Role of School Heads' Leadership Competencies in the Context of School Improvement Initiatives

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Abstract

The aim of this research was to find out the relationship between school heads leadership competencies and the school results. It further investigated the on ground leadership competency challenges being faced by the head teachers of secondary schools in District Rawalpindi. Mix method approach was used. The study was basically descriptive in nature which required the collection of both qualitative and quantitative data by using a questionnaire and interviews.The information obtained through questionnaire were analyzed through, frequencies, percentage and mean value. Information gathered through interviews were qualitatively described. There were 285 teachers and 93 head teachers from tehsil Rawalpindi, Texila and Kotli Satian using the consecutive sampling technique. A questionnaire was developed for quantitative data collection. The study revealed that there is a significant relationship found between leadership competencies of school heads and school annual results. The study also depicted that the head teachers of the schools confront several challenges to improve their school including: lack of strict accountability in the system, heavy administrative duties, overcrowded classes, students affair management, weak result in Maths and Science, lack of trust of people on the education of government institutions, children coming from low socio economic backgrounds and lack of parents participation in the education of their children, lack of subject competent teachers, assessment practices, students drop out, medias' role in portraying bad image of the government institution.

Keywords: leadership competency of school head, relationship, school improvement, challenges for school improvement.

INTRODUCTION

Education plays pivotal role in the development of the society. The important function of the educational institutions are to develop the people physically, mentally, psychologically, socially, and spiritually. Education is a basic human right and a significant factor in the development and progress of individuals, communities, and societies. Education is a prerequisite for short and long-term economic growth: No country has achieved continuous and rapid economic growth without the development in education. Hannum and Buchmann (2006) assert that education is organized as a basic human right and better education improves people's welfare. As an instrument of development, education fosters and enhances work skills and life skills such as confidence and sociability. These skills in individuals promote their productive capability in the society where they live. The aim of education is not to develop one single virtue but to produce healthy normal human beings who understand the meaning of life and what it demands from them.

Schools play a vital role in understanding these aims and objectives of education, as they are the institutions where the process of formal teaching and learning activity takes place. Therefore, schools should carry out their role with enhanced sense of responsibility to achieve these aims and accomplish the needs expected of them by the individuals and society. Educators have been trying to make schools more well-organized and effective places for teaching and learning throughout the world. If we look at the mid and late 70s, we come to know that school improvement efforts were focused to improve students basic skills and to implement the statewide standards, aims to maximum acquisition of these skills. Because of the changing needs and rapid growth of the society, it is imperative for the schools to keep them updated according to the changing needs of the society. Such increasing competitive situation in which schools function make it mandatory for them to raise standards and improve the significance of their service (Harris, 2005).

Pounce (2008) asserted that Government of Pakistan have initiated a step to substitute the centralization of controls with decentralization to delegate powers to grass root levels. The purpose was to take decisions by following a participatory approach. The power control and responsibilities from the centres and provinces were shifted to districts and below districts which could not actually happened till now. All Executive District Officers EDOs and head teachers of the school are expected to develop an environment for taking decision based on a participatory approach.Thus, the stakeholders can take the ownership of change in this way. Despite devolution

of powers, the head teachers continued their role and responsibility as administrators only due to the lack of proper conceptualization of decentralization and training. Therefore, they face a discrepancy between the current role and their new roles and responsibilities which they have to perform for the 21st century which seems as a worldwide challenge.

In Pakistan, role expectation of head teachers are also changing. They have to carry out various roles related to development, planning, academic management, teaching and learning, record keeping monitoring and evaluation etc. The numerous and changing roles of the head teacher call for continuous investigation and analysis through research. Thus, this research will enable us to get better understandings of this central role of the head teacher of our schools. It will also highlight the core competency of our school head teachers which play a fundamental role in improving their schools.

In the light of the important aspects of this research role of leadership competencies in the context of school improvement, it is important to highlight the concept of leadership and school improvement, Gupta (2008) defines leadership as the procedure of influencing the behavior of others to achieve the aims in a particular context. In addition to that, leadership discusses the process of social influence in which somebody enlists the aid and support of others in the completion of common job (Hoy & Miskel, 2008**).** (Hopkins in Harris 2005), defines school improvement is a distinct approach to educational changes that enhances student's outcome, raising students' achievement focusing on teaching –learning process and conditions that support it. The term competency means, an observable, measurable pattern of knowledge, skills, abilities, or characteristics of an individual, needs for better performance in a job. A review of effective school heads in several countries (such as US, Australia, England, Norwegian, Denmark) performed by Leithwood and Riehl (2003) has identified three core competencies of the head teachers. They are (a) setting directions; (b) developing people; and (c) developing the organization. "Managing the instructional program" is later added in their further study (Leithwood et al., 2006).These competencies have prime importance for school improvement, they are interconnected and are not presented in rank order.

RESEARCH DESIGN AND METHODOLOGY

The research is descriptive in nature. The paper focused firstly on to find out the relationship between leadership competencies of schools heads and the school results**,** secondly, it aims to identify on ground leadership competency challenges being faced by the heads of the school. The population was all male and female Secondary school teachers in Rawalpindi district. There were two hundred and thirteen (213) Government Secondary male and female schools in Rawalpindi District.93 schools were selected in which 285 teachers were taken as sample of the study. Consecutive sampling technique was used to draw the data from the population. In this study a questionnaire and interview guide were used to collect data related to research objectives. The questionnaire was self-developed with the assistance of the honorable supervisor and PhD scholar. Their suggestions were incorporated in the development of the questionnaire. The interview guide was developed to tap into the challenges faced by the head teachers to improve their schools. Pilot study plays an important role in the research, it allows the researchers to test instruments and to assess the integrity of their study protocol. That is, before the actual studies, researchers are able to find and eliminate any glitches using the results from the pilot studies. (Thabane 2010).

It is important that the tool of the research should be valid and reliable. Reliability is the degree or the extend of the similarities among the results obtained valid and reliable results on several occasions, while validity is the degree to which the test or tool used as measuring instrument measures what it intends to measure (Obaid, 2013). The instrument was applied to 28 teachers and 6 head teachers in pilot testing stage. The gathered data was tabulated and assessed cautiously and measured internal consistency. Alpha quality determines the quality that makes the instrument a real one. In this study reliability of tool was also determined by calculating alpha chronic reliability. The data was broken down with the help of SPSS (Statistical Package for Social Sciences). The result shows that the tool has significant reliability.

In order to calculate the internal consistency of the scale alpha value is calculated which was .719 Alpha value evaluates the strengths of the tool which gives the true evaluation of what absolutely an instrument is assumed to evaluate. According to Field (2009) the value of alpha can reach approximately above $\sigma = .7$ It means that the computed value of alpha (.719) is adequate to measure the reliability of the tool.

Along with the reliability, validity of the research instrument also has an important role in research.The instruments were presented to five experts for taking their opinion.The questionnaire was further revised in the light of these experts opinion. Permission was obtained from Education District Officer (EDO) RawalPindi District. DDOs of the concern tehsil were informed about the objectives of my study. The responses were personally collected by visiting the concerned schools by the researcher. The head teachers were approached in their offices, they were informed about the objectives of the study. In the light of the importance of human dignity, the researcher gave considerable attention for the ethical consideration in every aspect during the data collection of the research process.The respondents were asked to decide individually, without any force, whether

they want to participate or not. Respondents had the right not to response any item that caused hazitation to share; to reveal or not to reveal any personal data and could ask for clarification about any aspect that created doubt. After collecting data, responses of the respondents were systematically organized, analyzed and measured and results were drawn through Statistical Package for social sciences SPSS). While qualitative aspects of the study were analyzed through document and discourse analysis. The suitable statistical tools, like frequencies, mean, standard deviations were used in the study.

DATA ANALYSES AND RESULTS
Table: 1
Correlation Analysis:
Relationship of heads leadership competencies: academic qualifications, professional qualifications, teaching experience and management experience of school heads with school annual results:

S. N	R	Sig.
Annual Results	1	0.000
Academic qualification	0.235**	0.000
Professional qualification	0.40	0.000
Teaching Experience	0.361**	0.000
Management Experience	0.270**	0.000

The above tabular values manifested the relationship of leadership competencies: academic qualifications, professional qualifications, teaching experience and management experience of school heads with annual results of secondary school examination.

a. Academic qualification has a highly significant and direct relationship with schools
Annual result with ($r=0.235**$, $p< 0.5$) which expounded that there is a positive relationship between academic qualification of head teachers with annual results of the schools.
b. Professional qualification has a significant and direct relationship with schools annual result with ($r=0.40$, $p< 0.5$) which depicts that there is a strong relationship between professional qualification of head teachers with annual results of the schools.
c. Teaching experience has ahighly significant and direct relationship with schools annual result($r=0.361**p< 0.5$) which expounded that there is a strong positive relationship between teaching experience of head teachers with annual results of the schools.
d. Management experience has asignificant and negatively week relationship with schools annual results with ($r=-0.270**$ $p< 0.5$) which implies that there is a week relationship between management experience of head teachers with annual results of the schools.

In this study 30 head teachers of the sample schools were interviewed from four open ended questions. These open ended questions included initiative's taken by the head teachers for the improvement of the school, involvement of the staff members for the improvement of the school, steps taken by the head teachers if a plan does not become successful for the improvement of the school. Moreover, the open ended interviews also taped into the challenges faced by the head teachers for the improvement of the school, which answers the fourth objective of the study. The responses were calculated to investigate the evidences of frequent responses in contradiction of each item. These responses were ranked, after calculating frequencies and the percentage, whereas the responses came up with the lower rates of return were also added in the investigation for further clarification of response rate against each item. The below mentioned procedure was followed to analyze the responses of qualitative facts specified in five open ended questions.

Step 1: Modifying statements of all questions into radical form
At first all four statements of each questions were thoughtfully developed that are mentioned as under
   I.   Initiatives taken by the school heads for the improvement of the school
  II.   Involvement of the school teachers for the improvement of the schools
 III.   Steps taken by the head teachers in case of a failure of a plan
 IV.   Challenges faced by the head teachers for the improvement of the school
Step II: A vigilant and profound study of all the responses
A through study of every response was done to acquire a comprehensive understanding of emergent themes for

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the maturation of the response categories.

STEP III

The emergent themes of the responses against entire four themes were changed into suitable classifications as reported by respondents

Table: 2 Initiatives taken by the school heads for the improvement of the school

S.#	Reponses categories	Frequency	Percentage
1	Infrastructure of the school	23	77%
2	Clean drinking water	20	66%
3	Enrolment campaign	19	63%
4	Extra coaching	16	53%
5	Initiative for the behavior improvement of the students.	16	53%
6	Fund raising for emerging needs of the school	15	50%
7	Multimedia	14	46%
8	Construction of rooms	14	46%
10	Decrease drop out	12	40%
11	Initiative of E learning	13	43%
12	Developed portfolios of students	11	36%
13	Security cameras	11	36%
14	Security wires	9	30%
15	Repaired old furniture	4	13%

Majority of the heads of the school 77% focused to improve the physical infrastructure of the school which include planting grass especially in the entrance of the school, maintaining green boards, updating displays and painting the walls etc. In addition to that 66% heads put their efforts to provide pure drinking water to the school community. A large majority of heads 63% revealed that they carry out enrolment campaigns so that out of school children could have access to basic right of schooling. 53% head teachers focused their attention on extra coaching, a significant number of school heads 53% strives to improve the behavior of student, 50% showed their concern in terms of raising funds, another 46% arranged multimedia, 40% have initiated to improve their schools through construction of classroom. 43% initiated E learning, 40% heads of the schools extend their efforts in decreasing dropout, 36% fixed security cameras, another, 36% maintained portfolios of the students, moreover, 30% focused on fixing security wires and 13% repaired old furniture

Table No: 3 Involvement of the school teachers for the improvement of the schools

	Reponses categories	Frequency	Percentage
1	Delegation of task by the head	21	70%
2	Delegation of tasks by mutual consensus of the teachers	18	60%
3	Day master (by giving them leadership roles)	17	56%
4	Establishment of committees	15	50%
5	Avoided impose of any task without teachers will	14	46%
6	Practicing of democratic rules	13	43%
7	Team work	12	40%
8	Setting examples by heads teachers being front liner in taking any initiative	11	36%
9	Indicate the needed areas to work upon	11	36%
10	Sensitizing them about their roles and its result in both the worlds	10	33%
11	Let the teacher come up with their initiatives rather than controlling their actions	10	33%

The data presented in table 3, the head teachers reported that 70% heads teachers involved the staff by delegating task by themselves, 60% involve the staff by delegating the task with mutual consensus of the teachers, 56% head teachers assign leadership roles through day masters of the school, 50% establish committees for involving the teachers in school improvement, 46% school avoid to impose any task without teachers will. In addition to that 43% prefer to practice democratic rules in the school to ensure involvement of teachers in the school, 40% encourage team work, 36% head teachers supports role modeling by themselves to encourage teachers involvement in the improvement of the schools, 36% indicates the needed areas to work upon on priority basis, 33% sensitize them about their roles and its results in both the worlds, and 33% head teachers also encourage their teacher to come up with their own initiatives rather than controlling their action to improve their schools.

Table: 4   Steps taken by the head teachers in case of a failure of a plan

S.N	Reponses categories	Frequency	%
	Included the action steps with reflection of mistakes in the next year plan	24	80%
1	Mostly plans work and failure of the plan was not experienced	22	73%
3	Reemphasis the task with teachers and students	15	50%
4	No response	2	6%

Table 4 indicates that, 80% heads are of the opinion that they included the action steps with reflection of mistakes in the next year planning in case of a failure of a plan,73% heads reported that mostly plans work and failure of the plan was not experienced, 50% head teachers re emphasis the importance of the task with teachers and students (how important it is to complete the tasks. There is 6% heads teacher who did not respond to this question.

Table: 5 Challenges faced by the school heads for the improvement of the school

S.N	Reponses categories	Freq	%
1	Lack of strict accountability in the system	25	83%
2	Heavy administrative duties	23	76%
3	Overcrowded classes	22	73%
4	Students affair management	21	70%
5	Weak results in Maths and Science subjects	20	66%
6	Lack of trust of people on the education imparted by government schools	20	66%
7	Children from low socio economic class	19	63%
8	Lack of parents participation	18	60%
9	No subject competent teachers	16	53%
10	Assessment practices	16	53%
11	Students dropout issues	14	46%
12	Medias' role in portraying bad image of the government institution	12	40%
13	Aged teachers are not ready for new methods	12	40%
14	Lack of team work	10	33%
15	Security issues	8	26%
16	Extra government duty	4	13%

The data indicates that 83% heads reported that there is lack of strict accountability in the system, 76% faces the challenge of heavy administrative duties, 73% head teachers faces the challenge of overcrowded classes, 70% heads of the school faces students affair management as a challenge. Moreover, 60% school heads faced weak result in Maths and Science results towards the improvement of their schools, 66% heads of the school reported that there is lack of trust of people on the education of government schools, 64% school heads stated that majority of the children come from low socio economic backgrounds and 60% reported lack of parents participation in the education of their children.

In addition to that 53% head teachers explains lack of subject competent teachers at the schools, another group of 53% head teachers faces challenges in terms of assessment practices at school, 36% heads faced students drop out as a problem, 40% indicated medias' role in portraying bad image of the government institution, 40% head teachers reported that old teachers are not ready for new methods of teaching, 33% school heads facing challenges in terms of teachers working in teams, 26% heads highlighted security issues, and 13% considers extra duties assign to the teachers by the government as a challenge towards their efforts to improve the schools

Findings

The major findings are distributed in two parts

Part A: Findings of the correlation of head teachers leadership competencies with school results

1. The findings of correlational analysis between school heads leadership competencies and school results confirms that there is very strong relationship between these leadership competencies and school results.The analysis of the results portraits that relationship between head teachers academic qualification and school result identifies ($r=0.235**$, $p< 0.5$), relationship between head teachers professional qualification and school result indicates ($r=0.40$, $p< 0.5$) relationship between head teachers' teaching experience and school result depicts ($r=0.361**p< 0.5$) relationship between head teachers'management experience and school result is ($r=-0.270**$, $p< 0.5$). It is clearly depicted that all the mentioned relational values are significant at 0.5 level.

Part B: Findings from open ended responses

The significant findings regarding the responses of heads against each open ended question are given below:

2   Head teachers' perceptions regarding the initiatives they have taken for the improvement of the school: It was revealed that majority of the heads of the school 77% focused to improve the physical infrastructure of the school which include planting grass especially in the entrance of the school, maintaining green boards, updating displays and painting etc. In addition to that 66% heads put their efforts to provide pure drinking water to the school community A large majority of heads 63% revealed that they carry out enrolment campaigns so that out of school children could have access to basic right of schooling. 53% head teachers focused their attention on extra coaching, a significant number of school heads 53% strives to improve the behavior of student, 50% showed their concern in terms of raising funds, another 46% arranged multimedia,40% have initiated to improve their schools through construction of classroom. 43% initiated E learning, 40% heads of the schools extend their efforts in decreasing dropout, 36% fixed security cameras, another, 36% maintained portfolios of the students, moreover, 30% focused on fixing security wires and 13% repaired old furniture. While exploring head teachers strategies to involve teachers for school improvement, the head teachers reported that 70% heads teachers involved the staff by delegating task by themselves, 60% involve the staff by delegating the task with mutual consensus of the teachers, 56% head teachers assign leadership roles through day masters of the school, 50% establish committees for involving the teachers in school improvement, 46% school avoid to impose any task without teachers will. In addition to that 43% prefer to practice democratic rules in the school to ensure involvement of teachers in the school, 40% encourage team work, 36% head teachers supports role modeling by themselves to encourage teachers involvement in the improvement of the schools, 36% indicates the needed areas to work upon, 33% sensitize them about their roles and its results in both the worlds, and 33% head teachers also encourage their teacher to come up with their own initiatives rather than controlling their action to improve their schools.

4. When steps of the head teachers were explored in case of a failure of a plan 80% heads are of the opinion that they included the action steps with reflection of mistakes in the next year plan in case of a failure of a plan,73% heads reported that mostly plans work and failure of the plan was not experienced, 50% head teachers re emphasis the importance of the task with teachers and students (how important is it the completion of the tasks. There is 6% heads teacher who did not respond for this question.

5. The data indicates that 83% heads reported that there is lack of strict accountability in the system, 76% faces the challenge of heavy administrative duties, 73% head teachers faces the challenge of overcrowded classes, 70% heads of the school faces students affair management as a challenge. Moreover, 60% school heads faced weak result in Maths and Science results towards the improvement of their schools, 66% heads of the school reported that there is lack of trust of people on the education of government schools, 64% school heads stated that majority of the children come from low socio economic backgrounds and 60% reported lack of parents participation in the education of their children.

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DISCUSSION

Leadership is widely regarded as a key factor for the success with which schools foster the success of their students. Leaders with strong leadership competencies are essential if schools are to improve. This study firstly determined to find out the relationship between competency of school heads with secondary school examination results. Thus, the relationship of school heads: academic qualification, professional qualification, teaching experience and management experience with the secondary school examination result was find out. The study depicted strong relationship between leadership competencies of school heads and their school results. This findings was justified with reference to key reviews of quantitative research linking leadership to student results as (Bush, 2008; Hallinger, 2003; Lindstrom, Speck, 2004) asserted that school heads' competencies has an indirect impact on school results. Katazoi (2000) argues that knowledge whether it is academic or professional is chief weapon in the hands of the head teachers. Thus, there should be a qualified head teacher in the school both in terms of academic and professional knowledge and skills. This study revealed strong relations between academic and professional qualification and school results. The findings of this study confirm the findings of Khan (2011) in which Khan explored the heads with more professional experience are more efficient   and influence the school results. On the other hand a study conducted by Mapolisa (2014) contradicts the findings of this study, he argues that very little evidence of relationship is found between students results and head teachers

academic education.

There are wide range of studies conducted at the national and international level regarding challenges confronting by the school heads on the path to improve their school. Comparing the results of this study with findings of the studies previously conducted both at national and international level, it can be confirmed that there many common challenges faced by the head teachers of the school. Comparing to studies conducted by Kiani (2014), Khaki (2005), Mekango (2013) and Preston (2013) Shafa,(20003),lack of parents participation, in the education of their children, overcrowded classes, low commitment of teachers, heavy administrative duties, lack of subject competent teachers, issue of fund and resources and proper utilization of existing resources, students behavior issues, students affair management, lack of support from the department, lack of classrooms, lack of proper training, lack of in house and inservice teachers training mechanism, this study also agrees to the mentioned results explored from the above cited researches. At the same time there are some of the key challenges which have been reported by a high percentage of head teachers in this study and they are contradicting to the findings of the above study conducted by Shafa (2003), Kiani (2014), Khaki (2005) Mekango (2013) and Preston (2013).These key challenges include lack of strict accountability in the system,weak results in Maths and Science subjects, lack of trust of people on the government organization, children coming from low socio economic classes medias' role in portraying bad image of the government institution.

Thenga, (2012), Mapolisa (2014) and Bayar (2016) also explored the head teachers challenges, but these three researches came up with different results as compare to the results of this study and the studies conducted by the above mentioned researches. These findings include head teachers have tremendous pressure regarding financial management, violence issues immigrant students from other countries, teacher unions, teachers' attitudes and behaviors towards principals, and increasing of undesired behaviors of students and lack of counseling and guidance services. It is identified that head teachers face different challenges with the changing pace of the time. As Fullan (2003) has rightly argued that the world in which education leaders operate is changing into a global community. This has considerably influenced the task and role of school principals to a more challenging and overloaded situation.

Fullan (2001) has also emphasized that in order to provide a strong support and assistance to teacher teaching and student learning, the school heads also need to have a deeper understanding of what constitute an effective practices in curriculum, assessment and instruction. Their functions as instructional leaders involve designing and implementing of the curriculum, instruction and assessment activities at the classroom level (Marzano, Waters, & McNulty, 2005). But this study does not seem to have aligned results to the findings of the study conducted by Fullen (2001) and other studies where the head teachers support to teachers, learning, assessment practices and enrichment of curricular activities in the school have been explored as key competencies of the school heads. The researcher not only explored the challenges confront by the head teachers, the initiatives were also explored that are taken by the head teachers to improve their school. A large majority of these head teachers' initiatives do not depict the role of instructional leader because these days, the roles and responsibilities of principals are increasingly focused on strengthening instructional leadership, thereby, spotlighting the importance of continue professional development for principals (Spanneut, Tobin, & Ayers, 2013) and teachers have prime importance.

From previous research it is also well known that a school that is collaborative (Hargreaves, 1998) is more supportive towards enhancing school improvement. To make it possible to use staff development as a lever for school improvement, it has to be included as part of the overall direction of the school. It should connect to the day-to-day work in schools and be linked to teachers´ collective learning and growth, in order to support pupils´ learning (Bredeson, 2003). But the initiatives taken by the heads of the school do not depict the head teachers concentrated efforts to improve teachers collective learning professional grooming of head teachers.

Conclusion

The findings of the study also lead us to conclusion that the improved result in the school are attributed to the dispositions and competencies of head teachers. After the analysis of head teachers leadership competencies and its relationship with school results, it came to find out that there is strong relationship with leadership competencies of the school head and school results. Hence, it is deeply realized that effective leadership is of fundamental importance in a school's development. To enable a school to grow towards providing quality education requires the head teachers' vision, their motivation, support and encouragement of teachers and students, and his competency to fully involve all the stakeholders in extending their sincere efforts towards the improvement of the school.

The reported initiatives of the head teachers taken for the improvement of the school provide the researcher an opportunity to look at the school improvement initiatives in relation to the challenges being faced by these head teachers on the path towards school improvement. It is apparent most of these challenges are encompassing teaching learning processes and professional development of the teachers. On the other hand the number of

initiatives taken by the head teachers, are mostly addressing the administrative aspects i e putting the security wires, planting, repairing the old furniture, arranging clean drinking water etc. These administrative task are important aspect of school operations and cannot be ignored but they should not permitted to be drain the time needed to be spent by the head teacher for the improvement of the teaching learning processes and professional development aspects. It is very important for the head teachers to take initiatives as change agents rather than putting the hat of administrator as a core responsibility of his or her job.

Another important conclusion is that numerous challenges are hindering the school improvement processes and the life of these head teachers are constantly beset by them. A closer scrutiny revealed that there are core challenges facing by these school heads. Demoralized and uncommitted teachers due to negatively portrait of government institution by the media, heavy administrative roles of heads of the school, overcrowded classes, weak result in Maths and Science, students affair management, children coming from low socio academic backgrounds, lack of parents participation, availability of subject competent teachers, readiness of aged teachers for using new methods of teaching, security issues, students drop out issues, assessment issues and team work. As our school leaders are beset by numerous challenges, so these leaders need to rise to the challenging conditions. Each school context is new, so must they think anew and novel ways to solve these issues with the maximum involvement of the school community.

It can be concluded, that identifying leadership competencies of school heads is a valuable and needed tasks. The researcher got an opportunity to get through various related studies both in developed and developing world. The insight gained from this study endorse the fact that in spite of the complex and repeated occurring school improvement competency challenges, head teachers can make a difference in the life of their students and teachers by their deep love with the profession and sincere commitment with the roles and responsibilities as head teacher of the school.

RECOMMENDATIONS

The following recommendations are made based on the analysis, interpretations and findings.

1. In the light of the significant relationship of the competencies of head teachers and school results and existing challenges confronted by the school heads today, a comprehensive need assessment analysis should be carried out of the competency profile of the school heads highlighting the key challenges faced by these head teachers. This in depth analysis of the competency profile of school leadership and their confronted pressures and problems towards the improvement of the school will enable the institutions and organizations to streamline the leadership and management development aspects based on the ground realities of the actual work experiences of our school heads. The Quaid Academy for Educational Development can play a pivotal role in this regard.

2. More work is needed on making school leadership an attractive and 'do-able' task for all those who hold or aspire to such positions, including looking at the workload implications. Strategies include: providing early leadership experiences for young teachers; disseminating examples of good practice in managing workload and models of school structures and processes that make effective use of material and human resources

3. The head teachers of our school need to ensure that their administrative roles should not impede the time needed to render the academic role by them. The heads teachers of the school 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 contribution by the school community and management and creating school conditions and capacities of the staff can support professional practices in the school which will in turn improve the schools.

4. There is a plenty of researches in the developing and developed world on school leadership and school improvement challenges. These head teachers can carry significant lessons from the other head teachers working under similar conditions especially in the developing world. The head teachers can get insights from these researches and they need to manage these competency challenges, if they cannot resolve them.

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