Impact of the Academic Interest of Principals on the Professional Development of the Faculty Members

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Abstract

The study was aimed to study the "Impact of the Academic Interest of Principal on the Professional Development of Faculty Members"The main objectives of the study were to describe the areas of academic interest of headmaster, to identify the provision of academic activities by the headmaster and to evaluate the impact of academic interest of principal on the professional development of the faculty members. This study was descriptive by nature and survey method was used to collect the data. The sample of 100 Secondary School Teachers and 20 Head Teachers of Govt. Boys Secondary Schools of Rawalpindi City were selected randomly out of the population of 185 Secondary School Teachers and 20 Head Teacher of same secondary level schools. Data were collected

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personally. Questionnaires were used to collect the data. The data were analysed by using simple percentage and mean scores.

Main findings of the study were; the head teachers working in the Govt. Secondary Schools are skilful managers and they have sound professional vision. They monitor the school activities regularly, do surprise visits of the classes, and appreciate their subordinates on good performance, use guidance and counselling for improvement of teachers' performance. Head teachers do not take care of evaluation of the teachers, correction in teachers' work through their supervision. The head teachers refrain to use of incentives for teachers' motivation. But, in spite of all this, the supervision by the head teachers to remove the errors of the teachers' work is lacking there.

The main recommendations of the study were: There may be a system of proper, regular and scheduled evaluation by the head teachers in the schools. Gray areas may be improved by the continuous supervision of the head teacher. Teachers may be reinforced with the help of incentives by the head teachers. To enable the head teachers to give positive input in the professional development of their assistant teachers, there may be a special training once in the period of every three years.

Introduction

Education produces knowledge, skills and values. It is essential for civic order and citizenship; and for sustained economic growth and the reduction of poverty. Education is also about culture. Education is actually the main instrument for disseminating the accomplishments of human civilization.

According to mentalist and behaviourist "Education is the process which effects on mind and character." (Sprinthall & Sprithall)

Education is familiarity of a person, thing or fact gained by experience. It is a person's range of information or the theoretical or practical understanding of a subject or language, etc. Yousaf (2006, p.25) writes as,

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"Cognition' in philosophic terminology means an action or a faculty of knowing, perceiving and concept. It is to know again or to identify as known before. From this it may be inferred that 'knowledge' is just synonymous with consciousness, awareness and familiarity"

Educational process is carried on throughout the life. A man learns under different modes of education. The important elements of formal mode of education are school, curriculum, learner, head teacher and teacher.

School

School plays an insignificant portion in the education of the student, curriculum was considered to be considerably important to meet the child's requirement.

When we talk about school improvement, we are talking about people improvement. That's the only way to improve schools unless you mean painting the buildings and fixing the floors. But that's not the school, that's the shell. The school is people, so when we talk about excellence progress. Focusing on people is the most effective way to change any organization. In fact, it can be argued that organizations do not change, only individuals change. Principals who hope to promote organization development by focusing on the professional growth of staff. Another important factor in the school is curriculum.

Curriculum

The term curriculum is very comprehensive. The old concept of curriculum was all the activities which were performed outside the classroom were called extra- curricular activities. After that it was called co-curricular activities. Now it is considered that all the activities which are performed inside or outside the class room, under the supervision of the teacher are called curriculum.

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Shahid (2002) quotes Alberty A, and Alberty E, that "… as the sum total of student activities which the school sponsors for the purpose of achieving its objectives"

It means the curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the play ground or out of the school. These include all the learning experiences which pupils have under the supervision of the school. All these activities are planned, managed and supervised by the head of the institution, students.

Teacher

The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. Only teachers can provide education to the pupils. In an educational system, teacher is the basic unit for its success. A teacher is more than what is commonly talked about (Khan 1996), discussed teacher as:

> "A teacher is the ideal and model to be followed by students. He is the focus of entire teaching process. A teacher must earn respect of his students by the qualities that he possesses. He should grasp the meaning of education and its relation to society"

Teachers are the builders of coming generation. Unless any society have the most dedicated, hard working and trained teachers in their educational institution, it cannot prepare good citizens for tomorrow. (Deen (2000) Says as; The effective learning depends upon quality of teaching which requires individuals who are academically able and who care about the well being of children and youth"

Role and Responsibilities of Teacher

Teacher is key factor which effects teaching learning process. Teacher must be competent. The competence what is expected to a teacher understanding about using technical advancement in the context of the different sets of knowledge and skills that

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effect teaching learning possess. If a teacher changes with the passage of time, develop skills like planning, designing, assessment techniques, helping student reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge, then he can prepare a good generation (Siddiqui, (2007).

1. Teacher must know academic matters command on subject and develop overall personality of the student.

2. Understand the psychological basis of education and the factors, which influence education.

3. Effective teaching methods provide the required environment to the students in learning a particular skill or an area of knowledge.

4. In planning instruction, the teacher must be aware of the fact that his behavior and interaction with students vary according to the nature of the activity used during instructions.

5. Classroom Management 6.Time Management Skill 7.Development of Self-confidence in Students.

Teacher plays important role in teaching learning process. He is the backbone of the educational system. If the teacher is competent the input by him is more positive. The professional skills for a teacher mentioned above are command on subject matter, his knowledge about the learner's psychology, methodology of teaching, his approach of planning and class room management, etc. so a teacher must be competent in all respects and if he is competent in professional skills, he will uplift the standard of education.

Professional Development of Teacher

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Government of Pakistan has developed a standard for professional teachers (2009): Islamic ethical values and practices in the light of Qur'an/Sunnah, Central concept of national curriculum, Instructional planning, Students' assessment using multiple assessment strategies, Safe and respectful learning environment, Effective communication techniques and tools of information, Build relationship with parents/guardians.

These are the important factors which affect the teaching learning process. These are the professional responsibilities of the teacher. Pakistan is a theoretic state and its new generation must be aware of the ethical values of Islam. This target can not be achieved with out input of the educational system and this input must be given by the teachers. Teacher must be aware of the aims objectives of the national curriculum, so that the national target can be achieved. He must have developed professional skills like sound content knowledge, instructional planning effective methodologies of teaching and evaluation. Students learning can not be possible with coordination of parents and Kaleem (2010) indicates the following areas of professional development of the teacher; "The education for teachers must include the following Methodologies;

Teaching Methodology

Teaching methodology differs subject to subject and level to level. It is part of the lesson planning to select the suitable teaching methodology. There are different teaching methods used for different subjects. Swarup and Oberio (1994) defines teaching method as

1) "The way of presentation and content.

2) Macro approaches followed.

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3) In teaching method, the task and its presentation are considered important.4) in teaching method teaching objectives are not considered very important.

5) The main objective of teaching method is the impressive presentation"

Classroom Management

Classroom management effect the teaching learning process. Seating arrangements, suitable and friendly learning environment are the important factors to be considered. As Doyle 1986) contends, "Order, in classrooms as in conversations, is achieved with students and depends upon their willingness to follow along with the unfolding of the event" (NCAC, 2011)

Evaluation

Evaluation of the programme, project or educational activities provides us feedback to make a decision. Sabahat (2009) discusses the functions of the evaluation as:
"There are a number of functions/purposes of the impact evaluation studies
• Informational: This function of evaluation studies provides usable information for
   Feedback "Context evaluation: This is the most basic type of evaluation and serves in the determination of objectives: To maintain a record of the procedure as it occurs Teaching – learning process , Supervision process , Monitoring and feedback system, Human resource management, Logistics administration"

Within the broader scope of evaluating each area, there can be a number of options to cover. Selection of the options depends on the purpose and type of evaluation. Context evaluation determines the specifications for product evaluation, while input evaluation provides the specifications for process evaluation. However, operations by input evaluation for assessing the extent to which these criteria have been achieved are the basis for designing impact evaluation. Impact evaluation investigates the extent to which objectives are being attained.

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In the school the headmaster/principal evaluates the complete educational process.

Headmaster/Principal Role

Headmaster/principal is the most senior teacher, manager or leader of the institution. According to the dictionary of Encarta: "A head teacher is a person, who is in-charge of a school, supervises teaching staff and oversees day to day operations" It shows that he has to monitor, supervise and watch day to day activities of the institution.

Din (2008) Discusses educational administrator as; "Educational administrator is a constellation of function that is important for the implementation of policies, coordination of efforts, future planning, efficient use of limited resources, organization to meet new challenges"

The principal of a school has a very important role in society. They are the leaders within an educational establishment who provide guidance to teachers, students, staff and members of the general community. If one can complete the aforementioned job duties effectively and possesses some of the traits mentioned above, then the likelihood that the individual will be a wonderful principal is quite great. Engaging in a career as a school principal is a fulfilling role to play in society and one that is sure to be rewarding to the individual who takes it upon him selves to do so. (Blase and Blase, (1998, p.5). describes the status of the principal as;

> "Today's principal is the facilitator of staff and student learning-the leader of a learning community. You are instructional cheerleaders who teach, coach, and promote the professional development of teachers. Your availability to your staff will enhance motivation, self-esteem, sense of security, and morale. Principals have a positive effect on professional development when they offer a vision of learning, support collaborative change, and discuss professional research with

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their teachers. Teachers who work in a stimulating and supportive environment can reach higher stages of professional development"

Principal/headmaster role is significant for its school, teachers, and students and for community as well.(Fielding & Schalock 1985) Describes its significance as;

"… this premise that people are the key to school improvement is correct, then it follows that the fundamental role of the principal is to help create the conditions which enable a staff to develop so that the school can achieve its goals more effectively. In short, a key to school improvement is the willingness and ability of principals to assume the role of staff developers who make it their mission to "alter the professional practices, beliefs, and understandings of school personnel toward an articulated end"

Role and Responsibilities of the Principals

There are some strategies which, headmaster has to plan, manage and supervise in institution/school. Successful operation of an educational institution requires competent administrators. Educational administrators provide instructional leadership and manage the day-to-day activities in schools. They also direct the educational programmes.

 "Educational administrators who manage elementary, middle, and secondary schools are called principals. They set the academic tone and work actively with teachers to develop and maintain high curriculum standards; they hire and evaluate teachers and other staff. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. Principals must use clear, objective guidelines for teacher appraisals; they also supervise managers, support staff, teachers, counselors, librarians, coaches, and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff, manage career counseling and other student services, and perform many other duties". (Occupational Outlook Handbook, 2010-11 Editions)

Role and responsibilities of the head teachers vary from place to place and school to schools. There are variation among schools and clear factors which indicate that the role and responsibilities of the head teacher.

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Government of the Punjab School Education Department notified that the role and responsibilities of the heads vide order No.PS/SSE/MISC.2009 dated 18-04-09, some of these are: To provide professional guidance to the teachers and arrange for the solution of their academic and professional difficulties, To arrange co-curricular activities, to improve the quality of education, to arrange for the monthly, quarterly and annual assessment of the academic performance of students, to make the institution a centre of teaching activities.

Management

The term *management* refers to the personnel in an organization who have the right and responsibility to make decisions and run the activity effectively within the policy defined in the way. Bella, Carrizo and Sauvageot (2003)

> "Management means control and verification of the system in order to detect shortcomings and weaknesses. Does the education system have enough financial, physical and human resources to operate correctly and hence produce to expected results? Does it have enough pupils and does it sufficiently respond to the need for education? What education do they offer them and with what success? The information generated by Education Management Information System (EMIS) makes it possible not only to answer these concerns, but above all to control and evaluate the internal and as external efficiency of the education system"

The term *management* is also used to refer to the function or activity of managing resources, tasks and other persons in order to achieve the defined objectives. Robbins & Coulter (2002) defines management as; "…management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively".

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Manager supervises the activities of his sub-ordinates and coordinates their work. Manager works like a bridge between management and workers. There are three main styles of management in many management text books the three most talked about management styles ate democratic, autocratic and laissez faire. Selecting the correct management style may lead to greater motivation and productivity for your staff. However, it is not an easy and just 'pocking' a style. Manager personality and characteristics will influence the type of style adopted. "Autocratic (or authoritarian) managers like to make all the important decisions and closely supervise and control works. Managers do not trust workers and simply give orders (one- way communication) that they expect to be obeyed". (www.management.com)

One-way communication/ or the issue orders is a authoritarian style of management. A manager just wants sub-ordinates to obey. It is a autocratic style of management.

> "A democratic style of management will put trust in employees and encourage them to make decisions. They will delegate to them the authority to do this (empowerment) and listen to their advice. This requires good two-way communication and often involves democratic discussion groups, which can offer useful suggestions and ideas. Managers must be willing to encourage leadership skills in subordinates" (M.S.2011).

It is a two-way process of communication and involvement in decision making for the benefit of staff, administration and institution.

> "A laissez faire manager sets the tasks and gives staff complete freedom to complete the task as they see fit. There is minimal involvement from the manager. The manager however does not set idle and watch them work! He or she is there to coach or answer questions, supply information if required. There are benefits, staff again or developed to take responsibility which may lead to improve motivation. However with little direct guidance from the manager, staff may begin to feel lost and not reach the goals originally set within the time frame" (www.management2.com/ 2011)

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There are different styles of working or management but the ultimate objective is to minimize to conflict in the institution and utilize full resources. Swarup and Oberori (1994) quote Scott regarding management as;

> "The ultimate objective of management is to minimize the conflict. Through management, it is tried to minimize human importance. In other words, by restricting uncertainty through management, certainty and stability are increased. The collective use of human means and resources, which he possesses, is called management i.e. the way of using human means and resources to achieve definite aims is called management".

In the light of above definition of management, the main function of management is to minimize the conflicts and effective use of human and other resources for the attainment of defined aims and objectives. Educational manager has to play different roles and responsibilities in his school.

Planning

The main purpose of planning is to give directions, improve the quality of work and reducing overlapping and wasteful activities. Planner also guides the organizational members about set objectives, rule regulations and guides for directions. Robbins & Coulter (2002, p.184) defines planning as; "Planning involves defining the organization's goals, establishing an overall strategy for achieving those goals, and developing plans for organizational work activities. It's concerned with both ends (what's to be done) and means (how it's to be done).

Planning plays an effective role in any organization. While discussing the planning in education, the important role of the educational manager is to set education goals and make an effective strategy to those goals and objectives.

Organizing

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Organizer organizes all the efforts of the entire organization and operates the functions according to the plan and strategy. Sultana (2007) defines organizing as;

"The establishment of the formal structure of authority, through which work subdivisions are arranged, defined and coordinated for defined objectives. It also means taking those steps by which, the people who are involved in administration remain in a co-operative manner with each other and are prepared to contribute their best to the joint activity of their talents and their energies are optimally utilized"

Staffing

The process of staffing is finding right person for each job. It involves matching individual qualifications and experiences with job specifications.

Directing

Another role of the school manager is directing his subordinates. Direction is the motivational function to take maximum production and work from employees through motivation and guidance. Business dictionary defines directing as: "A basic management function that includes building an effective work climate and creating opportunity for motivation supervising, scheduling and discipline"

Coordinating

Coordinating is one of the most important functions of the managers. It works like a bridge between top management and employees. It depend upon the level of management whether it is top level management, middle level management or lower level management. Sultana (2007).Describes coordinating as;

"It is the bringing up of appropriate relationships between people and the things which are necessary for the organization to achieve the objectives and

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involves the allotment of duties and responsibilities also help the organization of all activities of the individuals"

Controlling

Controlling function of the management is also important because it directly related to the plans performance standards established by the organization or department. The basic management functions of: Establishing benchmarks or standards, Comparing actual performance against them, Taking corrective action, if required" (Info.2011).

Reporting

Reporting or communication is the heart of management process. The manager must be able to communicate well with subordinate. The communication process also involves the exchange of messages or information between sender and receiver.

Budgeting

Utilization of the financial resources is known as budgeting. The income and expenses schedule is known as budgeting. It may be monthly, yearly, short term or long term. Ahmed (2007) defines budgeting as: "A budget is a comprehensive and coordinated plan, expressed in financial terms for the operations of a system or on organization for a specific period to achieve the predetermined goals"

Supervision

Supervision and inspection are two different terms. Inspection is a procedure of giving direction to and providing critical evaluation of instruction task, while supervision is a planned programme for the improvement of instruction. Wiles (1955) in this regard as;

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"Envisages supervision is sporting, assisting and sharing rather than directing. So the word "supervision" means to guide and stimulate the activities of teachers with a view to improve them in the context of their teaching as well as instruction and promoting their professional growth. Supervision is being seen as a cooperative and comprehensive activity, which improves the total teaching learning process along with its aspects."

Supervision is a guiding, sporting and assisting process. It is democratic, cooperative and free of anxiety for subordinates. Its main purpose is to provide effective leadership and develop good working relationship among the leadership and faculty members. Headmaster / principal are the leaders who stimulate, guide and advise them in improvement of teaching learning process. It develops good working environment in an institution. It provides professional leadership to the institution in order to improve quality of work.

Monitoring

It is on of the basic responsibility of the head teacher to monitor the work of teachers and the other staff. This word is mostly used to be in authoritarian style which is intended to ascertain whether or not teachers are performing their normal duties.

Mentoring

The term mentoring is becoming popular. It is being used antonym to monitoring. It is near to supervision, guidance and counseling. Head teacher may play his role better as mentor than monitor. Government of the Punjab (2010) defines the role of mentor as;" To prepare teacher for their professional development, To provide on-site and in-site the class pedagogical support to teachers, To assist teachers to identify their classroom problems and seek solution to their problems, To create a supportive and non-threatening professional environment, To assist the teachers in creating appropriate teaching learning environment in schools." Penner (2003) defines mentoring as:

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"The term mentor stems from Greeks mythology in which Odysseus entrusted the care and education of his child to a friend named Mentor while the father was away on his adventures and travels, mentoring has come to be used for a variety of relationships, some of its synonyms include role model, coach, guide, sponsor friend, and adviser"

Motivation

Motivation is an important tool that is often utilized by the head of the institution in today workplace. Head uses motivational techniques in the workplace to inspire teachers to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It is duty of the headmaster to carefully identify and address motivational forces. Khan (2002) defines motivation as;" In the word of H.W.Benard 'motivation' refers to those phenomena which are involved in the simulation of action towards particular objectives, where previously there was little or no movement toward those goals"

When objectives of a certain activity are made clear to the individual, he or she will evince interest to learn. It will develop the knowledge of objectives, aims and benefits. It also raises the desire for progress in study among the students. It means there must be stimulus for motivation. Din (2008) describes motivation as; "Motivation, in the most general sense of the term, is an attempt to explain why behavior occurs (e.g., why people do what they do). Many educators believe motivation is a pre-requisite for learning, Behaviorists, thought, view it is a collateral product of learning because it is, itself learned"

Motivation is a very important factor in learning, creativity, responsibility and healthy behavior. Motivation is one of the most important components of learning. It holds a pivotal role in the teaching and learning process.

Stimulus

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Stimulus is the term used in psychology. Behaviorist used this term, which there showed be some cause/reason behind the process of learning. It means anything which becomes the cause of learning. According to them there must be a cause of learning. They believe that learning should base on some cause and reason. Sprint hall & Sprinthall, (1990) describes as;" Thorndike viewed learning as a series of stimulus-response (S-R) connections, or bounds. His theory of learning described the ways in which these S-R connections could be strengthened or weakened".

This theory of stimulus and response can also effect teaching learning process, if incentives are associated with the performance of the student and teachers their performance will be improved.

Reinforcement

Reinforcement can effect positively if the head teacher in the school uses it as a reward. Every one needs appreciation for his good work. Shahid (2002) describes reinforcement as: "Reinforcement is a procedure of associating pleasant or unpleasant experience , object or event with the responses made by the learner. Reinforcement can be positive such as appreciation and reward and negative such as reproof and punishment.

Guidance and Counseling

Guidance and counseling are the kind of assistance which an experienced person provides to an inexperienced person. It develops a close relationship between two personalities. It is the best solution to resolve the problems in any organization. Especially in the school it is very helpful for teaching learning process. Gururani (2006) describes as;

> "guidance is a kind of help, assistance, a clarification or a solution to a problem. It implies a state of and helplessness and "Counseling, a process which take place in a one-to-one relationship between an individual beset

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by problems which he can not cope alone, and a professional worker whose training and experience have qualified him/her to help others reach solution to various degrees of personal difficulties"

Statement of the Problem

The principals and the head teachers of the educational institutions are the leaders of the team deputed for educating the generations. So they have a great influence on their subordinates. The level of the teachers' intellectual growth and their performance depends upon the level of the interest of the leader of the team/ head teacher. The academic interest of the head teachers ultimately affects the performance of the teachers. So this study was aimed to investigation the impact of the academic interest of the principal on the intellectual growth of the faculty members.

Objectives

Following were the objectives of the study: To describe the areas of academic interest of headmaster/principal, to identify the provision of academic activities by the headmaster/principals in the School, to evaluate the impact of the academic interest of principals on intellectual growth of the faculty members.

Delimitation of the Study

The study was delimited to: All Govt. Boys Secondary Schools of Rawalpindi city (34), all secondary School Teachers of Rawalpindi city (185), Headmaster/Principals of Secondary Schools of Rawalpindi city (34).

Methodology

This study was descriptive by nature; therefore survey method was used to collect the data. Following procedure was adopted to conduct the study.

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Population

Following were the population of the study: One hundred and eighty five Secondary School Teachers of 34 schools of Rawalpindi city and All the headmaster/principal of 34 secondary school in Rawalpindi City.

Sample

Following sample were selected from the population regarding: One hundred eleven Secondary school teachers (60%) of the population were selected through systematic random sampling technique (five teachers for each school) of Rawalpindi city and twenty two headmaster/principal (60%) were selected of the same schools of the population. Two Questionnaires were prepared, validated, pilot tested and used to collect the data. Questionnaires were administrated personally to collect the data from the teachers and headmaster/principal. Collected data was tabulated and results were interpreted through mean score and percentage.

Table 12.1: Description of Questionnaire Distributed and Returned (Head teacher)

Respondent	Questionnaire distributed	Questionnaire returned	Percentage
Head Teachers	22	20	95%
Teachers	111	100	90%

Table No.13.1.1: Head Teachers' Responses regarding his vision

Statement	Level	Frequency	Percentage	Mean
Head teacher has a professional vision.	SA	5	25	
	A	11	55	
	UND	1	5	4.45

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		DA	3	15	
		SDA	-	-	

The above table shows that 80 % of the respondents agreed and 20% were disagreed with the statement that "Their head teacher has professional vision" While the mean score this regard was 4.45.

Table No.13.1.2: Skill full Manager

Statement	Level	Frequency	Percentage	Mean
Head teacher is a skilful	SA	4	20	
manager	A	8	40	3.55
.	UND	4	20	
	DA	3	15	
	SDA	1	5	

The above table reveals that 60 % of the respondents agreed and 20% were disagreed with the statement that "Head teacher is a skilful manager" While the mean score this regard was 3.55.

Table No.13.1.3: Head Teachers' Responses regarding his behaviour

Statement	Level	Frequency	Percentage	Mean
Teachers are behaved friendly	SA	5	25	
by the head teacher.	A	10	50	3.70
	UND	-	-	
	DA	4	20	
	SDA	1	5	

The above table shows that 75 % of the respondents agreed with the statement that "Teachers are behaved friendly by the head teacher" While the mean score this regard was 3.70.

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Table No.13.1.4: Head Teachers' Responses regarding his academic approach

Statement	Level	Frequency	Percentage	Mean
Head teacher tackles the academic problems consciously.	SA	3	15	3.60
	A	9	45	
	UND	5	25	
	DA	3	15	
	SDA	-	-	

The above table shows that 60 % of the respondents agreed with the statement that "Head teacher tackles the academic problems consciously" While the mean score this regard was 3.60.

Table No.13.1.5: Head Teachers' Responses regarding his approach towards co-curricular activities

Statement	Level	Frequency	Percentage	Mean
Co-curricular activities are encouraged by the head teacher.	SA	6	30	3.85
	A	10	50	
	UND	-	-	
	DA	3	15	
	SDA	1	5	

The above table shows that 80 % of the respondents agreed with the statement that "Co-curricular activities are encouraged by the head teacher" While the mean score this regard was 3.85.

Table No.13.1.6: Head Teachers' Responses regarding his professional attitude

Statement	Level	Frequency	Percentage	Mean

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Teachers are encouraged to share their professional matters with the head teacher.	SA	4	20	3.55
	A	8	40	
	UND	4	20	
	DA	3	15	
	SDA	1	5	

The above table shows that 60 % of the respondents agreed with the statement that "Teachers are encouraged to share their professional matters with the head teacher" While the mean score this regard was 3.55.

Table No.13.1.7: Head Teachers' Responses regarding his monitoring

Statement	Level	Frequency	Percentage	Mean
Head teacher monitors the school activities regularly.	SA	3	15	3.30
	A	5	25	
	UND	3	15	
	DA	7	35	
	SDA	2	10	

The table indicates that 45 % of the respondents disagreed with the statement that 'Head teacher monitors the school activities regularly'. While 40% of the respondent agreed with the statement. While the mean score this regard was3.30.

Table No.13.1.8: Head Teachers' Responses regarding his evaluation

Statement	Level	Frequency	Percentage	Mean
Teachers' performance is evaluated by the head teacher.	SA	2	10	3.00
	A	6	30	
	UND	4	20	
	DA	6	30	
	SDA	2	10	

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It reveals that 40 % of the respondents agreed with the statement that "Teacher's performance is evaluated by the head teacher" and 40% respondent disagreed with the statement. While the mean score this regard was 3.00.

Table No.13.1.9: Head Teachers' Responses regarding his classroom inspection

Statement	Level	Frequency	Percentage	Mean
Surprised inspection of classes is done by the head teacher.	SA	6	30	4.10
	A	8	40	
	UND	1	5	
	DA	4	20	
	SDA	1	5	

The above table shows that 70 % of the respondents agreed with the statement that "Surprised inspection of classes is done by the head teacher" While the mean score this regard was 4. 10**.**

Table No.13.1.10: Head Teachers' Responses regarding his supervision

Statement	Level	Frequency	Percentage	Mean
Head teacher removes weaknesses in teachers' work through the supervision.	SA	2	10	2.90
	A	6	30	
	UND	3	15	
	DA	6	30	
	SDA	3	15	

The above table shows that 45% of the respondents disagreed and 45% were agreed with the statement that "Head teacher removes weaknesses in teachers' work through the supervision" While the mean score this regard was 2.90.

Table No.13.1.11: Head Teachers' Responses regarding his motivation

Statement	Level	Frequency	Percentage	Mean

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Teachers are motivated to perform better through head teacher's incentives.	SA	2	10	
	A	5	25	
	UND	2	10	2.75
	DA	8	40	
	SDA	3	15	

The above table shows that 55 % of the respondents disagreed and 45% were agreed with the statement that "Teachers are motivated to perform better through head teacher's incentives" While the mean score this regard was 2. 75.

Table No.13.1.12: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Head teacher appreciates teachers on good performance.	SA	6	30	
	A	9	45	
	UND	2	10	3.85
	DA	2	10	
	SDA	1	5	

The above table reveals that 75 % of the respondents agreed with the statement that 'Head teacher appreciates teachers on good performance" While the mean score this regard was 3.85.

Table No.13.1.13: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Negative reinforcement is used on below the standard work of teachers.	SA	1	5	
	A	6	30	
	UND	1	5	2.60
	DA	8	40	
	SDA	4	20	

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The above table indicates that 60 % of the respondents disagreed and 35% were agreed with the statement that "Negative reinforcement is used on below the standard work of teachers" While the mean score this regard was 2.60.

Table No.13.1.14: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Head teacher threatens the colleagues.	SA	-	-	2.35
	A	5	25	
	UND	2	10	
	DA	8	40	
	SDA	5	25	

The above table show that 65 % of the respondents disagreed and 35 were agreed with the statement that "Head teacher threatens the colleagues" While the mean score this regard was 2.35.

Table No.13.1.15: Head Teachers' Responses regarding his guidance

Statement	Level	Frequency	Percentage	Mean
Head teacher believes on correction through guidance.	SA	6	30	3.90
	A	9	45	
	UND	2	10	
	DA	3	15	
	SDA	-	-	

The above table reveals that 75 % of the respondents agreed with the statement that "Head teacher believes on correction through guidance" While the mean score this regard was 3.90.

Table No.13.1.16: Head Teachers' Responses regarding his counselling

Statement	Level	Frequency	Percentage	Mean

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Statement	Level	Frequency	Percentage	Mean
Teachers are counselled when needed in the professional problems.	SA	3	15	3.55
	A	11	55	
	UND	1	5	
	DA	4	20	
	SDA	1	5	

The above table shows that 70 % of the respondents agreed with the statement that "Teachers are counselled when needed in the professional problems" While the mean score this regard was 3.55.

Table No.13.2.1: Teachers' Responses Regarding Head Teacher's Vision

Statement	Level	Frequency	Percentage	Mean
Head teacher has a professional vision.	SA	10	10	3.20
	A	65	65	
	UND	5	5	
	DA	15	15	
	SDA	5	5	

The above table shows that 75 % of the respondents agreed with the statement that "Their head teacher has professional vision" While the mean score this regard was 3.20.

Table No.13.2.2: Teachers' Responses Regarding Head Teacher's Management

Statement	Level	Frequency	Percentage	Mean
Head teacher is a skilful manager.	SA	10	10	3.25
	A	55	55	
	UND	10	10	
	DA	10	10	
	SDA	5	5	

The above table indicates that 65 % of the respondents agreed with the statement that "Head teacher is a skilful manager" While the mean score this regard was 3.25.

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Table No.13.2.3: Teachers' Responses Regarding Head Teacher's behaviour

Statement	Level	Frequency	Percentage	Mean
Teachers are behaved friendly by the head teacher.	SA	25	25	
	A	15	15	
	UND	5	5	2.80
	DA	45	45	
	SDA	10	10	

The above table reveals that 55 % of the respondents disagreed and 40% were agreed with the statement that "Teachers are behaved friendly by the head teacher" While the mean score this regard was 2.8.

Table No.13.2.4: Teachers' Responses Regarding Head Teacher's academic approach

Statement	Level	Frequency	Percentage	Mean
Head teacher tackles the academic Problems consciously.	SA	10	10	
	A	35	35	
	UND	25	25	2.20
	DA	25	25	
	SDA	5	5	

The above table indicates that 45 % of the respondents agreed and 30% were disagreed with the statement that "Head teacher tackles the academic Problems consciously" While the mean score this regard was 2.20.

Table No.13.2.5: Teachers' Responses Regarding Head Teacher's co-curricular activities

Statement	Level	Frequency	Percentage	Mean
Co-curricular activities are encouraged by the head teacher.	SA	15	15	
	A	40	40	

	Level	Frequency	Percentage	Mean
	UND	20	20	3.4
	DA	20	20	
	SDA	5	5	

The above table shows that 55 % of the respondents agreed with the statement that "Co-curricular activities are encouraged by the head teacher" While the mean score this regard was 3.4.

Table No.13.2.6: Teachers' Responses Regarding Head Teacher's professional attitude

Statement	Level	Frequency	Percentage	Mean
Teachers are encouraged to share their professional matters with the head teacher.	SA	20	20	
	A	50	50	3.55
	UND	5	5	
	DA	20	20	
	SDA	5	-	

The above table reveals that 70 % of the respondents agreed with the statement that "Teachers are encouraged to share their professional matters with the head teacher," while the mean score is 3.5.

Table No.13.2.7: Teachers' Responses Regarding Head Teacher's monitoring

Statement	Level	Frequency	Percentage	Mean
Head teacher monitors the school activities regularly.	SA	15	15	
	A	50	50	
	UND	15	15	3.55
	DA	15	15	
	SDA	5	5	

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The above table indicates that 65 % of the respondents agreed with the statement that "Head teacher monitors the school activities regularly" While the mean score this regard was 3.55.

Table No.13.2.8: Teachers' Responses Regarding Head Teacher's evaluation

Statement	Level	Frequency	Percentage	Mean
Teachers' performance is evaluated by the head teacher.	SA	5	5	
	A	40	40	
	UND	15	15	3.40
	DA	30	30	
	SDA	10	10	

The above table show that 45 % of the respondents agreed and 40% were disagreed with the statement that "Teachers' performance is evaluated by the head teacher" While the mean score this regard was 3.40.

Table No.13.2.9: Teachers' Responses Regarding Head Teacher's class inspection

Statement	Level	Frequency	Percentage	Mean
Surprised inspection of classes is done by the head teacher.	SA	5	5	
	A	55	55	
	UND	10	10	3.30
	DA	25	25	
	SDA	5	5	

The above table shows that 60 % of the respondents agreed with the statement that "Surprised inspection of classes is done by the head teacher" While the mean score this regard was 3.30.

Table No.13.2.10: Teachers' Responses Regarding Head Teacher's supervision

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Statement	Level	Frequency	Percentage	Mean
Head teacher removes weaknesses in teachers' work through the supervision.	SA	5	5	2.40
	A	10	10	
	UND	15	15	
	DA	60	60	
	SDA	10	10	

This table indicates that 70 % of the respondents disagreed with the statement that "Head teacher removes weaknesses in teachers' work through the supervision" While the mean score this regard was .2.40.

Table No.13.2.11: Teachers' Responses Regarding Head Teacher's motivation

Statement	Level	Frequency	Percentage	Mean
Teachers are motivated to perform better through head teacher's incentives.	SA	10	10	2.50
	A	15	15	
	UND	10	10	
	DA	50	50	
	SDA	15	15	

The above table shows that 65 % of the respondents disagreed and 25% were agreed with the statement that "Teachers are motivated to perform better through head teacher's incentives" While the mean score this regard was 2.50.

Table No.13.2.12: Teachers' Responses Regarding Head Teacher's appreciation

Statement	Level	Frequency	Percentage	Mean
Head teacher appreciates teachers on good performance.	SA	20	20	3.55
	A	45	45	
	UND	10	10	
	DA	20	20	
	SDA	5	5	

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It reveals that 65 % of the respondents agreed and 25% were disagreed with the statement that "Head teacher appreciates teachers on good performance" While the mean score this regard was 3.55.

Table No.13.2.13: Teachers' Responses Regarding Head Teacher's reinforcement

Statement	Level	Frequency	Percentage	Mean
Negative reinforcement is used on below the standard work of teachers.	SA	10	10	
	A	20	20	
	UND	20	20	2.65
	DA	25	25	
	SDA	25	25	

It indicates that 50 %of the respondents disagreed and 30% were agreed with the statement that "Negative reinforcement is used on below the standard work of teachers," while the mean score in this regard were 2.6

Table No.13.2.14: Teachers' Responses Regarding Head Teacher's attitude

Statement	Level	Frequency	Percentage	Mean
Head teacher threatens the colleagues.	SA	30	30	
	A	40	40	
	UND	10	10	3.75
	DA	15	15	
	SDA	5	5	

The above table shows that 70 % of the respondents agreed and only 20% were disagreed with the statement that "Head teacher threatens the colleagues" While the mean score this regard was 3.75.

Table No.13.2.15: Teachers' Responses Regarding Head Teacher's guidance

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Statement	Level	Frequency	Percentage	Mean
Head teacher believes on correction through guidance.	SA	10	10	
	A	55	55	
	UND	10	10	3.45
	DA	20	20	
	SDA	5	5	

The above table indicates that 65 % of the respondents agreed and 25% were disagreed with the statement that "Head teacher believes on correction through guidance" While the mean score this regard was 3.45.

Table No.13.2.16: Teachers' Responses Regarding Head Teacher's counselling

Statement	Level	Frequency	Percentage	Mean
Teachers are counselled when needed in the professional problems.	SA	10	10	
	A	50	50	
	UND	5	5	3.25
	DA	25	25	
	SDA	10	10	

The above table shows that 60 % of the respondents agreed and 35 were disagreed with the statement that "Teachers are counselled when needed in the professional problems" While the mean score this regard was 3.25.

Findings, Results and Discussion

Findings and results of the study are as under:

The head teachers working in the Govt. Secondary Schools are skilful managers and they have sound professional vision. These head teachers tackle the academics problems consciously, encourage co-curricular activities and allow their assistant teachers to share their professional matters with them. They monitor the school activities regularly, do surprise visits of the classes, and appreciate their subordinates on good performance, use guidance and counselling for improvement of teachers' performance.

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The data indicates that head teachers do not take care of evaluation of the teachers, correction in teachers' work through their supervision. The head teachers refrain to use of incentives for teachers' motivation.

The contradictory findings and results between the both groups of sample i.e. secondary school teachers and their head teachers are; according to the head teachers, they deal friendly with their colleagues and teachers are never threaten by them, but their colleague teachers reject their proclamation.

The results of the study pointed out that the main functions of the management e.g. evaluation, supervision and use of incentives for enhancement of teachers' performance are ignored by the head teachers. That's why the out put of their work and their performance is a question mark in this area especially with reference to the Government schools. When teacher's work will not be evaluated, they will not be friendly supervised by their heads, they will not reinforced, stimulated and motivated with incentives, definitely the goal of the professional development of the teachers will never be achieved. No doubt, it is a drawback of our educational system that the inspections are regularly made by the authorities but there is no input of friendly supervision for their professional growth.

Recommendations
1) There may be a system of proper, regular and scheduled evaluation by the head teachers in the schools which should target the performance of the teachers and the achievement of the learner as well. This evaluation strategy may be planned by the head teacher himself at local level.
2) Gray areas of teachers' professionalism, diagnosed with the evaluation, may be improved by the continuous supervision of the head teacher. Teaching

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methodology, classroom management, test construction, students' guidance and counselling etc. are those performance areas of a teacher which can be polished through the serious and sincere input of the head teacher.

3) Teachers may be reinforced with the help of incentives by the head teacher and the educational authorities. There may be cash prizes, appreciation certificates and even the words of admiration and recognition on the good performance of the teachers. Head teachers should be generous in this regard.

4) Teachers may be dealt friendly by their heads and there should never be an autocratic way of dealing in the schools. The head teachers' approach towards the subordinates for correction should not be threatening.

5) To enable the head teachers to give positive input in the professional development of their assistant teachers, there may be a special training once in the period of every three years, should mandatory. In which the behaviour of the head teachers be changed as friendly, helping and encouraging officer.

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