE INSTRUMENTS

Reliability of the instrument was checked through Cronbach's Alpha. Alpha value was 0.83 for questionnaire for Head Teachers and Alpha value was 0.80 for questionnaire for SSTs. Hence, the research instrument was significantly reliable to be used to gather data.

3.8 DATA COLLECTION

Researcher personally collected the data from 108 Head Teachers and 216 SSTs. Researcher collected the data from district Mirpur through personal visit. And other districts Bhimber and Kotli through postal services. Response rate was more than 95%.

3.9 DATA ANALYSIS

Data for this study were analyzed through Statistical Package for the Social Sciences (SPSS). Mean score and standard deviation were applied to determine the results. The mean scores of two groups of respondents (head teachers and teachers) were compare through independent sample T- Test.

4 ANALYSIS AND INTERPRETATION OF DATA

Data for this study were analyzed through Statistical Package for the Social Sciences (SPSS). Mean score and Standard Deviation were applied to determine the results. The mean results of both groups (head teachers and teachers) were compared through independent sample T- Test.

Table 4.1

Scores of head teachers' and secondary school teachers' responses regarding leadership qualities of head teachers

Statement	Respondents	N	Mean	SD
I formulate goals for school.	Head Teachers	108	2.48	1.309
	SSTs	216	1.44	0.803
I am well aware of my duties.	Head Teachers	108	2.56	1.263
	SSTs	216	2.22	1.278
I do my duties with passion.	Head Teachers	108	2.83	1.913
	SSTs	216	2.15	1.198
I guide the teachers about their duties.	Head Teachers	108	2.25	1.139
	SSTs	216	2.48	1.309
I help the teachers to improve their teaching skills.	Head Teachers	108	2.32	1.181
	SSTs	216	2.71	1.892
I always encourage team work	Head Teachers	108	2.47	1.305
	SSTs	216	2.19	1.689
I provide feedback to teachers.	Head Teachers	108	2.37	1.216
	SSTs	216	2.08	1.563
I take opinion of teachers in decision making	Head Teachers	108	2.59	1.274
	SSTs	216	2.36	1.851
I distribute tasks to different teachers	Head Teachers	108	2.47	1.305
	SSTs	216	2.38	1.178
	Head Teachers	108	2.32	1.181

I encourage teachers to arrange SSTs co-curricular activities	216	2.54	1.456
---	-----	------	-------

Table shows the mean scores and standard deviations of leadership qualities of head teachers. The mean score about the statement “I do my duties with passion” 2.83 and standard deviation 1.913 was highest among all the statements. The mean score about statement “I guide the teachers about their duties” 2.25 and standard deviation 1.132 is lowest among all the statements.

Table 4.2

Scores of head teachers’ and secondary school teachers’ responses regarding supervision of head teachers

Statement	Respondents	N	Mean	SD
I try to keep myself aware of all activities happening in school.	Head Teachers	108	2.89	1.631
	SSTs	216	2.18	1.107
I help the teachers in solving their academic problems.	Head Teachers	108	2.26	1.267
	SSTs	216	1.86	0.976
I help the teachers in the implementation of curriculum.	Head Teachers	108	2.26	1.267
	SSTs	216	1.86	0.962
I visit all the school on regular basis.	Head Teachers	108	2.49	1.231
	SSTs	216	2.21	0.962
I encourage the teachers to use audio-visual aids in the class.	Head Teachers	108	2.31	1.267
	SSTs	216	1.88	0.975
I personally supervise the activities related to the examinations in school.	Head Teachers	108	2.63	1.421
	SSTs	216	2.33	1.263
I supervise the school record regularly.	Head Teachers	108	2.43	1.303
	SSTs	216	1.97	1.107

Table shows the mean score and standard deviation of supervision of head teachers. The mean score about the statement “I try to keep myself aware of all activities happening in school” 2.89 and standard deviation 1.631 was highest among all the statements. The mean score about

statement “I help the teachers in solving their academic problems” 2.31 and standard deviation 1.267 was lowest among all the statements.

4.1 Discussion

Major target of this research was the assessment of performance of secondary school head teachers and to find out the challenges in improvement of their performance. The first objective of the study was to analyze the indicator of performance of secondary school head teachers. This study revealed that there were two major indicators of performance to assess the performance of secondary school head teachers. These indicators were leadership qualities and supervision. This study revealed that head teacher’s performance regarding all thesis indicator was not satisfactory. Saeed (2013) also found about teaching is a profession that requires constant pdating, as evidenced by the performance of head teachers. Teachers should be informed of the current changes in society and throughout the world in this regard.

Jordan (2009) found that teachers who keep up to date on new information and improve their skills are better able to handle the teaching and learning process. One of the primary challenges head teachers face is balancing their role as instructional leaders with the increasing administrative demands. According to Hallinger (2011), head teachers are expected to provide instructional leadership by guiding curriculum development, improving teaching practices, and monitoring student outcomes. However, they often struggle to find sufficient time for these tasks due to the increasing administrative responsibilities such as budgeting, compliance with regulations, and managing human resources. This dual burden of leadership and administration leads to role conflict, making it difficult for head teachers to focus on the key instructional aspects of their work (Leithwood et al., 2006).

Supervision of teaching staff presents another challenge for head teachers, particularly in schools with diverse student populations and varying teacher competencies. Research by Robinson et al. (2008) highlights the difficulty in providing effective supervision in schools where there is a broad range of teaching styles and levels of experience. Head teachers are tasked with managing teachers' professional development, providing feedback, and creating an environment of continuous improvement. However, they often encounter resistance from teachers who may feel threatened or undervalued by supervisory feedback (Day & Sammons, 2013). Additionally, in

schools with high turnover rates, head teachers face the challenge of constantly managing new staff and ensuring that they adhere to the school's instructional vision.

The increasing emphasis on external accountability, standardized testing, and performance metrics is another challenge that head teachers face in their leadership and supervision roles. Research by Harris (2004) suggests that head teachers often feel pressured by governmental or district mandates to improve student performance. These pressures can lead to a "performative culture," where head teachers focus more on meeting targets and less on fostering a positive school culture and supporting teachers' professional growth. This can impact the effectiveness of supervision, as the emphasis may shift from collaborative development to ensuring compliance with external expectations.

Leadership qualities such as emotional intelligence (EI) are essential for head teachers, but they are often underdeveloped in many educational leaders. Emotional intelligence, which includes the ability to understand and manage one's own emotions and the emotions of others, is critical in handling the interpersonal challenges of leadership. Goleman (2000) argues that EI is vital for effective leadership as it helps leaders build strong relationships with staff, manage conflicts, and motivate teams. However, research indicates that many head teachers, particularly those in under-resourced schools, may not have the necessary training or support to develop these skills, leading to difficulties in managing staff and student relations (Brundrett & Rhodes, 2013).

Cultural and contextual factors also influence the challenges head teachers face. In some countries, head teachers must navigate complex cultural expectations that may not align with contemporary leadership practices (Leithwood & Jantzi, 2005). In multicultural school environments, head teachers are expected to manage the needs of students from diverse backgrounds while also addressing the expectations of parents and communities. These challenges require head teachers to demonstrate high levels of cultural competence, which is not always easy to acquire or apply in practice.

5. FINDINGS

On the basis of data analysis and interpretation the following findings were drawn:

Findings Related to Objective - 1

1. Performance of Head Teachers was not satisfactory, as the mean score about the statement “I do my duties with passion” 2.83 and standard deviation 1.913 was highest among all the statements. Guidance by the Head Teachers on subordinate duties was also at lowest level among all the statements, as mean score and standard deviation were found 2.25 and 1.136 respectively. Head Teacher’s role regarding formulation of goals, passion in duty, encouragement, providing feedback and taking opinion of teachers in decision making was found unsatisfactory.
2. The mean score of Head Teachers respondents (2.47) was higher than SSTs (2.31) by 0.16. The p value $0.134 > 0.05$, which shows that there was no significance difference in responses of Head Teachers and SSTs.
3. The mean score about the statement related to supervisory role of Head Teachers was 2.89 and standard deviation 1.631 was highest among all the statements. The mean score about statement “I help the teachers in solving their academic problems” 2.31 and standard deviation 1.267 was lowest among all the statements. Performance of head teachers was found unsatisfactory in solving teacher’s problems, regular classrooms visits and monitoring of school record.
4. In regard to the indicator supervision the mean score of Head Teacher respondents (2.48) was higher than SSTs (2.18) by 0.30. The p value $0.213 > 0.05$, which shows that there was no significance difference in responses of Head Teachers and SSTs.

Findings Related to Objective - 3

5. The mean score about the statement “head teachers have lack of awareness of their duties” 3.40 and standard deviation 1.998 was highest among all the statements. The mean score about statement “head teachers focus on office work” 2.31 and standard deviation 1.256 was lowest among all the statements. Results were indicating that Head Teachers were faced challenges due to lack of leadership qualities like formulation of goals, passion in job, providing feedback and encouragement of teachers.

6. In regard to the challenges of leadership qualities the mean score of Head Teacher respondents (3.13) was higher than SSTs (2.97) by 0.16. The p value $0.131 > 0.05$, which shows that there was no significance difference in responses of Head Teachers and SSTs.
7. Head Teachers were faced many challenges due to lack of supervisory skill, as the mean score about the statement “Head teachers ignore regular visits of school” 3.27 and standard deviation 1.986 was highest among all the statements. The mean score about statement “There is a lack of help for teachers in the implementation of curriculum” 2.58 and standard deviation 1.725 was lowest among all the statements. The results were indicating that head teachers face challenges like lack of awareness of all activities happening in school, solving teacher’s problems, school visits and supervision of school record due to lack of supervisory skill.
8. In regard to the challenges related to supervision the mean score of Head Teacher respondents (2.89) was higher than SSTs (2.79) by 0.10. The p value $0.124 > 0.05$, which shows that there was no significance difference in responses of Head Teachers and SSTs.
- 9.

6. CONCLUSIONS

On the basis of findings, following conclusions were drawn:

1. The performance of Head Teachers is not satisfactory. They are lacking in skills like formulation of goals, passion in duty, encouragement, providing feedback and taking the opinion of teachers in decision making.
2. There is no structure of professional growth and training for Head Teachers. The performance of Head Teachers is unsatisfactory in organizing seminars, organizing discussion session, polite behavior and arranging activities for teacher’s development.
3. Head Teachers are appointing on the basis of their qualification and seniority, without considering their administrative background. There is no system of professional development and training for Head Teachers.
4. Head teachers show lack of awareness of activities and practices performed by the subordinates in the school. They do not visit classrooms and monitor activities in school regularly. They do not take care for maintaining school record properly.

7. RECOMMENDATIONS

On the basis of conclusions, following recommendations were made:

1. Decision making authorities of the department of education implement punishment and reward system properly for Head Teachers, so they can enable themselves to focus and improve their performance.
2. There may be a system of training and development for Head Teachers. Education department encourage Head Teachers to improve their qualification and management skills through training programs, workshops, seminars etc.
3. For the improvement of supervisory system of the school, Head Teachers formulate supervisory committee of senior staff members and a chain of command to have check and balance of all activities practiced in the school.
4. Head Teachers visit classrooms on regular basis and keep school building up to date by making arrangements for repairing of school building and problems related to infrastructure should be solved on priority basis.

REFERENCES

- Ainscow, M. (2015). Towards self-improving school systems: Lessons from a city challenge. Routledge.
- Azornu, W. H. Y. (2011). Job satisfaction among teachers of private and public basic schools within the Ho municipality of the Volta region of Ghana (Doctoral dissertation, University of Cape Coast).
- Brundrett, M., & Rhodes, C. (2013). Leadership and management in education: Developing essential skills and competencies. Routledge. #
- Day, C., & Sammons, P. (2013). Successful school leadership. Open University Press.
- Farooq, R. A. (2008). "Education system of Pakistan: Issues and Problems". Asia society for promotion of Innovation and Reforms in Education. Islamabad: Pakistan pp.10-20.
- Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. American Educational Research Journal, 48(5), 1091-1123.
- Goleman, D. (2000). Emotional intelligence: Why it can matter more than IQ. Bantam.

- Harris, A. (2004). Distributed leadership and school improvement. *Educational Management Administration & Leadership*, 32(1), 11-24.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.
- HAILE, J. (2019). Employee Relationship Management and Its Effects on Employees 'performance: In Selected Export-Import Private Companies of Addis Ababa (Doctoral dissertation, St. Mary's University).
- Khawaja, S. (2011). Good governance and result based monitoring. Poorab Academy, Islamabad.
- Khan, D., & Ullah, I. (2014). Problems faced by female teachers at primary level in Khyber Pakhtunkhwa Pakistan. *International Online Journal of Primary Education (IOJPE)* ISSN: 1300-915X, 3(2).
- Kearney, K. (2012). Using multiple forms of data in principal evaluations: An overview with examples. San Francisco, CA: West Ed.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools*, 4(3), 177-199.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2006). How leadership influences student learning. *Learning from Leadership Project*. The Wallace Foundation.
- Mahmood, S. (2017). Testing the effectiveness of a critical thinking skills intervention for initial teacher education students in Pakistan (Doctoral dissertation, University of Southampton).
- March, J. G. (2010). *Primer on decision-making: How decisions happen*. New York, NY: Simon and Schuster.
- MacLeod, H. (2019). *Humanizing Leadership: Reflection Fuels, People Matter, Relationships Make the Difference*. Friesen Press.
- Maniram, R. (2007). *An Investigation into the Factors Affecting Job Satisfaction at the Kwazulu Natal Further Education and Training College-SWINTON Campus Pretoria: UNISA*.
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
- Shukla, R. (2014). *Dictionary of Education*. New Delhi: A.P.H. Publishing Corporation.
- Khalil, M. I. K., Ur Rahman, I., Zakarya, M., & Khan, M. (2024). A neighborhood-aware multi-Markovian switching particle swarm optimization technique for solving complex and expensive problems. *Soft Computing*, 28(9), 6517-6536.

Subedi, L. (2017). Impact of Micro-Enterprise in Rural Community (Doctoral dissertation, Department of Rural Development Mahendra Ratna Multiple Campus, Ilam).

Walumbwa, F. O., & Schaubroeck, J. (2009). Leader personality traits and employee voice behavior: mediating roles of ethical leadership and work group psychological safety. *Journal of applied psychology*, 94(5), 1275.

Amin, A., Sohail, M., & Khalil, M. I. K. (2023). Teachers Perception Regarding Role of Technology in English Language Learning at Secondary Level. *Pukhtunkhwa Journal*, 8(2), 354-364.

Akhtar, N., Khalil, M. I. K., Iqbal, N., & Hussain, Z. (2025). Explore the relationship between social media use and mental health among young adults. *Future Horizon International Journal of Social Sciences and Educational Research*, 01-13.



**FUTURE HORIZON
INTERNATIONAL JOURNAL
OF SOCIAL SCIENCES AND
EDUCATIONAL RESEARCH**