

## Role of Secondary School Heads in Reforming Schools Monitoring and Supervision System: A Perceptual Stance of Teachers

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### **Abstract**

Monitoring and supervision of teaching and learning becomes much more important when it comes down to raising the level of effectiveness of schools. Realizing this, the study commences with one subject seeking to see what secondary school heads believe their roles are as it relates to reforming such systems from the perspective of the teachers. Sought to achieve this quantitative goal qualitative research method entailed using interviews as a tool for gathering the analogue of secondary school teachers' views from schools. This research is hoping to explore this by carrying out interviews with these teachers on their current practices of monitoring and ensuring discipline, this is suggestive of areas that can be improved. Besides, the research aims to find out how the teachers imagine the sort of intervention which the head teachers and principals can perform to spur needed changes in such setting. This study aims at improving the performance of the school heads in secondary schools through analyzing the perceptions of teachers by providing perspicacity which is crucial factor for positive changes in supervision and monitoring practices.

**Keywords:** School Heads, Monitoring and Supervision, Secondary Schools, Teachers

### **Introduction**

The emerging role of school leadership that has its focal point as the schools head has really captivated the interest of policy makers , educationalists and other stakeholders given its vital role in the formulation and execution of overall school programs (Shaked & Schechter, 2017). The significance of a school leadership ineffective structure towards the success of a school is also a key theme raised by Thorne (2011), highlighting the need to explore the roles and responsibilities of a school head in detail. The traditional duties of school head master also have evolved tremendously but from just administration, it has also extended to offer educational reforms and refinement of teaching learning processes (Provost et al., 2010). In conjunction with the increase in autonomy and accountability, school heads have become the figureheads, interpreting the high stake atmospheres. It goes without saying that they play a role that carries a lot of weight in changing the general context of their school. Changes in the way education is governed and

managed have brought about a shift towards school autonomy and accountability. Such increased supervision means that school leadership for positive change has become an essential issue ( Bedi & Kukemelk, 2021).

In the position of school heads, whose competences are designated as "change agents" what they undertake is cultivating innovation and enhancement in a school and they do so by drawing their experiences to understand where the future necessities might lie in and which challenges may come in the future (Anderson, 2008). Nevertheless, the diverse operations of principals in addition to assuring quality learning cannot be simply confined to academic leadership but also involve such other aspects as environment creation, public relation management, and monitoring students' academic successes (Khan & Thus, the importance of whole-person leadership training cannot be overstated here, which necessitates school heads being given the necessary abilities to be able to face the challenges of the complexity of the educational environment (Ediger, 2014).

The school management system of Pakistan, in particular, rarely receives due credit, which consequently leads to the poor quality of public education (Zafar et al., 2019). Though many education reforms have been brought in in the recent days, the issue of management and governance anti the school level is still at the top of the list of priorities (Bedi & Kukemelk, 2021). The implementation of the 18th Amendment which devolved some powers to the governments of provinces has seen the start of educational reforms at local levels, with initiatives of revising the curriculum and improving the infrastructure, geared towards improving the quality of education (Ullah, Sultan, and Asadullah, 2020). Nonetheless, the successful execution of such alterations would heavily rely on the head teachers' leadership skills tensioning the demand for deeper knowledge of their lead position in the schools, making them change agents.

Ultimately, it should be noted that, when it comes to education, engaging and motivating teachers is the key to enabling them to achieve remarkable results, especially since educational reforms are already occurring. Policymakers can create an atmosphere of innovation and improvement in schools by giving the heads of schools with the required skills and resources. This development will eventually reach all students since they will be able to enjoy quality education. Research attention should be shifted towards exploring and discovering different

professional strategies for school heads, with the main priority being the solving of diverse educational contexts problem-related issues.

### **Statement of the Problem**

The investigation is intended to find out how teachers in secondary schools in KP assess the potential of school heads to properly initiate relevant school reforms in the southern districts of the province. Obviously, principals are vital for setting up schools for improvement and adjustment to education reforms. So, understanding the teachers' views on their leadership is crucial. The study focuses on practical issues of involving teachers in policy-making processes and their views on the effectiveness of the school principal in the following areas: vision and mission, school culture, school governance, staff help and collaboration, curriculum and teaching, and relationships with the community. Through the teachers' points-of-view, the study intends to reveal not only negative aspects of school governance, but also the emerging possibilities of the ongoing educational reforms in Pakistan.

### **Objectives of the Study**

Following objectives were made:-

1. To examine the perceptions of teachers regarding the role of heads in employing pertinent school reforms.
2. To determine role of the school heads in employing pertinent school reforms in perspective of selected demographic variables
3. To compare perception of teachers with reference to selected demographic variables

### **Research Questions**

Following were the research questions of the study:-

1. Is there any school heads playing role in the implementation of school reforms?
2. Do school heads participate in implementing reforms at school as perceived by teachers?
3. Is there any significant difference in the perception of teachers regarding the role of school heads in employing pertinent school reforms in perspective of demographic characteristics of teachers?

## Hypotheses

Null hypotheses of the study are given below:-

H<sub>08</sub>: No significant difference lies in perceptual stance of teachers regarding the School Heads' role in monitoring and supervision across demographic variables.

## Conceptual Framework

The study's conceptual framework, as outlined by Mensah et al. (2020), encompasses empirical studies, research variables, and essential theories to systemize the knowledge adopted by the researcher. According to Hussein (2017), a conceptual model provides a structured approach for researchers to elaborate on the research procedure and guide the systematic execution of the study, aiding in the exploration of research questions. Moreno et al. (2016) suggest that research variables are logically and systematically explained and elaborated within the conceptual framework, offering a visual display of the study and illustrating the interconnections between variables. The aim of this conceptual framework is to establish connections between variables based on past research studies related to the present study.

## Research Methodology

The study utilized a survey design based on a specific quantitative approach. The approach involved the use of a questionnaire to collect volunteers' response (Mesmele, A and Rahi, 2016; Igwenagu, 2016; Creswell & Creswell, 2017). By this design samples and elements were systematically collected to provide a reliable data analysis and reply to the research questions.

## Sampling Size and Method

Sample size is critical in survey research and can be referred to as a representative small portion of the society from which the researcher can draw inference and conclusion being that it exhibits the core characteristics of the population (Apuke, 2017). The sampling size is always a major factor to be considered and the Yamane formula (Yamane, 1967) can be used for calculation (Pandey & Pandery, 2021). This study was carried out on a sample of 377 SSTs using stratified random sampling whereby strata are imprints of subgroups in the general population (Rahman et al., 2022; Hassan, 2011). The mentioned technique, in symmetric to Rahman et al. (2022), enables diversity in the five parts of the study area.

Table 1.1 Computation of Sample Size

E	N	n
.05	6523	Sample size
Formula	$N = \frac{N}{1 + Ne^2} = \frac{6523}{1 + 6523(0.5)^2}$	377

Table 1.2 Details of Sample Size Across

District	Gender	Locality	Sample (n)
D.I.Khan	Male	Urban	4%*377=15
		Rural	13%*377=47
	Female	Urban	2%*377=8
		Rural	8%*377=30
Tank	Male	Urban	1%*377=3
		Rural	5%*377=19
	Female	Urban	0.62%*377=2
		Rural	1.3%*377=5
Lakki Marwat	Male	Urban	1%*377=3
		Rural	12%*377=45
	Female	Urban	2%*377=8
		Rural	6%*377=23
Bannu	Male	Urban	3.1%*377=12
		Rural	13%*377=47
	Female	Urban	1.2%*377=5
		Rural	8%*377=30
Karak	Male	Urban	1%*377=3
		Rural	12%*377=45
	Female	Urban	0.30%*377=1
		Rural	7%*377=26
			377

## Results and Discussions

Result and discussion is essential part of the study. This segment entails five (05) sections including information of demographic attributes of the respondents using frequency and percentage, result of factor analysis, descriptive statistics of the teachers' stance, data normality and inferential statistics using t-test and ANOVA.

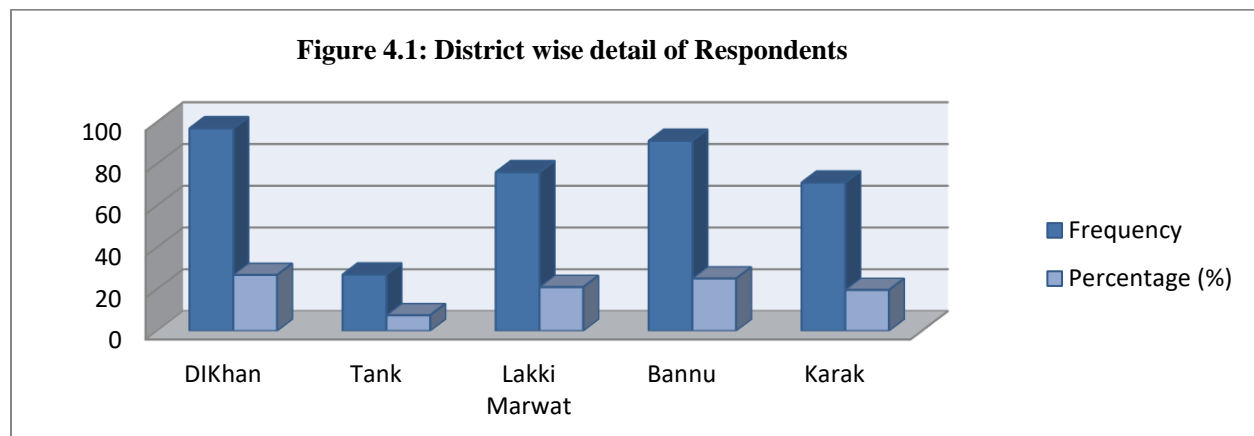


Figure 4.1: District wise detail of Respondents

Table 4.1 shows the respondents' detail in perspective of districts. The table reveals that 97 (26.8%) teachers from D.I.Khan, 27 (7.5%) teachers from Tank, 76 (21%) teachers from Lakki Marwat, 91 (25.1%) teachers from Bannu and 71 (19.6%) teachers from Karak district participated in the study. Overall 362 teachers participated from five districts of Khyber Pakhtunkhwa.

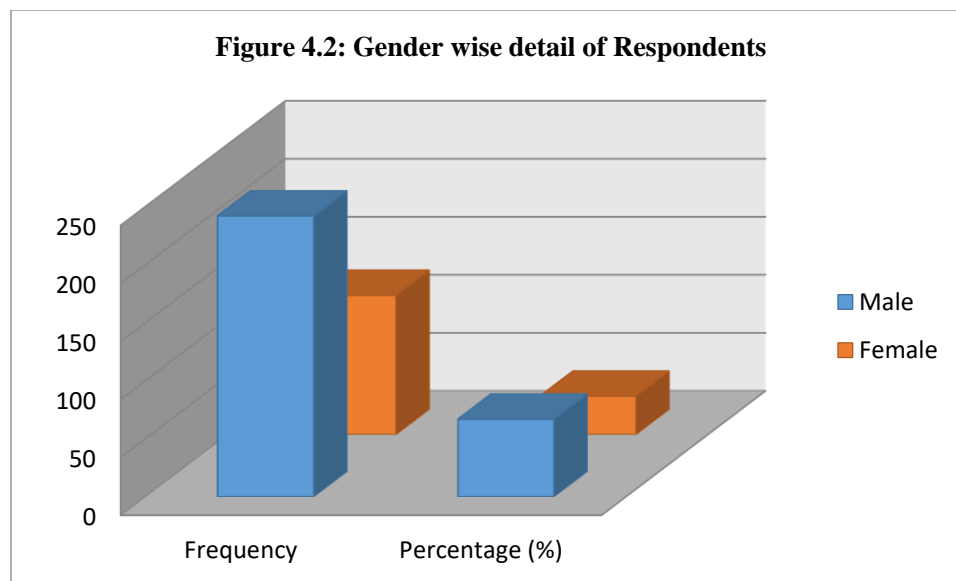


Figure 4.2: Gender wise detail of Respondents

Table 4.2 shows the respondents' detail in perspective of gender. The table reveals that 242 (66.9%) male teachers and 120 (33.1%) female teachers participated in the study. Thus, overall 362 male and female participated in the present study.

### Factor Analysis

Factor analysis was employed to assess the construct validity of the instrument, a common methodology in social research (Kyriazos, 2018). With a sample size of 362, exceeding the recommended minimum of 100 (Kyriazos, 2018), the Kaiser-Meyer-Olkin (KMO) and Bartlett tests were utilized to determine the suitability of the data for factor analysis (Baistaman, 2020). Varimax rotation was then applied to elucidate the relationship between variables, aiming to achieve factor loadings above 0.40, with higher values indicating stronger associations (Howard, 2016; Kyriazos, 2018). The structure of the data, confirmed through Bartlett's Test of Sphericity, indicated sufficient correlation among items, a prerequisite for factor analysis (Hair et al., 2007). Additionally, the sample size exceeded the recommended threshold, ensuring robustness in the analysis (Hair et al., 2007).

Table 1.3 showing of teachers' stance regarding the role of school heads in monitoring and supervision

Item#	Statement	SDA	DA	N	A	SA
		Percentage (%)				
1.	Fully implements the government monitoring reforms in the schools	15.7	13.8	3.9	50.8	15.7
2.	Cooperates with school monitoring Officer (SMO).	13.7	13.9	7.7	60.2	4.4
3.	Supervises and monitor is the key components of school reforms	21.8	10.0	2.6	24.5	42.0
4.	Proper monitors the teachers and students' attendance.	7.7	5.8	1.9	60.5	24.0
5.	Leads the supervision of the school reforms.	9.7	3.9	3.9	52.8	23.8

Table 1.3 indicates of teachers' stance regarding the role of school heads in monitoring and supervision. The table reveals that majority of teachers (66.5%) agreed with the statement that school head fully implements the government monitoring reforms in the schools while 29.5% against the statement (Item#60). Most of the teachers (84.6%) agreed with the statement that school heads Cooperates with school monitoring Officer (SMO). (items#62). Majority of teachers (76.5%) agreed with the statement that school head supervises and monitor is the key components of school reforms while 31.8% teachers against the statement (items#62). Majority of teachers (84.5%) agreed with the statement school head proper monitors the teachers and students' attendance whereas 13.5 % against the statement (items#63). Most of teachers (76.6%) had a stance that school heads Leads the supervision of the school reforms whereas 13.6% against the statement (items#64). The above data shows that school heads implemented a mechanism of supervision of teaching learning process. They cooperate with school monitoring officers. They develop a mechanism for supervision of teaching learning process in school reforms.

#### Data Normality

Normality of data is one of the important assumptions for a parametric test is considered. Kolmogorov-Smirnov (K-S) and Shapiro-Wilk (S-W) techniques were applied to check the key assumptions of data normality. Table 1.4 demonstrates the data normality with particular statistical test.

Table 1.4 Data Normality test for Research Variables

<i>Research Variable</i>	<i>(K-S)</i>			<i>(S-W)</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Monitoring & Supervision	.38	361	.200*	.995	.361	.390

The above table reveals normality of data by applying K-S and S-W. The above table depicts that data was estimated normally distributed for monitoring & supervision school culture (KS  $p=.200 > .05$  and SW  $p=.390 > .05$ ). In addition, there is no outliers found in the Q-Q plot which given the supported evidence for normal distribution of the data.

#### Inferential

Table 1.5 Showing difference in perceptual stance of teachers regarding the role of school head in Monitoring and Supervision across gender



Research variable	gender	n	Mean	SD	Levene's	t <sub>cal</sub>	Sig.
program & instruction	Male	242	3.6496	.93641	.843	.157	.875
	Female	120	3.6333	.91609			

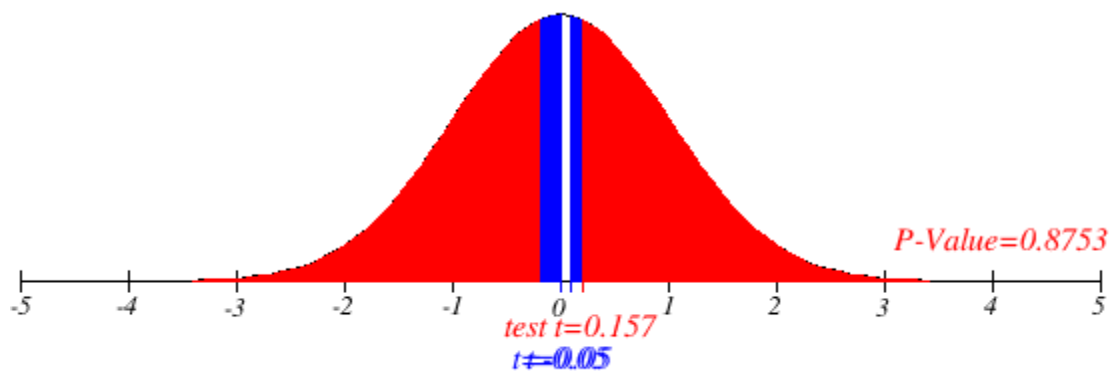


Table 1.5 has revealed the Mean difference in the perceptual stance of teachers regarding the role of school heads in **Monitoring and Supervision** across gender. To test the assumption of homogeneity of variance, Levene's test was performed which estimated .843>.05. The table indicates that t-value=.157 with p=.875>.05 which indicates that no significant difference was found in the perceptual stance of female and male teachers regarding the role of school heads in **Monitoring and Supervision**. Therefore, null hypothesis found accepted. The Mean score indicates that teachers have strong perceptual stance that school heads develop a mechanism for supervision and monitoring of teaching learning process.

Table 1.6 Showing difference in perceptual stance of teachers regarding the role of school head in **Monitoring and Supervision** across locality

Research variable	Locality	n	Mean	SD	Levene's	t <sub>cal</sub>	Sig.
program & instruction	Urban	60	3.6100	.96475	.669	-.312	.755
	Rural	302	3.6510	.92261			

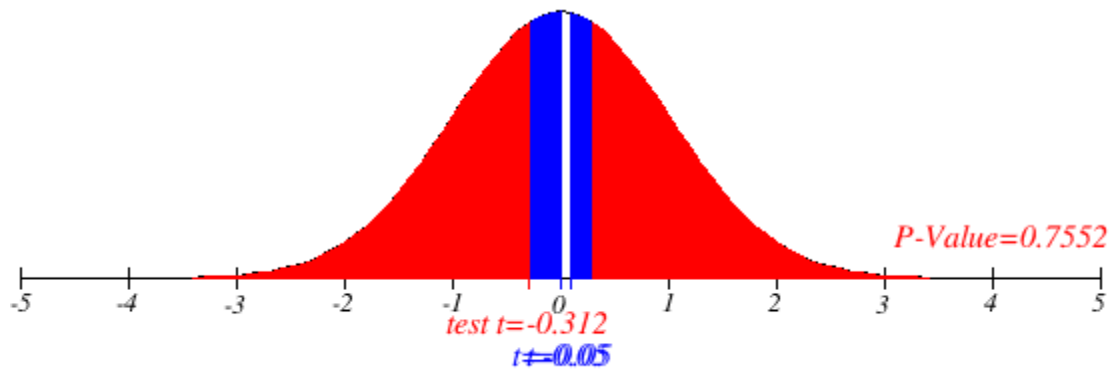


Table 1.6 has revealed the Mean difference in the perceptual stance of teachers regarding the role of school heads in **Monitoring and Supervision** across locality. To test the assumption of homogeneity of variance, Levene's test was performed which estimated  $.669 > .05$ . The table reveals that  $t\text{-value} = -.312$  with  $p = .755 > .05$  which indicates that no significant difference was found in the perceptual stance of rural and urban teachers regarding the role of school heads in **Monitoring and Supervision**. Thus, null hypothesis found accepted. The Mean score indicates that teachers have strong perceptual stance that school heads develop a mechanism for supervision and monitoring of teaching learning process.

Table 1.7 Showing difference in perceptual stance of teachers regarding the role of school head in **Monitoring and Supervision** across Qualification

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>Levene's test</i>	<i>F</i>	<i>Sig.</i>
Between Groups	4.507	2	2.253	.000	2.637	.073
Within Groups	306.706	359	.854			
Total	311.213	361				

Table 1.7 has revealed the Mean difference among the perceptual stance of teachers regarding the role of school heads in **Monitoring and Supervision** across qualification. To test the assumption of homogeneity of variance, Levene's test was performed which estimated  $.000 < .05$ . In the above table the value of  $F = 2.637$  with  $p = .073 > .05$  which shows that there is no significant difference among the perceptual stance of teachers regarding the role of school heads in **Monitoring and**

Supervision across qualification. Null hypothesis found accepted. The Mean score indicates that teachers have strong perceptual stance that school heads develop a mechanism for supervision and monitoring of teaching learning process.

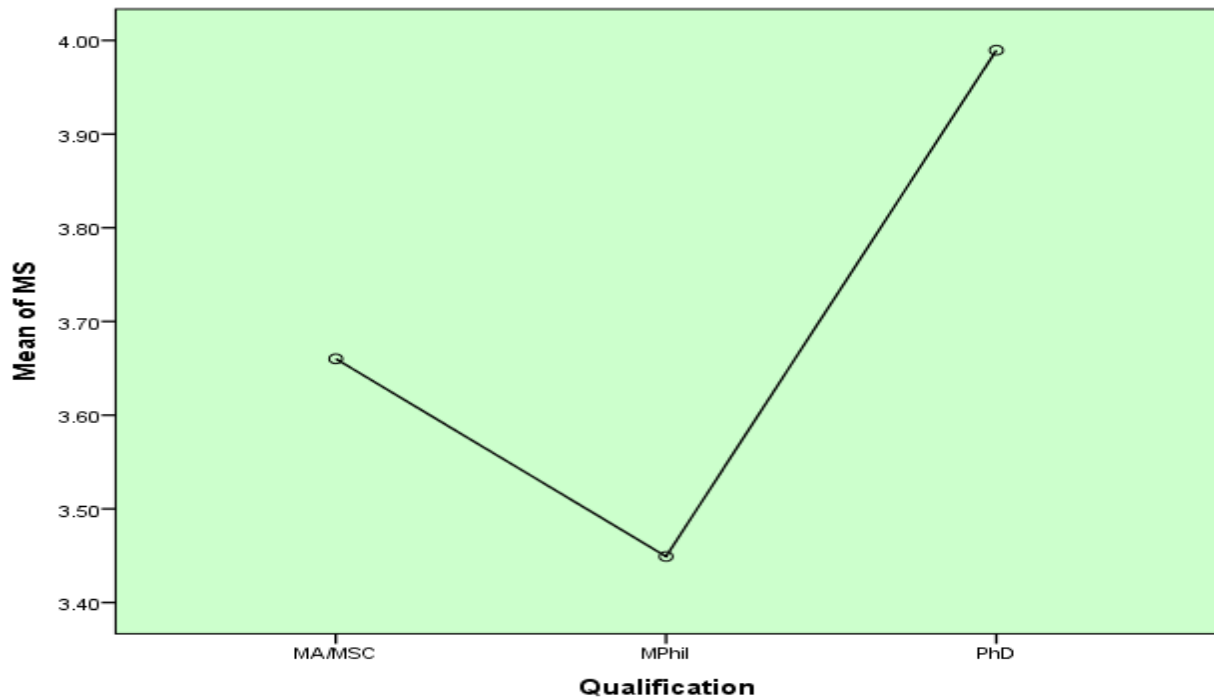
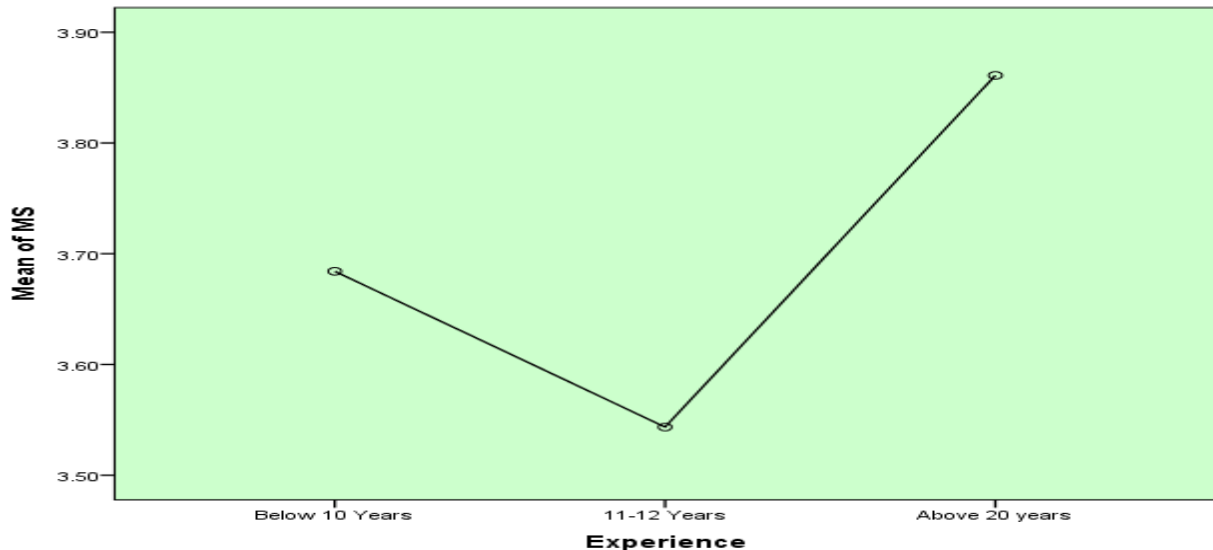


Table 1.8 Showing difference in perceptual stance of teachers regarding the role of school head in Monitoring and Supervision across experience

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>Levene's test</i>	<i>F</i>	<i>Sig.</i>
Between Groups	4.769	2	2.385	.001	2.794	.063
Within Groups	306.444	359	.854			
Total	311.213	361				

Table 1.8 has revealed the Mean difference among the perceptual stance of teachers regarding the role of school heads in **Monitoring and Supervision** across experience. To test the assumption of homogeneity of variance, Levene's test was performed which estimated  $.001 < .05$ . In the above table

the value of  $F=2.794$  with  $p=.063>.05$  which shows that there is no significant difference among the perceptual stance of teachers regarding the role of school heads in **Monitoring and Supervision** across experience. Thus, null hypothesis found accepted. The Mean score indicates that teachers have strong perceptual stance that school heads develop a mechanism for supervision and monitoring of teaching learning process.



## Research Findings

Following findings were drawn.

1. Result shows that the value of  $t_{cal}=.324$  with  $p=.745>.05$  which infer that similar views of male and female teachers regarding the role of school heads in vision and mission. Thus, no significant difference in role of school heads in vision and mission across gender is accepted. The Mean score indicates. That male and female teacher have strong stance that school heads play a vital role in developing vision and mission.
2. Result shows the value of  $t_{cal}=.261$  with  $p=.794>.05$  which infer that similar views of teachers from urban and rural areas regarding the role of school heads in vision and mission. Thus, no significant difference in role of school heads in vision and mission across locality is accepted. The Mean score indicates that teacher have strong stance that school heads play a vital role in developing vision and mission.
3. Result shows that the value of  $F=4.904$  with  $p=.008<.05$  which infers that significant difference was found in the views of teachers with different qualification regarding the

role of school heads in vision and mission. Thus, no significant difference in role of school heads in vision and mission across qualification is rejected. The Mean score indicates that teacher have strong stance that school heads play a vital role in developing vision and mission.

4. Result shows that  $t\text{-value}=.157$  with  $p=.875 > .05$  which infer that similar views of teachers regarding the role of school heads in monitoring and supervision across gender. Thus, no significant difference in role of school heads in monitoring and supervision across gender is accepted. The Mean value shows that teacher have strong stance that school heads develop a proper mechanism for monitoring of teaching learning process. Moreover, they cooperate with IMU officers to execute the monitoring and supervision process.
5. Result shows that  $t\text{-value}=-.312$  with  $p=.755 > .05$  which infer that similar views of teachers regarding the role of school heads in monitoring and supervision across locality. Thus, no significant difference in role of school heads in monitoring and supervision across locality is accepted. The Mean value shows that teacher have strong stance that school heads develop a proper mechanism for monitoring of teaching learning process. Moreover, they cooperate with IMU officers to execute the monitoring and supervision process.
6. Result shows that the value of  $F=2.637$  with  $p=.073 > .05$  which infer that similar views of teachers regarding the role of school heads in monitoring and supervision across qualification. Thus, no significant difference in role of school heads in monitoring and supervision across qualification is accepted. The Mean value shows that teacher have strong stance that school heads develop a proper mechanism for monitoring of teaching learning process. Moreover, they cooperate with IMU officers to execute the monitoring and supervision process.
7. Result shows that the value of  $F=2.794$  with  $p=.063 > .05$  which infer that null hypotheses stated that no significant difference in role of school heads in monitoring and supervision across experience is accepted. The Mean value shows that teacher have strong stance that school heads develop a proper mechanism for monitoring of teaching learning process. Moreover, they cooperate with IMU officers to execute the monitoring and supervision process.

## Conclusion

The result of the study reveals that no significant difference in the school head's role was found in monitoring and supervision as perceived by the teachers. The result of the study is consistent with Khan et al. (2014). They found that overall management of the school is administered by school heads. He or she is in charge of managing the entire curriculum and is ultimately accountable for the accomplishment, competence, and success of all extracurricular activities, including the peer counseling program. The secondary school heads' supervision plays a vital role by planning and developing the counseling program based on the needs of the students. Same result was found by Kolawole (2012). He explored school head has the responsibility to develop reforms regarding supervisor and monitoring the curricular and extra-curricular activities. For this purpose, school heads must delegate his supervisory role to lower level and overall monitor the supervisory mechanism at school.

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