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Crafting leaders for educational change: Head teacher's perspectives

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Crafting Leaders for Educational Change: Head Teacher's Perspectives about A Tailor Made Professional Development Programme

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Abstract

This research reports a study conducted in Gilgit-Baltistan of Pakistan. The purpose of the study is to explore the CELM experiences of a government school head teacher. A qualitative case study method was used to investigate the subject matter. The participant was selected on the basis of pre-determined criteria that s/he has participated in the whole intervention programme, and completed all the mandatory tasks assigned during the whole intervention period. The findings of the study showed that CELM intervention has been instrumental in bringing about a significant effect on the professional approaches of the head teacher. On one hand he has enriched his professional attitude while on the other hand he is more sensitized towards students' developmental needs and school development activities. He has initiated various programmes related to community participation, team building and encouraging teachers. Apart from his personal professional growth by acquiring various skills, he has brought about visible changes in school premises. They include initiation of portfolios, creation of learning environment in the classrooms to maximize students' participation and introduction of new assessment procedures. Since the role of head teacher is directly associated with all the stakeholders of a school community, and success of any initiation depends upon active involvement of head teacher, therefore the study recommends that this aspect must be given extra attention to further strengthen the timely needed capabilities of head teachers. This ultimately can feat students' performance through developed head teacher's approaches for effective involvement of all the stakeholders in school improvement matters.

Keywords: *Leadership, Professional discourses, Instructional leadership, Improvement measures, Descriptive data.*

Introduction

It has often been a common practice in schools that head teachers have to wear more dresses at a time than other members of the school. At the same time, the role demands the cap of manager and administrator, instructional leader, pedagogical leader, curriculum leader and coach at different times in a day (Day, 2004). The position demands a balancing act to respond to these changing roles. Many times, due to focus on one important task creates opportunities for other teachers to perform other leadership roles. This ultimately affects the teaching and learning approaches of teachers. Being the occupant of most important position in the school, it is essential for the head teacher to sustain a flexible attitude towards all

academic and non-academic tasks for school improvement.

The head teacher's varied leading role in school improvement has been widely recognized. Indicating towards these obligatory roles, Smith (2008) describes that:

> Effective school leaders, who serve as successful change facilitators, cannot afford to be just managers, or to look for silver bullet solutions. They must resist modeling themselves after figures, real or imagined who may temporarily provide dynamic, exiting, and even inspirational leadership. Today, school leadership is more demanding and dynamic. It requires a principal with a different profile. (p.242)

The question arises that how a head teacher could perform his/her role quite effectively despite being surrounded by so many challenging tasks. My simplest response would be that those head teachers deal effectively who are sound in their professional aptitude.

To develop such aptitudes among the head teachers, different initiatives have been undertaken in Pakistan by the financial support of the public sector, international donor agencies and other Non-Government Organizations (NGOs) working in this field. Their main objective in bringing about these initiatives is to bring improvements in the school through improving the quality of education within the schools. To accomplish such goals, Professional Development Centre North (PDCN) along with the public education sector, located in Gilgit-Baltistan is one of the organizations working in this field. This institution aims to provide professional support to schools by focusing on six major components including quality of teaching and learning; leadership, management and administration; community participation; curriculum and staff development; building, accommodation and resources; and social and moral development of students and health education.To achieve successes in these major areas, other supporting functions include management training of school heads and middle and senior level educational managers, curriculum development and research(Kanji & Ali, 2006).In this connection, and in an effort to improve both government and private schools, PDCN is paying special attention to professional development of head teachers working in both government and private schools in Gilgit-Baltistan. It places great emphasis on the professional training of head teachers and teachers. It underscores the need for building close working relationship with head teachers. In this regard it has created provisions and contexts to engage head teachers of the project schools in the work of school improvement. One of the leading tailor-made programmes is CELM which emphasizes on building the professional competencies of head teachers through multiple activities. Apart from center-based face to face sessions covering leadership and management, school development plan, monitoring and evaluation, and professional discourses, the head teachers are encouraged to execute their learning into their contexts through action research. To accomplish the assigned task more meaningfully, the head teachers are also provided on the spot support through visiting to respective schools by faculty members. Since its initiation, more than hundred head teachers have participated from various contexts of Gilgit-Baltistan. To assess the impact of this programme and to know about the feelings of the head teachers, no such research studies have been carried out so far. To address this important aspect, this study aimed at exploring the role of such external mandatory programme in developing the professional capacities of one of the project school's head teacher who have participated in the programme.

Purpose and Research Question

The purpose of the study is to explore the experiences of a project school head teacher who has participated in the CELM intervention. The following main and subsidiary questions guided the study:

"What are the learning experiences of the head teacher who has participated in the whole cycle of CELM intervention?"

Subsidiary Questions
1. What do the head teachers believe about the ways and the extent to which CELM has influenced their perceptions and approaches towards school improvement?
2. What challenges do the head teachers generally face in bringing improvement in school and how CELM remained effective to overcome those challenges?

Literature Review

Literature reveals different perspectives of research studies about the role and practices of head teachers in the context of school improvement. Research studies undertaken in both Pakistan and other countries establish a relationship between school leadership and school improvement. Various studies (Morse, 2001; Hoban, 2002; Harris & Chrispeels, 2006) highlight holistic approach of head teachers for school improvement, where, to increase students' outcomes, effective head teachers use instructional leadership approaches to analyze students' data, and determining appropriate staff development activities. Sergiovanni and Starrat (1998) also emphasize that an instructional principal is a significant factor in developing, improving and promoting teachers' and students' progress. Here Mendez-Morse (1991) points that if some students are unable to read and write, the principal as the instructional leader should take steps to alleviate the problem by supporting teachers' instructional methods, allocating resources and materials, visiting classrooms frequently, providing feedback on instructional methods and techniques and using data to focus attention on improving the curriculum and instruction. Research studies conducted by Viviane, Claire and Kenneth (2008) also verified that the average effect of instructional leadership on student outcomes was three to four times than that of transformational leadership.

Regarding professional traits (Phyllis & Marsha, 2004; Leithwood &Jantzi, 2006) argue that principals as professional development leaders are in the best position to provide teachers with the professional development strategies needed to improve skills and raise student achievement. And, the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. Rizvi & Elliott (2007) also found that teachers felt more capable about performing different tasks when they have relevant professional knowledge as compared to the teachers who are untrained.

Several other studies (Sergiovanni, 1998; Muijs & Reynolds, 2005) indicate another important dimension of the head teacher's role in terms of pedagogical perspectives and comment that pedagogical leadership of the head teacher is the one which develops capital by helping schools become caring, focused and inquiring communities within which teachers work together as members of communities of practice.

Unlike above mentioned studies that associate major responsibilities with teachers for students' outcomes, Rutherford (1984) presented a broad picture for school heads which led to success. He depicts that those principals who have clear goals for their schools provide active, visible leadership in pursuit of those goals, and closely monitor the schools' progress in accomplishing the expected improvement. Likewise, Stewart and Prebble (1993) explicitly describe principals' roles as:

> In a very real sense the principal personifies the school, its culture and its mission… at the head of the institution, showing the way, leading by example, and extremely visible. Staying with the analogy, the principal is an important figurehead for staff and students of the school, and in a unique position to demonstrate and reinforce the core values of the school culture.(p.191)

Mangin (2007) also discusses that the principal's role as a leader, manager, and change agent is very vital. Principals are responsible for working with the entire spectrum of stakeholders; from students to school board members, parents to policy makers, teachers to local business owners, and support staff to union officials.

It is very difficult to declare that all the change initiatives remain successful. It is the school head again who possesses responsibilities to devise actions for the failure programmes. Indicating towards head teacher's role, Hargreaves and Hopkins (1991) say:
> The most difficult task for the head is to accept that he or she must take some responsibility for the failure rather than blaming everybody else, cannot take all the blame because that becomes self-destructive and has the power to help everyone involved to interpret the failure as a positive learning experience. (p.103)

As a solution to what Hargreaves and Hopkins have pointed out, Davis, Darling-Hammond, LaPointe and Meyerson (2005) express that:
> Teachers are the front lines of learning but principals at the school level are uniquely positioned to provide a climate of high expectations, a clear vision for better teaching and learning, and the means of everyone in the system adults, and children to realize that vision. (p.2)

Similarly, various experts also recommended that success of change initiatives mainly rely on school head teachers and their effective leadership approaches. Such kinds of approaches are highly appreciated by parents; they become motivated and play their part for school improvement. In contrast, when the principal roles are focused on managing school

functions, then parents may perceive such principal as impeding construction of active parental roles, not feeling an efficacious instrument in their children's learning, or not perceiving active invitations to involvement (Griffit, 2001; Jeremy, 1998).

Various other studies (Mitchell &Sakney, 2000; Lovely &Buffum, 2007; McDermott, 2008) also pointed out that leadership is an important catalyst for building students' awareness that their views are important to staff in the school and that they can have an influence on what happens to students in the school.

Contrary to the developed world which mainly theorizes the head teachers' role in broader perspectives, research studies taken in developing world including Pakistan present somehow different pictures of a head teacher's role in school improvement. Memon (2003) for example, accepts the important role of school head teacher to bring improvement but he submits that in the Pakistani context, principals possess very limited role in the school. They mainly interact with students to resolve conflicts and maintain students' fee record. In the public school system which is the mass education provider in Pakistan, the situation is very critical. According to Khaki (2005),…the public school systems in the developing nations allow heads little room for leadership enforcing more managerial approach (p.69). These limited roles in the public system schools are due to the lack of professional capacities of head teachers and they are severely limited by the rules of the system which encourages top down approach (Memon, 1998).

Another difficulty in the public educational system is that, "head teachers are recruited and promoted on the basis of their teaching rather than their leadership and management experience or qualification. Hence, most schools are functioning without qualified and trained head teachers" (Memon & Bana, 2005, p.163).

Contrary to public system, there seems a difference in head teachers' roles in private sector. Referring to these system schools, Memon (2000) articulates that some head teachers serve as educational leaders by providing academic leadership in their schools, especially in the private sector. Similarly, presenting a comparative scenario between public and private educational systems in Pakistan, Memon, Nazirali, Simkinsand Garrett (2000) also depict that:

> In public schools, the head teachers seem to be less proactive and more interested in maintaining the status quo because of the influence of the "top bottom management model". They have limited choices and many constraints because of the influence of the bureaucratic system. Their counterparts in non-government schools seem to be more proactive in making the best use of available choices and in maintaining equilibrium between the role demands, choices and constraints. (p.52)

Reflecting on various literature perspectives form the literature that emphasize head teachers important roles in school improvement and our contextual realities helped me to think through the possibility of improving the quality of education in Pakistan. The question is what type of initiatives are brought about to deal with these critical situations, particularly

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the public sector which is the major source of education in Pakistan. Pointing towards possible solutions Farooq (1993) suggests development of secondary resources in the form of teachers as future leaders by giving the opportunities for training and professional development. Kanwar (2000) recommends that "principals need to be aware of the latest approaches in school leadership" (p.101). They need to develop visionary approaches by modifying attitudinal changes.

To address the aforesaid recommendations required for the head teachers, CELM has been designed to facilitate the head teachers in bringing about improvement measures within their schools through their improved professional skills. So, the purpose of the study is to explore the learning experiences of the head teacher after participating in the whole cycle of CELM programme.

Methodology

Research Design

As the purpose of my study is to explore the post CELM experiences of a head teacher who has participated in the whole cycle of the intervention, therefore to study about successful learning stories, case study method is more applicable to get the required data. I particularly used the case study method because it allows the researcher to use different tools such as interviews, observations, document analysis etc. Creswell (1998) demonstrates that, "Case study provides the researcher with an opportunity to involve multiple sources of information which are rich in context" (p.61).To get in-depth data I used semi-structured interviewsas "an interview is used to gather descriptive data in the subject's own words so that the researcher can develop insight on how subjects interpret some piece of work" (Bogdan&Biklen, 1992, p.96). By using interview method, I asked open ended questions to go deeper and deeper for elaboration and clarification. According to Maykut and Morehouse (1994), " by probing an interviewee's responses, we are likely to add to the richness of the data, and end up with better understanding of the phenomenon we are studying" (p.95). The whole learning experiences shared by the participant during interview was tape recorded. Additionally, Itook running notes during each interview session and after the interview reviewed the whole conversation. This processed helpedme to make clarifications regarding questions asked and to prepare further probing questions on a need basis. To get participants' responses, I used a loosely structured interview guide to facilitate our conversation.

Data Analysis

Glesne (1998) stresses that data analysis should be done simultaneously with data collection process which enables the researcher to focus and shape the study as it proceeds. In line with these thoughts, data analysis in my study continued throughout the data collection process. Moreover, during collection of data, this process was carried out in an organized

way. For instance, I read the data several times and make summaries. Then, I carried out another level of data analysis. For example, I identified key ideas and grouped them in similar categories. I further analyzed these categories to classify key themes. The recurring themes are interpreted into research findings.

Context and Selection of Participant

A middle school head teacher from one of the remotest areas of Gilgit-Baltistan was selected as the research participant. To get comprehensive and appropriate data, the research participant was purposefully selected (Patton, 1990) by considering the following criteria:

- School head teacher has participated in whole cycle of CELM (six month programme);
- The selected school head teachers must have successfully completed the assigned task as part of their learning into practice;
- S/he has shown willingness and volunteer to participate in the study and interested in sharing their experiences.

Ethical Considerations

        My research involved human subjects therefore I carried out the study within the ethical framework laid by Aga Khan University- Institute for Educational Development (AKU-IED). I tried to abide by all the ethical principles applicable to my situation. To stress on the importance of research ethics, Vazir (2004) recommends that researchers must pay attention to the ethical principles as the term research ethics indicates a moral relationship between the researcher and the participants. Therefore, during the whole process of data collection, I considered the following measures to ensure my adherence to research ethics:

- Selected research participant through informing about the nature, purpose and process of the study;
- Ensured participant about confidentiality and anonymity of his real name and his school's names by using pseudonyms;
- Valued participant's rights (discussed that he has the right to withdraw from the study at any stage if he wanted to do so);
- Respected personal values by concentrating only on focus of the study;
- Maintained social courtesy by showing friendly behaviour and discussed with him like a colleague.

Data Analysis and Findings

        Consistent with research referred to above, head teacher's interviewed data in the study left little doubt that his role was perceived to be a demanding one. The shared data provided a comprehensive sign of the hours worked and informed that he has realized his important role in bringing improvement in the school.

The whole data shared by the Noor[1] depicted that CELM intervention remained highly effective in building up his professional capabilities. Based on the learning experiences shared by the participant, it is suggested that the intervention have produced lasting effects on the professional aptitudes of the head teacher. The major themes emerged by Noor's shared views are discussed under following sections:

Attitudinal Change

The attitudinal changed remained quite prevalent theme while analyzing the whole data shared by the head teacher. The data revealed that CELM programme remained quite instrumental in modifying his previous practices as a head teacher. Presenting his views about present aptitude, Shahnoor commented:

> Before the CELM programme, I did not possess appropriate information. I was performing my tasks as traditional ways considering myself the whole authority. I was using authoritative approach. I realized that this is not an individual task rather a collective effort. I made the teams among the teachers and divided the workload. I assigned group leaders among various groups and talked with the group leaders if needed. Through this I saved the time and performed the tasks quite effectively.

It is important to note that the programme also motivated the head teacher in applying participatory approach to execute different tasks. This term was very new for Shahnoor and quite appropriate to deal with the school matters. He shared that:

> I kept in mind that I have to choose the best teacher for any specific job. I encouraged the teachers to participate in the activities with their willingness. I gave the free hand to join various committees by their own motivation and choice. For example, I set many committees for different events, e.g. sports, refreshment, science, Bazm-i-Adab etc. and asked the teachers to join any committee by their own willingness. The teachers did the same and joined by their own interest. The impact is that the performance remained quite marvelous.

The discussion with the head teacher depicted that due to changing attitude towards his tasks, a shift in the attitudinal change was also observed among the teachers as well. They are eager to accept the given tasks and do their best to perform it appropriately. Responding to a question that how he feels about the teacher's role after his participation in the CELM programme, he commented:

> It is the outcome of the CELM programme that teachers also feel a change in their attitude, and they share quite frankly. Now, unlike previous practices, they are cooperative, listen to me carefully and show interest for the given tasks. Before my participation in the CELM programme, me and my teachers were totally ignorant.

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[1] Pseudonym used against real name of research participant

CELM gave us an attitude to see ahead. It showed us a new world and we are happy to move with it.

Improved Leadership and Management Skills

The main focus of the programme was leadership and management. A huge amount of time and resources were utilized to develop the head teachers' leadership and management skills. The data showed that the head teacher has been convinced towards such important aspect needed for being the leading professional in the school. Before the CELM programme, the head teacher possess very little knowledge about various aspects of leadership. Indicating towards such leadership approaches, Shahnoor narrated:

During the whole cycle of CELM, the main focus was given on leadership and management. Through various face to face sessions, I learnt about type of leadership and management. It helped me how make the school function effectively. What should be my management approach to lead the teaching staff and motivate the children towards learning. For that I learnt about various types of leadership and management.

A shift in emphasis was noted away from engaging with children and teachers and towards a more significant focus on providing leadership opportunities for teachers and students. Findings reflected the fact that head teachers in remote public schools particularly, where potential for delegation is often highly restricted, has been removed and the head teacher feels immense pleasure to assign leadership role. Shahnoor explicitly pointed out:

We were given the task to do action research in our schools. I focused on improving students' questioning skills. I encouraged students to ask questions through 11 activities. During these activities I asked the students to come up with their own voices and express them in front of the whole classmates. For that I asked the students to go to village and interview the renowned person and get information about the village history. In my village there are many ancient tombs belonging to various sects. To get the historical perspectives, I made three to four groups to collect the information and allowed Students to share in the class. Students performed it well; they collected information and shared with whole class. This activity not improved their leadership skills.

The following remarks illustrate how CELM provides the head teacher with a strong point ofcomparison with previous experience, particularly his lack of understanding aboutthe various leadership connotations and his ignorance about their various leadership approaches:

Before joining the CELM programme, I was just listening about the same programme but I could not get any opportunity to participate. I requested my department and they send me to attend this course. Before the programme I performed my services for many years but I feel I get nothing in that huge period. This course gave me so many learning opportunities particularly in leadership, management and various aspects of leadership. I learnt how I can build relationships with my juniors as teachers.

Improved Research Aptitudes

Data showed that CELM programme has been helpful in building the research capacities of head teacher considerably. As a mandatory assessment procedure, the nature of the course offers head teachers to do action research in their respective schools by identifying the needs of the school through reconnaissance process. Therefore to accomplish the task, the CELM participants do this activity and perform action research in their schools. Various interviews illustrated ways in which the programme was impacting on head teacher's professional capacities by enabling him to regain his focus on research skills. Shahnoor shared his research experiences as:

> Before the CELM programme, I do not know how to write a research proposal. During the CELM sessions we were given detailed explanations about the research method particularly the action research. To design a proposal I consulted many books from library and internet. By searching these various sources, I improved my knowledge in the research field. For example, I improved my questioning skills and get benefits from research notes as well. Now I am motivated towards this new field and if I get even very little information in my school, I try to reflect and find meaning out of it.

A key element for bringing improvement in school was seen research action activity. Through this task, the head teacher was able to improve students' confidence in asking questions which was a difficult task for the head teacher before joining this CELM programme.Head teacher responded:

> During my action research when I involved the students in various activities to ask questions, it improved their questioning and communication skills. To further improving questioning skills, I asked the students to get information through teachers as well. Whenever they feel difficulty they ask the teachers different probing questions even in break times. Now, the teachers were saying that after participation in the CELM programme what you have taught to students that they did not leave us without asking questions.

Reflection, one of the key components in CELM has shown profound effect on head teachers' professional skills. Numerous responses revealed that being a reflective practitioner; Shahnoor was able to bring modifications in school-based improvement tasks. Indicating towards the role of reflection in action research, the Principal commented:

> For me the key to CELM is reflection and making meaning out of it. I improved my reflective practice through action research. It really convinced and i have continued to write reflections after my action research based task. I consider reflection as more meaningful than even teaching.

Appropriate Execution of tasks

Interviews illustrated ways in which the CELM programme impacted the head teacher in execution of various school improvement tasks by enabling him to regain his focus on educational leadership and improving perceptions of his own efficacy. First, by developing SDP and providing opportunities for delegation, CELM was reducing head teacher workload, i.e. in finance, preparing pupil data etc. Second, CELM remained effective in alleviating concerns about making mistakes in important but technically complex areas where head teacher confidence was sometimes lacking. i.e. in managing students and teachers' conflicts, timely celebrations of various national and international events etc. Third, the participation in the CELM programme was enabling a better sense of direction and control through expertise in areas such as long term planning for school improvement activities. Finally, exposure to CELM was providing psychological support through being someone with whom the head teacher could discuss the non-educational aspects of school leadership through close relations with teachers.

A key element of success in any school is seen through the ability to develop and maintain a good match between the knowledge, skills and experience needed to achieve desired educational goals and those possessed by the staff. Activities in the area of Human Resource Management (HRM), such as recruitment, induction, succession planning, dealing with sickness absence and professional development, are therefore essential but do not always receive the attention they deserve in schools. Mentioning about the change in the absenteeism of teachers, Shahnoor commented:

> Before joining the CELM programme, I was applying traditional approaches to control teachers' absenteeism. For that there was an explanation system. This was a kind of punishment for the teachers and they were accepting it as an embarrassment. I arranged the meetings with the teachers and motivated them towards their important profession. This improved the self-esteem of teachers and now they changed their approach and perform their roles with their full cooperation and sense of responsibility.

Mentoring of Teachers

Principal's professional leadership in the school enhanced collaboration in both direct and indirect ways. Shahnoor was committed to collaborative instructional planning in teams and to whole-school development, in which the entire faculty worked together on common goals and programs. For that, the principal helped to build and sustain a strong professional community at school by allowing teachers to contribute to significant decisions about theoperation of the school. One of the important aspects for teachers' professional development is the mentoring of teachers. On many occasions, Shahnoor regarded the role of mentoring as powerful tool for improving teachers' professional skills.

He narrated:

I possess very little idea about mentoring before participating in CELM programme. I was not practicing this approach as I possess very limited information about how to mentor the teachers. CELM informed me that mentoring is very essential for teachers' growth and it removed my perception that boss is always right. Through CELM, I came to know that this activity needs a strong relationship with the teachers and in planned way. For that, I arranged workshops for teachers in alternate weeks too and they also realized its importance. They cooperated with me and we investigated certain areas where we felt supporting to each other. For example, the MAP concept in social studies was difficult for teachers and through mentoring I was able to overcome this conceptual gap.

Apart from mentoring approach, Shahnoor encouraged other professional development initiatives at school by linking his external exposure and creating internalstructures and conditions that supported teacher development. He arranged various professional sessions and implementation checks, provided opportunities for the teachers to share their knowledge and allocated time for meetings with different committees and team leaders. He ensured that professional development at theschool addressed teachers' knowledge, skills, and dispositions; professionalcommunity; and program coherence.

Monitoring and Evaluation

One of the important themes focused in CELM programme is the monitoring and evaluation. The head teachers are familiarized with modern approaches to fulfill monitoring and evaluation of the improvement oriented tasks effectively. For that they design monitoring framework for their schools. The responses shared by Shahnoor were clearly inviting that this programme has been very instrumental for him to achieve successful outcomes of the improvement-oriented initiatives within the school. He expressed:

In my school, there was not any mechanism for monitoring and evaluation of the activities. We were not doing anything in written form, i.e. there wasn't any documentation system. Now after my learning at CELM programme, I asked all the teachers to keep all the data in documentation form. For example, for cleanliness of the school, there wasn't any proper system; now all the classes have made their own schedule and rules. Similarly for resource development, we have made certain rules and following it strictly. For smooth execution of these planned activities, I monitor all the activities and based on my observations I advise for the teachers to do necessary amendments.

Discussion and Conclusions

The findings presented above indicate ways that the professional learning during the CELM programme was seen by participants as a means of developing and supporting his professional role. His demonstration indicates that CELM learning matches closely those

content areas where research reported earlier in this paper indicates various qualities needed for the head teachers for better execution of their professional responsibilities.

These findings gained through this research study are consistent with other research(e.g., Bryk et al., 1993; Smylie& Hart, 1999; Useem et al., 1997), indicatingthat principals can enhance capacity by promoting trust among teachers andbetween teachers and themselves, building shared commitment to schoolgoals, and creating structures for teachers to collaborate and reflect on theirpractice. In response to Shahnoor's discussion, my analysis also suggests that, under strong principal leadership, both externally providedapproaches to professional development, such as CELM, and moreteacher-driven approaches can be used to address capacity building concerns within schools.

This analysis has implications for principals' efforts to use professionaldevelopment to build school capacity as well as future research on the relationshipamong principal leadership, school organizational conditions, and student achievement.

A second implication of this research concern transitions in school leadership, the improvement-driven head teachers must be acquainted of shared norms and valuesamong their faculties before they try to initiate new practices in curriculum, instruction, or school organization. The study indicated that success of various initiatives were achieved when the head teacher delegated tasks for teachers, enhance their self-esteem, applied participatory approach and assigned the tasks to teachers after their willingness to participate in different activities.

A third implication is that professional development for the head teachers can potentially help them understand the main elements of school capacity andhow teacher professional development can enhance, neglect, or even diminishaspects of capacity. In my research, I found that head teacher's participation in the CELM programme addressed elements of capacity building measures within the school. For example, Shahnoor facilitated whole-staff in which heworkedwith teachers to examine the success of improvement-based initiatives and considered instructional strategiesthat might reinforce accomplishment of tasks. Several studies (Goldring& Pasternak, 1994; Heck et al., 1990; Leithwood, 1994; Silins, 1994) have also found that head teachers can affect achievement indirectly by establishing amission or set of goals andbuilding schoolwide commitment to them.

Conclusions

Though numerous hitches to impact exist, the findings of this study support the notion that, where the local context is favorable, CELM programme can offer a means of impacting positively on self-perceptions of confidence, job satisfaction and effectiveness among the staff within the schools. Through reducing workload, empowering focus and acting as a mentor, the tailor-made CELM course was enabling the head teachers in the study to re-establish a fuller commitment to the educational leader role that had attracted them to the job initially.

Likewise, head teachers have the power inside the school, authority, and position to impact the climate of the school, but they are engulfed with lack of advice toimprove. If head teachers are highly skilled, they can develop feelings of trust, open communications, collegiality, and promoteeffectiveness in their schools. If head teachers are blind to critical information about their schools, then they could make specious decisions. In the complex and dynamicenvironment of schools, all head teachers need to understand effective leadership behaviors and teachers' perceptions of theirbehaviors. They must know and understand how to provide the foundation for creating an atmosphere conducive tochange. Moreover, they must be able to correctly envision the needs of their teachers, empower them to share the vision, andenable them to create an effective school climate.

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