



# **SCHOOL LEADERS' PERCEIVED ROLES IN SCHOOL-BASED PROFESSIONAL DEVELOPMENT OF TEACHERS: A CASE STUDY OF A PRIVATE SECTOR SCHOOL OF DISTRICT SUKKUR, SINDH**

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## **ABSTRACT**

The role of school leadership in supporting teachers' professional growth is generally recognized in the literature on education. However, little is known about the precise methods of leadership in Pakistan, particularly in the rural setting of Sindh. An investigation on the function of school leadership in promoting school-based professional development for teachers in a private school in the District of Sukkur was undertaken as part of a qualitative case study to fill this gap. The school principal's semi-structured interview served as the source of the data, which was then thematically analyzed. The results indicate that the function of the school principal in encouraging school-based teacher professional development is quite little. Leaders must use democratic and participatory leadership approaches to enable these developmental possibilities. However, it was discovered that the researched school's headmaster was authoritarian and dictated and controlled a lot of the



practices, routines, and activities. It is advised that school leaders be educated about the value and potential of such development in order to increase the facilitation of school-based professional development opportunities for teachers. Leaders may more effectively encourage and promote the development of their teachers' careers by embracing democratic and participatory leadership methods.

**Keywords:** School Leadership, Professional development, Perceived roles of school leadership

## **BACKGROUND**

Education in Pakistan is transmitted through different educational systems, i.e. Government schooling system and the private schooling system (Rizvi, 2008). Public sector schools are those that are run by the bureaucratic body, the Federal Ministry of Education keeps the power of formulating educational plans and policies that are to be taken in practice in other provinces (Rizvi, 2008). On the other hand, private sector schools are administered by charities and missionaries (Iqbal, 2012). However, both the sectors aim to provide basic education to all but public sectors cannot meet the needs of rapid growing population. In order to meet the needs of fast-growing population of Pakistan, private sectors on ground has to share the burden and get engaged to provide basic education. In these education systems, principal is taken as the center for administering all the school functions (Iqbal, 2012). However, in Pakistan most principals in different private sectors lack important leadership skills as they come from teaching background, selected on the basis of years of teaching experiences they have (Mansoor & Akhtar, 2015). In order to accomplish common goals in schools, school leaders play a variety of responsibilities in providing direction and developing influence (The & On, 2003). Effective school leaders provide teachers and students vital opportunity to set a vision for the school and work towards its development while looking for best practices in the teaching and learning process. According to

studies, a principal who acts as a strong leader may make a substantial difference in a teacher's professional growth. In order to spark interest and promote advancement in their field, principals can serve as role models for teachers, support them, and show them admiration (Niazi, 2012). There are, however, considerable gaps in the selection of principals in Pakistan since there is no strict procedure for their selection and many lack a clear understanding of what leadership entails. Due to a lack of clarity, head teachers make just a small amount of contributions to teacher development. As a result, school administrators must place a high priority on comprehending guidelines and best practices while concentrating on other academic duties like visiting classrooms, setting up training sessions for instructors, and allocating resources to help them. However, in Pakistan educational policies are not providing complete details to school leaders that what kind of administration a school needs. Because school leaders are selected from teaching staff and are not trained as leaders, and are less able to supervise other teachers, boost their confidence and In Pakistan, especially in rural areas, low achievement of students mainly owing to the low capacity of teachers (Khan, 2015). Additionally, much of the gaps have been seen in selection process of principals in Pakistan, in fact school leaders are still not clear about the concept of leadership. And that's the reason that contribution of head teachers towards teachers' development is minimum. However, in Pakistan educational policies are not providing complete details to school leaders that what kind of administration does a school need. Because school leaders are selected from teaching staff and are not trained as leaders, and are less able to supervise other teachers, boost their confidence and establish effective teaching skills in them (Khan, 2015). Moreover, major issues highlighted with existing capacity building programs for teachers are; pre-service teachers are more theoretical, and in-service opportunities are limited and not closely relevant to the real needs of teachers. pre-service teachers are more theoretical because, "The

current teaching force in Pakistan has teachers who are inadequately prepared so that their limited knowledge and inadequate preparation ends up becoming issues for in-service teacher education to deal with” (Halai, 2006). Pre-service teachers lack in professional qualification and have inadequate teacher preparation opportunities. Secondly, the reason behind in-service teachers have limited and not relevant opportunities, is that there is lack in collaboration between teachers and the school leaders. The strategies towards teaching are not advance and practical. Hence there is much need in exposure to new ideas, new knowledge and understandings to enable teacher growth through providing adequate and relevant opportunities (Halai, 2006). In order to improve quality education, teacher is considered as the key component. Development cannot be sustained if a school does not have competent and capable teachers. Teachers become competent through continuous professional development training programs which help them in turn to create more stimulating learning environments for their students (Hairon & Dimmock, 2012). Consequently, the issues we wanted to address that teachers lack required capacity to meet the demands of modern schooling and needs of students who come from diverse backgrounds. Teachers lack opportunities to develop their capacity. The external Professional Development (PD) opportunities are limited and not available to all teachers. Research suggests that teacher development activities should be grounded in the school context. If so, school leaders have tremendous role in PD of teachers as they are the custodian of the schools. The research conducted in other context of Pakistan show a limited role of SL in PD of teachers. Therefore, ongoing school-based professional learning is an only remedy to cope up with the issues mentioned above and for this, school leaders are expected to understand the practices and instructions while focusing on other academic tasks like; visiting classrooms, arranging training programs for teachers and facilitating resources to teachers establish effective teaching skills in them (Khan, 2015).

## LITERATURE REVIEW

In today's era of 21<sup>st</sup> century, there is significant need of educational leadership. And this is because of the universal belief of school leaders that the quality leadership makes an essential difference to school and students' achievements (Bush, 2009). There has been increasing demand that schools require effective leaders in order to provide best possible teaching-learning processes. In education system, including both developed and developing countries, school leadership has become prime concern universally, owing to its significant role in improving classroom practices, school policies and connection among individuals, schools and the outside world (Pont et al., 2010). School leaders play a key role in teacher's learning, addressing the challenges and needs of their schools and wider communities while working within broader contexts of curricular, professional and pedagogical change (Stevenson, Hedberg, O'Sullivan, & Howe, 2016). Additionally, key role of leader is vital in organizational success. And the central body who plays this role in school context is school leader i.e., school principal. Principal is the most influential body of the school who aids in teacher's professional development practices Khan (2012). He ensures that every single teacher gets the opportunity to enhance their professional knowledge and enrich student learning (Hall & Brailsford, 2001). Findley and Findley (1992) stated that, "if a school is to be an effective one, it will be only because of the instructional leadership of the principal". Within school principal is the instructional leader. And instructional leadership of school principal means the development of professional competencies of the teachers (Kwinda, 2002). Instructional leadership is the integration of classroom instructions, teachers' professional development and curriculum planning and development (Blase & Blase, 1999). In addition to that, instructional leaders possess several qualities; set clear goals and standards, for them teaching and learning remains the top priority in school, their major focus is on alignment of curriculum,

instruction, assessment and standards, moreover, they provide continuous learning culture for teachers and they evaluate teachers regularly to promote students learning and growth. Moreover, for a school to develop as a learning body and to revitalize lifelong learning, those involved in the struggle i.e., principals, teachers, students and parents, must be actively involved in framing their school (Fullan, 2001). There on, within schools, professional learning has been considered as a necessary change approach for teachers to develop as critical, reflective practitioners as they recognize needs and set goals through their performance (Fullan, 2001). Other studies further extend Fullan's idea suggesting that coupled with leaders, other stakeholders such as teachers and students can also contribute in professional learning community of school and be a foundation for the achievement of all stakeholders (Leithwood & Riehl, 2003). As we move to the next millennium teachers' professional development is important entity to look on. Teacher's professional development is foremost ingredient to make teaching-learning productive. Thus, to refine the current system of teaching quality, teacher professional development is the direct path for teacher to enhance their teaching skills. In addition, with this, literature support that when teachers are very well known about professional development and they have more professional knowledge, then student's level and school achievements become high (Kelkay, 2020). Literature also suggests that to give priority to professional development because that is the prime concern and it is the right of teachers (Kelkay, 2020). Furthermore, the principal's main focus is to improve teaching and learning in school. School leader is responsible to arrange training programs in the form of work shop, meetings, seminars and conferences for effective teaching professional development. It's true that school leader has many responsibilities and roles to manage all activities in school. Moreover, school leader performs his vital role in interacting with teachers as a resource provider, as a manger and as an instructional leader (Kelkay, 2020).

Effective teacher professional development is a crucial component in enhancing the productivity of the teaching-learning process. This ongoing process allows teachers to modify their personal beliefs, practices, and shared values (King, 2011) while also improving their professional knowledge, skills, and competencies (Mansoor & Akhtar, 2015). Professional development for teachers holds universal importance (Fraser, Kennedy, Reid, & McKinney, 2007) and is a critical part of school performance. Such development provides long-term learning opportunities for professionals, promoting self-awareness and increased standards of professionalism.

In today's advanced era, teachers require more complex and scientific skills to develop higher-order thinking in students. Consequently, they need professional training and learning opportunities to acquire these skills (Caena, 2011). However, in Pakistan, teacher professional development is not given adequate importance. Teachers in this context have limited opportunities to develop their professional skills, practices, and competencies. They lack external professional development opportunities and have limited exposure to school-based development opportunities, primarily due to the limited role of school leaders in this regard.

Professional development refers to provide a learning environment that helps teachers in flourishing their creative and reflective abilities in strengthening their practices (Bredeson & Johansson, 2000). Moreover, it is the process that helps teachers to work on their professional knowledge, skills and competencies (Mansoor & Akhtar, 2015). Borko (2004) highly appreciates this idea that teacher's professional development offers teachers with chances to transmit their knowledge, improve their instructive skills and think about their teaching practices (He & Ho, 2017). However, the major problem identified by one of the researchers is that there is almost a lack or no opportunity for teachers to undertake themselves in sustainable learning for their practices and performances in the actual work setting (Fullan, 2007). He further argues that

professional development is the core hindering factor towards improving teaching-learning processes. Cole (2004) supports Fullan's idea that, professional development resists change in educational systems, because it reduces the real essence of bringing change and educators think that they are doing something that is of great worth and adds value to their learning processes.

Number of the studies have been done on characteristics of effective teacher's PD. It is a continuous and meticulous procedure which provides dynamic learning chances, primary focused to teaching and learning of subject matter, linked with school's environment, where teachers are given time to work together and solve problems (Nooruddin, n.d.). Furthermore, to increase the value of PD, there should be activities related to leadership and involve teachers in decision making about what and how learning will take place. In order to contribute in effective professional development of teachers, Literature suggest few principles for policy maker and school leader while designing PD programs for teachers. PD programs should be rigorous ongoing and connected to practices, teaching and learning should be of specific content, PD should be according to the relevant context and PD activities should promote collaboration among teachers (Nooruddin, n.d.).

In developing countries, the role of school leadership is under studied area (Simkins, Sisum, & Memon, 2003). In Pakistan, educators are in search of understanding the role of school leadership especially in the context of school improvement (Rizvi, 2008). Both studies and experience suggest that the head teacher's role is still traditional and the importance of leadership is not taken into consideration here in Pakistani context. This will be further evident when one observes the practices in the government sector. Although, bringing quality system of teaching learning is the core responsibility of government, unfortunately private schools are gradually getting improving attention of the public mainly because of their enhanced quality. Salfi (2011) studied this and found



that principals of successful schools empower their teachers and make them responsible teachers in terms of professional development. He further claims that a shared context should be developed for learning and developing leadership skills among teachers and as well as head of the school. He favors collective leadership and gives less importance to individual capacities of any leader, especially the principal as a leader. Additionally, School leader need to be prepared to support teachers either in resource provision or moral support, whenever teachers need it. Moreover, literature suggest that the perfect definition of school leader is that, they have clear future picture of their school and they share it with all the stake holders of school. The concept of school leader can thus précised as a process of accomplishing definite goals based on vision shared by the school stakeholders (Nooruddin, n.d.). Therefore, through collective leadership goals any leader can facilitate teachers' professional development including their leadership skills.

## **THEORETICAL FRAMEWORK**

School leader plays vital role in teachers PD as literature suggest. Research suggest that school's leader's role is to set standards for teachers' school-based PD inside the school, he/she is one who is responsible for their (teachers) development. Further school's learning culture and structure has main influence of school leader as he/she work for academic development in school. To build the effective school culture school leader encourages team work and collaboration among the teaching and non-teaching staff because working together will bring the best outcomes to maintain effective learning culture inside the school (Stevenson, Hedberg, O'Sulliva & Howe, 2016). Moreover, School leader is the ultimate support of teachers inside the school, not just in providing resources but also helping them in improving their teaching strategies and methods (Niazi, 2012). However, school leader as a leader should be accountable for what he is doing in school-based teachers PD and school's learning environment. Rewarding is a strategy to reinforce for teachers to work with

more dedication and motivation. In every field reward work as motivation to work more productively and effectively. Another main role of school leader is role modelling, school leader is inspiration for teachers so whatever he/she models will be seen in teachers as well.

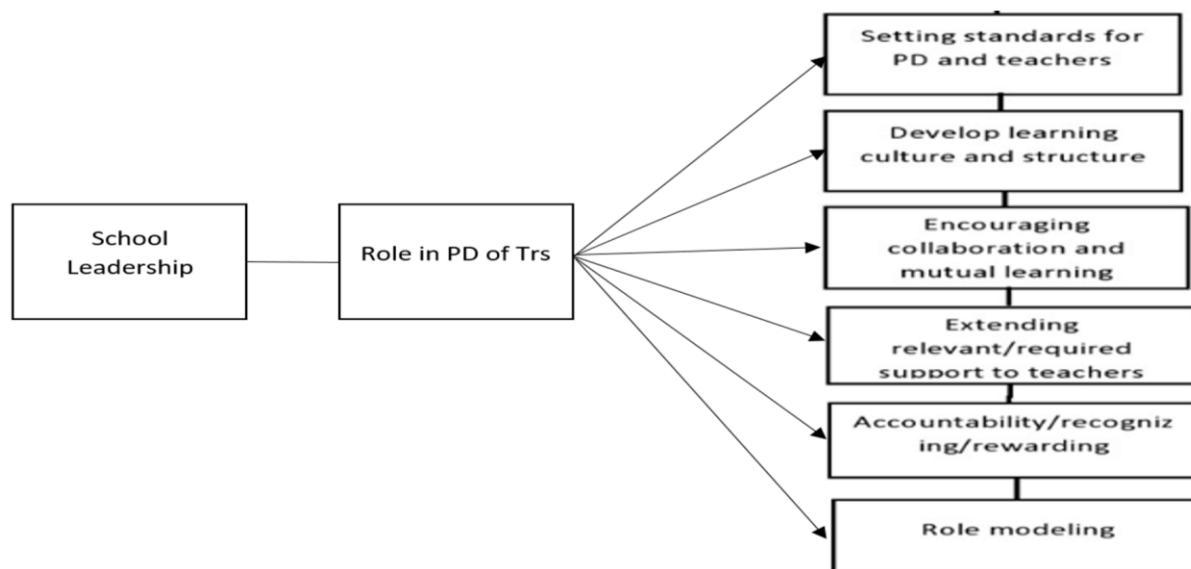


Figure 1: Roles of SL in PD of Teachers

Now keeping in mind, the above diagram of theoretical framework, the roles that literature suggests are adapted from the (Leithwood et al, 1998) for school leader in PD of teachers. However, in our context things are bit different. Educational policies are guidelines for school to follow in academic path but our educational policies are very limited and less likely to be in action form as there is not follow up and check and balance system (Khan, 2015). Another major flaw of our system is that due to vague educational policies and less interest of stakeholders to implement it school faces difficulty in understanding his/her role as leader, He/she is unclear about concept of leadership. Moreover, less knowledge of leadership drives less contribution of school leaders in teachers' PD because according to them that's not their part of job. Lastly the gap is in PD of School leader and he/she is not being trained to develop the PD of teachers in school. There is a lack in opportunities for SL to develop professionally.

## **METHODOLOGY**

### **Philosophical Stance**

The study employed interpretivist philosophy that holds reality as a human construction which can only be understood subjectively; conventionally opposite pole of positivism (Bryman, 2016). Taking a constructivist interpretivist stance and using qualitative case study research design, this study aimed to understand the role of school leader in facilitating school-based teachers' professional development of private sector education in Pakistan. As an interpretivist we believe that reality for every individual is different, and we try see their reality from their lens of seeing world. That's what we think a researcher's job is to understand the context and reality of the individuals from their perspective. Interpretivist paradigm requires social researcher to comprehend subjective meaning of individuals and their social actions that represent diversity against natural order (Hiller, 2016). As a constructivist interpretivist the researcher have to understand the perspective of individual and at the same time understand what they make out of it and how they state their findings in the light of existing literature (Willis & Jost, 2007).

### **Research Design**

In the same fashion, the study employed qualitative exploratory approach; a key type of social science research that deals with non-numerical data (Bryman, 2016). The aim of this research design is to search and make meaning out of people's perspective in real setting (Bogdan & Biklen, 1998; C. Cronin, 2014; Denzin & Lincoln, 2000; Hancock, Okleford, & Windridge, 2007). As the qualitative method usually seeks to explore 'how' and 'why' a specific phenomenon, or behavior, functions in a particular context by to discovering trends in thought and opinions, and by diving deeper into the social problem (Marshall & Rossman, 2011). This approach helps interpret meaning from these data that seeks to understand life of social actors (Haq, 2015). Qualitative

researches do not enter into the field with pre assumed hypothesis and find data to test them rather they use inductive approach to generate theory from data as bottom-up approach (Bogdan & Biklen, 1998). They rub, probe and go deeper in surface (Eisner, 1991). One of the major reasons to choose this research design is nature of the question being studied (Strauss & Corbin, 1998). This research approach was applied to understand the in-depth realities in context we are studying. Under qualitative research design many methods come and case study is one of them which we chose to go for. Case study is “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (Merriam, 1988, p. 21). Case study allows researcher to focus on specific context and case to build in depth understanding about it (Stake, 2000; Willis & Jost, 2007). Keeping in mind the complexities of a case study, study was limited to the role of school leader in school-based teachers’ development in private school of district Sukkur. The focus of study was set as role of SL in PD of teachers. The case of study was located in Sukkur district and therefore, easy for us to reach and gain data for study. As Sukkur is considered the under developing area of Sindh province so we were interested to know the perceived roles of SL in PD of teachers in that under-developed area.

### **Setting**

The study setting, for the study was district Sukkur Sindh Pakistan: it is mostly called interior Sindh in Pakistan. It has dry and hot weather because of its location. The main reason behind this setting was that, it was most feasible for to reach the location. Therefore, private school was selected in district Sukkur to conduct whole research. The school is a model high school Sukkur which is run by private body. The school leader of school initiated this school in 2005 and holds 50% share of the school. SL being a lady school leader manages all school by herself, the school follow national curriculum and may be use updated and modern ways of teaching. Teachers of

school were young and less experienced as it was small private school so may be can't hire much experienced and qualified teachers because of less financial status. There were approx.: 30-40 total teachers. The school is up to grade 10 and associated with board of intermediate secondary education Sukkur.

### **Participants**

The participants included in our research study was only one school leader from private sector. The main reason behind having only one participant was because when we started this research, it was decided to interview at least 16 participants but when data collection process was started a very known incident happened and that is COVID-19, due to pandemic situation all the schools and universities were closed and lockdown started so, couldn't reach other participants except this one school who was already interviewed before this situation happened. Therefore, this is one of the major limitations of study.

### **Data Collection tools**

As the study was carried with qualitative approach so the data collection tool for the research, only interview was used because of COVID-19 pandemic.

Interview as a tool for qualitative research study helps researcher to get deeper data and construct themes out of them (Peters & Halcomb, 2015) they are often used only in a qualitative study. Interview, as Brinkmann and Kvale (2015) describe, is an interchange of ideas between two or more people on a topic of mutual interest, identifies the centrality of human interaction for knowledge, production, and emphasizes the social situation of research data. Cohen et al. (2013) maintains that interviews enable participants to discuss the interpretations of the world they live in, and to express how they regard situations from their own point of view. As Bryman (2016) endorses, interview is a widely used qualitative method to gain a deep insight of a social

phenomenon from a participant's perspective. Whereas, semi-structured interviews encompass a pre-determined set of open-ended items which facilitate a researcher to explore particular themes or responses further (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). This can produce powerful data that provide insights into the participants' experiences, perceptions or opinions. Interviews were conducted with consent of participant and interview was taken in regional language for the participant's ease. Regional language helped participant communicate its ideas and points very easily. It did not restrict him/her in terms of confidence and ideas they want to say. Regional language also helped researcher extract deeper understanding of participant's response and analyze properly. Interviews of school leader were taken twice. Interview time allocated for each interview varied but approximate time 30-45 minutes. Interview type was semi-structured. Because it allows to have guided questions and probes as per the situation and response of participants. Main questions were five in the interview guide and every question had probes following it. At the point of interview further questions were asked to clarify or expand the point respondent was making. To add with, interview guide for school head was different in both the rounds of interview.

### **Data analysis procedure**

The study used qualitative design to analyze data as discussed below.

### **Qualitative Data Analysis**

On the other hand, in order to analyze qualitative data, each interview was carefully translated into English. There might be certain translation related issues as Birbili (2000) suggests that the quality of the translation is influenced by the factors including the researcher's knowledge of the language and the culture of the people under study, and the researcher's fluency in the presentation language. Analysis is an ongoing process of organizing, building and making sense out of data to make meaning (Bogdan & Biklen, 1998; Glesne, 2006). Analysis was started as soon as data was

gathered from the participant and for that NVIVO was used. Firstly, translated interviews were imported into NVIVO so that researcher can work and record analysis in it. The next step was to give code to each statement made by participant in interview. Coding is “categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data” (Charmaz, 2006, p. 43). Then all the codes were put together in another file to analyze further and generate patterns out of them. Patterns were made from codes and this way data was making sense. Next step was to name the emerging themes out of patterns like when patterns make patterns in them, we name them as a theme. Themes were further précised by merging few themes in one so that we can get few precise and concise findings. From this all-analysis process, total 5 themes were emerged and further it is explained in findings chapter.

## **FINDINGS OF THE STUDY**

### **School Leader as Manager**

The interviews of the participants show that school leader has more responsibilities as a manager because he/she manages all the activities going in the school. School leader ensures the discipline in school and arranges timely meeting of teachers to tell them what rules and principles they have to follow while teaching and being in school premises. School leader is more concerned about how to run school affairs rather than whether teachers are developing professionally and pedagogically. She says:

*“I work as a principal; I also work as an admin/managing body at school. Other than this, all the happenings within and outside the school relate to me and I monitor them. Be it registration issues, examination board issue. As this is the High school, ninth and matric grade students study here, so you must be knowing we come across lot of issues relating to examination board. So, all these responsibilities, A to Z are all fall under my supervision.”*

As Rizvi (2008) says in his research that in Pakistan school leader's role is traditional and understudied, he further says private sectors quality of school leading is gradually improving. Our findings revealed that still our school leaders know very less about leadership, they are carrying the traditional legacy of managing school and avoiding quality of teachers' professional development. One of the participants says when we asked about her main responsibilities as a school leader:

*"The first and foremost task of principal is managing. Because I believe a good principal is a good manager. Now managing covers everything. That whatever teachers you recruit, all of their responsibility is on us, how much potential a faculty has, how much capability they have, managing their time table, managing bell timing, managing examination policies, managing syllabus policies, and then checking and monitoring daily lesson plans."*

The above statement from interview of principal depicts the kind of role they understand for themselves. She is saying that her job is to work as manager and do all a manager does. The work a management body should also include academic activities inside the school and helping teachers perform the best in them. School leaders are the one who work for school betterment and giving opportunities to staff for progress. But our findings show that the school leaders are still stuck to managing parts, they are not willing to or even not interested in moving to leadership roles involving academic activities such as supporting teachers professionally. Working for teachers to grow professionally and let them be independent in teaching-learning process is most ignored part though. However, a study suggests that school leaders play a key role in teacher's learning, addressing the challenges and needs of their schools and wider communities while working within broader contexts of curricular, professional and pedagogical change (Stevenson, Hedberg, O'Sullivan, & Howe, 2016). Although this study is not conducted in our context yet it tells the



ultimate reality of what a leader should be and how it can work for teacher's professional development.

### **Authoritative Role of School Leader and Limited Distribution of Leadership**

The interviews of the participants show that school leaders play a crucial role in teachers' professional development, also he is more concerned about how to develop teachers professionally. As he manages to provide learning opportunities, supports teachers in accessing required resources, monitors and facilitates in-house learning opportunities. Teachers exhibit considerable professionalism in their conduct when they are trusted by their leader in the organization (Tschannen-Moran, 2009), also school leader have much to participate in supporting and nurturing the professionalism of teachers (Bahadur Qutoshi & Khaki, 2014). On the contrary, School leader believes that giving so many responsibilities to teachers can negatively or positively affect the outcomes. And it was quite surprising to hear while interviewing Private School leader that teachers are irresponsible and can't work on their own. She believes, teachers nowadays are less dedicated, committed and responsible to their profession and her statements from interview clearly highlights that teachers now a days only work for money. This perspective of school leader was supported by a private school principal who stated that:

*"Then how can I trust them? Isn't it better that I should do all by myself rather leaving everything on those teachers who work for money? If they won't give me the results, I expect so that's why I do all tasks by myself and rely less on teachers. I give them less responsibilities because they are limitedly devoted and teachers of today have bounded themselves just for earnings".*

Teachers are the core stakeholder of any educational institute and when they are given such status where they could take opportunities and learn. Ultimately this adds value to their profession. But, when school leaders do not provide them learning opportunities, they become professionally

undeveloped resulting in their limited contribution to school improvement. Also, it is clear from the above stated quote by a school leader that she hesitated to give most of the responsibilities to teachers, because they are not found loyal to their profession and work with less efforts. Literature also shows that Teachers and school leaders nowadays are undergoing a demanding need to develop high quality education. And for this school leaders need to build a team where teachers should be encouraged and supported within the school context to develop professionally (Leithwood, 2011). Moreover, School leader plays active role in creating positive relationship among school staff. And when he/she fails to create that environment and focuses more on emotional dealing of staff within the organization, things do not work the way they should (Marsh, Waniganayake & De Nobile, 2014). Additionally, School leader plays her role in taking school-based teaching-learning decisions which helps teachers to work in smooth and organized way. School leader further in her interview reports;

*“I tell teachers what to teach, I tell them how to teach, what activities to plan”.*

Above quote depicts the powerful role of school leader. This is appreciable that she facilitates her teachers in every possible way in order to achieve effective results. But the job of school leader is to collaborate with teachers and give them countless opportunities where they could prove their teaching-learning skills. Moreover, school decisions could be achieved exceptionally well when teachers are highly involved into this. But unfortunately, opposing to this school leader of the private school clearly states in the above statement that she is the only authority to take all the decisions for teachers' teaching-learning processes as well. Reasons that private sector school leader reveal for aforementioned points is that she had many roles to play as leader. She states that because,

*“ I hold 50% share in this school, so I have to look after everything by myself”.*

This quote by principal reveals that since she holds 50% share in the school, she keeps herself busy in taking all the tasks on hold. She plays more authoritative role in taking all the school decisions by herself and involving teachers to minor level. Hence, school leader was frequently too busy to spare time to supporting teachers professionally. Research context of this study reveals that school leaders play multiple roles simultaneously. And so ultimately this increases their workload. The only thing they can do to reduce workload is to develop and empower their teachers at level so that they can be able to undertake different teaching development leadership roles (Leithwood, 2011). Several educational literatures have highly foregrounded the school leader's role in schoolbased professional development of teachers. Whereas, the findings of this study presented above suggest that this aspect is totally absent in the context of private school system of Pakistan. Perspective of participant (school leader) highlights that school leader pay little or no attention to school-based professional development of teachers.

### **School Leader as a Resource Provider/ Resource Manager**

The analysis of data collected for this research showed that school leader plays such roles, he is a trainer, sometimes he is a role model sometimes he plays role in resource provider. In this role of school leader, there are many other roles under this umbrella like how to manage with lack of resources, cope up with lack of professional development and provide important teaching aids which help teachers in their teaching. School leader is the only one who provide or manage those resources. One of the principals of private school mentioned that:

*"I give resources to teachers, I don't waste financial resources by arranging any professional development trainings and don't call any expert for trainings, and I save school resources and use them by for other important things."*

The above statement from the interview of principal shows that she fulfils the role of resource provider as she doesn't waste any resource and provide resource by herself. She also said that she doesn't waste financial resources on arranging high level trainings for teachers. She herself gave trainings to teachers and in this way, she saves school financial resources and then she uses those financial resources for other purposes. Moreover, school leader provides each and every resource to teacher which help them in their teaching. Teachers need many different teaching aids which make learning interesting and students enjoy each and everything they learn. Principal of private school, where we conducted interview, she mentioned that she provides teachers with different resources and help teachers in different activities. She stated that:

*“In terms of work and in terms of resources academically or non-academically we support teachers, book designing, syllabus and curriculum designing we provide resources to teachers in most effective way either we get them externally or internally”.*

The above statement from the interview of principal states that, she provides each and every resource to her teachers either it is related to syllabus curriculum or related to any textbook. She supports her teachers by providing them resources which they need in their teaching. It shows that school leader is a resources provider as well. He/she provide resources to their teachers at any cost so that they can teach in an effective way. This is the responsibility of a school leader to provide resources to teacher so that they can make their teaching more interesting. The current study found that, school leader faces many challenges while providing resources or while managing them. Most of the time, there is finance issue, teacher's motivation issue and many others. But some of the leaders always having an alternative, which save them from facing any challenge like they always have plan B, if one teacher is absent then they don't rely on only one teacher they also prepare other teacher for same work. They always have alternative of resource. I witnessed principal that

she was arranging worksheets for students from tearing pages from their text book. This is the responsibility of a school leader to manage the resources when there is lack of resources. As the principal of private school stated that:

*“Challenges are when we have less resources, have no time and finance issues. But I have never faced such issues till now. I think of alternatives and get prepare seriously so don't stuck in any issue”.*

In above statement of principal from interview states that, if there are lack of resources or have no any time or any other financial issues then it is very difficult to manage school or any activity in school. School leaders play a key role in teacher's learning, addressing the challenges and needs of their schools and wider communities while working within broader contexts of curricular, professional and pedagogical change (Stevenson, Hedberg, O'Sullivan, & Howe, 2016). It is the responsibility of school leader to overcome the challenges and provide resources to teachers either it is present inside the school or outside the school.

### **Discussion on Findings**

The study employed qualitative exploratory approach to understand how external assessment influences teaching and learning in public and private examination boards. Therefore, this section integrates the findings collected from interviews data to compare and contrast the results, and to draw a conclusion. Universally, educators are in search of understanding the role of school leadership especially in the context of school improvement (Rizvi, 2008). Much of the educational literature suggest that the head teacher's role is still traditional and the importance of leadership is not taken into consideration here in Pakistani context. School leader is a person that leads the whole school, make decisions and take steps for school's quality of education, however, the main insights emerging from the findings which are discussed further in this chapter are: 1) Devaluation

of professional development, 2) School leader's beliefs, 3) School leader's managerial responsibilities, 4) Autocratic leadership style practiced by the school leader inside school, and 5) Mobilization of resources.

### **Devaluation of Professional Development**

In this regard, professional development is necessary for teachers and it is job of school leader to keep his/her teachers up to date on teaching approaches and methods to reach the standards of quality of education. Moreover, it is also the school leader's key role to enhance teaching-learning processes of teachers, provide opportunities to address challenges and fulfil the school needs while working in wider contexts of curricular, professional and pedagogical change (Stevenson, Hedberg, O'Sullivan, & Howe, 2016). However, this research found that professional development is not really the matter of concern in this context and expert should be hire or arrange trainings for teachers rather school leader said that she herself trains them whenever she finds need. In above chapter it is realized that PD has really less importance in perspective of school leader because she never gets interest in training of teachers and giving them opportunities to develop professionally

### **School Leaders' Beliefs**

The findings of the study have presented compelling evidences about school leader's decisions and work that reflected their professional backgrounds and beliefs about leadership. School leader believes not to trust teachers, and they should not be given much responsibilities, involved in decision making processes inside school because she thinks teachers of today are not sincere towards their profession. Moreover, the reason for distrust is that he/she believes teachers just work for money. However, educational literature suggests that it is the core job of school leader to practice varied leadership techniques and help teachers grow professionally. One of such technique is to bring teachers together, have an opportunity for group think and also to trust teacher (Nawab,

2011). Additionally, data also reported the trust issues of school leader on teachers. For example, SL states in interview that;

*“If they won’t give me the results, I expect so that’s why I do all the tasks by myself and rely less on teachers”.*

And because of not following given methodologies, producing outcomes as per instructions school leader relied less on teachers. However, if the school leader starts believing in collaborative learning, and effective peer feedbacks, then this will definitely enhance teacher’s learning and correct their teaching profession.

### **School Leaders’ Managerial Role**

Moreover, in our research we also found that school leader has more management responsibilities, School leader has to manage all the happenings going inside the school. In previous chapter it is evident that school leader focuses less on quality of education and for her/him managing to get academic resources and keep the organization running: ultimately focusing on his/her management roles is quality of education. Additionally, it was also evident from the whole interview of private school leader, that mainly individual role of school leader was limited to observe classes of teachers, arrange academic meetings and other school affairs. This study mostly reveals that in context of private sector school system of Pakistan, school leaders play little contribution in school-based teachers’ professional development. Nevertheless, most statements of school leader reveal that she did not take any initiative to facilitate professional development opportunities for teachers outside the school, rather arranging academic meetings, planning school events, observing classrooms, providing needed resources was the only professional development support she provided.

### **Autocratic Leadership Style Practiced by the School Leader Inside School**

Next most obvious finding to emerge from the analysis is that school leader is not only proficient in looking after school-based matters, but also a manager, resource provider, managing culture of trust among school stakeholders, authoritative and professional leader etc. Moreover, the study set out with the aim to figure out and report the major role of school leader in school-based teachers' professional development by incorporating various approaches while fulfilling SL's roles and responsibilities in a complex set of private school system as a profound educational leader. Further results of this study revealed that, school leader plays more authoritative role than providing independent opportunities to teachers. This view of principal highlights a general perspective of not to involve teachers in most of the school administration, just because school leader believes teachers of today are not loyal to their profession as mentioned in statements of data analysis chapter. Perhaps this is the reason even other school leaders in this region do not give value to create efficient team-building and effective teaching-learning culture rather they only focus on maintaining their authoritarian role. However, school leaders of private sector of this context need to pin point that school is a core learning place for teachers where they need to be facilitated not only materialistically but professionally as well. Thus, in terms of achieving outcomes and having greater productivity, autocratic leadership is the most effective to be practiced but maintaining good team spirit and work speed requires democratic leadership style (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012). Additionally, SL must aim to practice varied leadership styles of leader in face of many drawbacks in order to achieve set outcomes. It is also clear from the research that each individual has different capacities to learn and make bring things in its best possible ways, but all that needs is true motivation and trust by the leaders to develop potentially (Macbeath, 2005). And teachers can get this only when their school leaders create profound professional learning opportunities for them and have the element of trustworthiness. And when teachers get



such opportunities, they welcome all the challenges and put their all efforts to create productive professional learning environment inside the school (Collinson, 2015). Furthermore, teachers must be given platform where they could come up with new and creative learning ideas in order to flourish their students academically and non-academically. The idea is well supported by literature that school leader must pay attention to distribute responsibilities among school stakeholders, especially teachers in order to add value in school improvement affairs (Bahadur Qutoshi & Khaki, 2014). These results further support the idea that there is much need for school leaders to improve themselves in pedagogical, democratic and instructional leadership in order to overcome the major challenges in complex school system of Pakistan and teacher's professional development. Additionally, school leaders and school stakeholders need to understand that core elements to contribute in professional development are; knowledge, skills and strategies applicable to face the challenges and create opportunities (Clement & Vandenberghe, 2001).

### **Mobilization of Resources**

Further, the data contributes the understanding that the major body for providing sufficient resources to teachers is School leader. If teachers get the needed resources, they can create learning environment in the classroom and come up with productive outcome. The results state that school leader only provides basic resources to teachers for teaching and thinks that it is enough for teachers. According to the school principal, the basic resources involved; black/white board, chalk and duster. For the school leader these were the major resources which every teacher needs in teaching-learning process. School leader pointed that how learning environment is created that is up to teacher. However, providing other than basic resources, for example; technological tools as per the need of growing society, worksheets, learning toys for lower classes, outdoor activities, field trips etc. helps teachers in their professional development (Bredeson, 2006). Additionally, it

was also found that school leader face challenges when there is lack of resources. For example, writing activity on sheet. This could be well resolved if the technological tools and print facility is available in order to save time and work effectively. It is evident from the findings that if there is lack of resources school leader suggest teachers to change the activity. Because of all this, teachers have to face all the challenges and cope up with the changing situations no matter what. Moreover, school leader also says that calling experts from outside for professional development training is waste of resources, as experts are very expensive and it is difficult for us to give them any kind of service as we limited resources to afford. School leader uses resources and train teachers, as school leader states that experts give trainings according to their context which is not applicable here. literature in this regard is also supportive that when there is lack of resources and also dearth of awareness, teachers face many challenges (Sci & Fazal, 2012). Since school leader face challenges provision of resources, this influence teacher's mental health as they feel disturb and overburdened due to dearth of resources and they do not give their best in teaching environment (Sci & Fazal, 2012).

## **CONCLUSION AND IMPLICATIONS**

This study aimed to understand the role of school leadership in teacher's professional development. It is found that school leader pays less attention to professional development of teachers, rather he/she is mostly busy in managing the school activities. Teachers are instructed to follow school leader and not given enough independence to explore and develop professionally. School leader counsel them with what to do and how to do without providing them with any training opportunities. Moreover, school leader thinks professional development is ongoing and it is not necessary to hire an expert for this but on the other hand practically she not doing anything to facilitate ongoing professional development. Furthermore, the school leader was found to be

authoritative as she wants to take charge of everything going inside the school mainly because she feels insecure and has trust issues with the teachers. The reason of distrust is that he/she believes teachers just work for money and are not honest with their job. When the findings of this research are compared with how school leadership has been portrayed in educational literature especially coming from the developed context, it is apparent that school leaders in this context still play a traditional role. The school leader in this context ignores his/her true responsibilities as a head of school and focus less on academic activities such as strategic planning for teacher's professional development and provide opportunities inside school to teach independently with new and updated methods. Quality education is more likely to be achieved with an effective school leader. Effective leadership at the school level depends on the presence of professional teachers. Conversely, the development of professional teachers within a school is contingent on the presence of an effective leader. School leaders are responsible for various roles and functions, including setting directions and establishing influence to achieve the shared goals of the school. There is a lot to change in this context for school leaders, firstly school leaders should be trained and told their true responsibilities as a head of academic organization and this job is done by ministry of education. They should be responsible for selection and training of school leaders. Secondly school leaders should focus on systematic planning to develop strategies to work on shared leadership by involving teachers in PD improving and student learning. After that school leader should reflect upon his/her practices as a leader in school so that he can improve his/her own leadership. Another major school leader needs to do is create opportunities for teachers to Develop professionally inside the school. If this will go like it is today then there won't be any quality of education in country and this thing will impact our next generations. Ministry of education should take this

issue serious and work for the nation's quality of education. If not then we are going to suffer in future and our next generation will face issues in world in future.

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