

# Role of Management in Teaching Practices: Private Schools of District Central Karachi

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## Abstract

The situation of public schools in rural and urban areas is not much good, that's why parents are giving preference to private schools for their children's education. This study focused on the role of school management team in improving teaching practices. Apart from the reviewed literature, an empirical investigation based on a quantitative research was used to collect data from 100 private schools of district Central Karachi. The results of the study revealed that the role of school management for enhance quality teaching practice in private secondary schools of central district Karachi. From this perspective, work climate plays vital role in teacher performance. Furthermore, it is very necessary to value the teaching learning process by helping teachers regard teaching matters. Providing job related resources and facilities are the responsibility of school management. Positive relationship among teaching staff and management staff plays important role in teaching learning process.

**Keywords:** class management, private schools, teaching practices, teaching staff

**JEL Classification:** I0, I2

## INTRODUCTION

The situation of public schools in rural and urban areas is not much good, that's why parents are giving preference to private schools for their children's education. The poverty ratio in rural areas is more than urban areas, that's why parents of rural areas cannot afford private education for the children, as well we see that majority parents of urban areas prefer private school for their children's education. In comparison with other countries, private basic education in Pakistan enrolls more students than in most other countries. The first stage of formal education is school, which is first place where children's growth in all developmental areas systemically starts. Formal education is a systematic and organized model (Badenhorst, Calitz & Van Schalkwyk, 1995). School have vital role in personality development of a child. The main area of school activity is a teaching learning process, where students learn in systematic way (Guyette, 1983). Classroom is a place where a teacher and student create an environment for positive learning (Wilson & Younger, 2012).

To obtain the desire result it is necessary that schools must have the strategic plan to increase quality of teaching. Staff development policy and plan is basic element for enhancing teaching practices. Professionally qualified teachers play vital in teaching learning process. A professionally qualified teacher with awareness of different teaching methods, approaches and child psychology can give more productive result. Therefore it is necessary to analyze the real situation of

private schools, specially the role of management for teaching practices. Basically the school leadership and management is the key source of inspiration, whole school activities depends on school leadership and management (Glasow, 2005). The object of the study is to analyze the role of school management for enhance quality teaching practice in private secondary schools of central district Karachi. To achieve the stated objective, the study will answer the following questions:

- What is the role of school management to improve teaching quality?
- What is the impact of school management approaches on quality teaching practices?
- How work climate effect on quality of teaching?
- How physical resources and other facilities impact on teaching practices?
- What is the impact of effective management system for enhancing quality teaching practices?
- What is the approach of school management toward staff development?
- How reward and recognition impact on quality teaching?
- What kind of steps school management takes to improve quality teaching practices?

## LITERATURE REVIEW

A school is a multipart institution characterized by uncertainty as a result of the insecure nature and outcome of its task (Gable, 1994). Uncertainty, instability, distinctiveness, conflict to values and the lack of a single technology or teaching method are

characteristic of the context of the organization with in which school management 's function. It is demanded from school management that should be aware about school characteristics and must be well equipped to fulfill their duties and to ensure that teaching-learning process can take place effectively (Leithwood & Riehl, 2003). In this regard the school management must be capable to understand and interpret the different practices and duties of the school to run school effectively and to make effective teaching learning environment (Lewin, Lippitt, & White, 1939). School management is always suffering the significant changes. In traditional practices school principal usually monitor the teachers and supervise daily routine school matters. Mendels (2012) stated that the Principal teacher was just an instructor who was responsible for some administrative activities to grow-up the school. In effective schools school management oversee the educational programs, establishing trust, promoting teacher learning, and help teachers for reforming education. School management set the goals and plans to achieve these goals with targeted time. School management has unique leadership position to create and shape a positive school climate in which professional responsibilities are accepted and shared among the staff. School leadership starts their work with the development of school vision. School management helps the all stakeholders to spell out the vision and get all stockholders on board (Mendels, 2012).

### **Leadership Styles**

Lewin, Lippitt, and White (1939) described three leadership styles in the need to make decisions; the autocratic, the democratic and the laissez-faire. According to them autocratic leaders make decisions lonely. They do not take suggestion from others, nor involve other in decision making process. They believe that they are accurate that's why they make decisions by themselves and impose it and expect obedience. Second style of leadership is democratic. This type of leaders take an active role in the decision making process but they involve others, consult and make decisions with the trust of their fellows. Although the term "democratic" they do not necessarily put decisions to the vote, they use their legislative powers and authorities as well, but the special think is that they involve their team in decision making process. Beside this they also make themselves responsible to see that decisions achieve the desired result. Laissez-faire style of leaders they don't involve in decisions making process directly, they have very little involvement in this

process. They leave the decisions on their followers or sub-ordinates. This type of leadership will be successful when the followers or sub-ordinates are visionary, capable, competent and motivated.

### **Leaders' Effectiveness**

Leadership is a very important skill for any leading managerial or administrative post. Now a day's policy makers also taking interest to improve leadership skills especially make strong instructional leaders. (Shelton & Saltsman 2011) stated that the role of school leaders is gradually converting from building manager to instructional leader. Effective leaders create vision, develop and support teachers and school staff and also create a teaching learning environment in school. Effective leaders believe on democratic style of leaders, for the enhancing instructional leadership skills and capacity among school staff they share the responsibilities and leadership roles. Mendels (2012) described that the educators and policymakers are agreed that the nature of principal's job has been changed as compare to past, to sit on chair and administrate daily matter of school, but to become an instructional leader, formation of school vision, facilitate the teacher in teaching learning process, enhance their teaching skills, the effective principal is a guide and instructor. He stated that the instructional leader must understand that the teaching strategies and instructional practices are the basic element for student's achievement. Many studies proofed that the leadership effects on students' learning and achievement.

### **Principals as Leaders**

Leadership is a quality. Leaders are known by their thoughts and work. Leithwood & Riehl (2003) identified two common characteristics of leadership:

- providing direction
- involving a process of influence

On the base of these two characteristics they believe that leaders mobilize and work with others to coherent and achieve mutual intents. The role of school principal is going change day by day. Mendels (2012) stated that in 1800s first time the word "Principal" used. The principal assumed a person who does some administrative work along with teaching. He said that now a day's principal's job become more challenging. The school principal is responsible for all school activities and turning around of school. Beside this effective school principals are those who provide feedback to guide teachers, that's why they changed

their position as “instructional leaders”. The Wallace foundation issued a report on school leadership (Peppler, 2013). According to report the need of public from school principals have been changed. The role of principals is not limited to building matters, working according to rules and policies, but the position of principal require more then it. They must become leaders of learning who can establish a team of effective instructors.

### **Cultivating Leadership Skills in Others**

Mendels (2012) determined that effective school leaders know they cannot continue their journey and reach destiny alone. Therefore they use their skills in capacity building of staff, they encourage their staff for leadership role and taking responsibilities. The researchers of Minnesota/Toronto found that the better students’ performance is associated with effective leadership, it can be principal of school, teacher, other supportive staff etc. They found that the higher-achieving schools providing opportunities to all stakeholders with greater influence on decisions. They reported that high performing leadership perceives that two or more hand better than one. Students’ performance on school level can be increased on daily or several bases. When the school leader is ready for delegation of responsibilities to teachers and other staff, encouraging and empowering the staff, sharing clear vision and objective, pre define expectations, facilitating and welcoming all ideas the school performance must be increased. Quality of instruction in main and core area is in the eye of effective school leaders (Mendel 2012). Wallace foundation also emphasize on research-based strategies to get better result in teaching-learning process. The supervision and a well-planned curriculum is the key working area for effective school leaders. Mendel (2012) stated that the usually school principals spend their time in classroom observation to evaluate the instructional process, they make close observations on what was taught and what not, what work done and what not, and finally they discuss these points with teachers for instructional improvement.

The high performing school principals used to classroom observations and giving feedback to teachers. And the low performing school principals didn’t have plan for classroom observation. There for they fail to provide any kind of feedback and support to teachers. The study says that for the improving instruction, effective school principals create collaborative working culture. By the observation of teachers school leaders get chance to help out the teachers as well effective leaders use these kinds of

observations for staff development (Robert & Charol, 1992). Creating a conducive environment for improving teaching learning process in essential task of school leaders as well as maximum participation of teacher and the school community in the decision making process play its role in students learning and school achievement. He believes that for improving students’ achievement two things are necessary; empowerment and leadership (Ozmusul, 2015).

### **Managing People, Data and Process**

At the time of hiring effective school leaders focus to hire well and suitable person for that position as well they know better that how to retain the high achievers. The effective school leaders know the way to give their teachers the effective feedback and support to increase their performance (Mendel 2012). Teachers don’t leave the school just because of any one reason, many one people feel that the salary in a number one reason for leaving job. Teachers do not the schools just because of one reason; the number one reason of leaving job in school is quality of administrative support. The role of a leader in developing in an organization is very important; leader can build or destroy the organization (Pierce, 1935). Effective school principals are aware about importance of data, and they know very well the best use of data, formulating useful and good questions for collaborative inquiry and evaluation among teachers and supportive feedback to students. Sound school principals also know how to perform their duties in effective way and systematically. Researchers developed several tools for assessing principal performance. The Vanderbilt researchers developed a tool for assessing school principals, they identified six key steps that are very essential for principals to carrying out their core responsibilities: Planning, Implementing, Supporting, advocating, communicating and monitoring.

### **Effective Teaching**

The concept of identifying effective teaching practices for teacher evaluation and professional development in not new at all. Pinsonneault and Kraemer (1993) characterized the list of effective teaching practices with the help of literature. Reay and Dennison, (1990) believe that the effective teaching in extremely complex job, where a teacher make about 1300-3000 decisions per day. It is testified that the positive teacher behavior is the basic reason for positive student outcomes. A large number of researchers have evaluated leadership and teacher effectiveness, where the school leadership is supportive

and devoted for improvement the school become a learning organization and teachers' effectiveness also increased. Goddard et al. (2010) conduct a research on the data of 1,600 elementary school teachers, and found the leadership has significant direct effect on teacher collaboration. The leadership style of principal directly affected the perception of teacher about the school environment supporting. Shelton, (2011) conduct a research and obtain the data from 967 teachers and 32 principal of Korean vocational high schools, and found the significant positive relationship between the leader's initiatives and the reduction in the teacher resistance to change, also the behavioral and emotional dimensions. The innovative leadership ground work and preparation brought a significant indirect effect on the teacher collaboration and satisfaction level (Townsend, T2007).

### **Teacher Development**

Professional development is a process of enhancing skills and competencies of staff for producing outstanding educational results of students. Professional development for teachers is a basic factor for improving classroom instruction and students results. Harvey, Holland, and Cummins, (2013) determined that research has proved that outstanding result in education will never take place without the practice of professional development. He believes that professional development is key factor to achieve today's educational demands. Most of teachers believe that active involvement of their supervisors in their professional development get better results in students' outcomes (Van der Westhuizen, 1991). Teacher of effective schools usually note the participation of their supervisors or principals in informal discussion on solving teaching problem, as good practice. The principals who are doing these practices have key role in school network, and they have positive impact on school community. Research has proved that teachers who contribute in professional developmental activities get healthier result in teaching and student achievement. Sarwar and Bhamani (2018) stated that the effect of professional developmental activities on student achievement are determined by teacher knowledge and classroom practice, and that professional development must be arranged in perspective of high standards, up to dated curricula, systematic monitoring and accountability and effective assessment system.

### **RESEARCH METHODOLOGY**

This study uses quantitative research method using survey to collect data. Manzoor, Asim, and Sarwar, (2019) stated that the survey research used for find out the answers of raised questions, to resolve the observed problems, to measure the needs and establish objectives as well to determine specific objective have been met or not, to set standers for future, and finally describe what is, in what volume and in what perspective. Survey is a data collection method in consistent way. Survey method is better for recording existing conditions, characteristics of a population and views of community. According to Moti, Masinde, Mugenda and Sindani, (2012) by the target population researcher need to make the result of study more generic. The population of this study was all the school heads, administrators, coordinators and teachers of district Central Karachi.

According to Wilmot (2005) sampling is the action, process, or technique of choosing an appropriate sample or representative form the population to define the characteristics of entire population. Sampling is process to select members or items from a population that generalized the result of study on the behalf of population. In this study simple random sampling was employed. Tow sample categories were comprised, 1) School Management and 2) Teachers. 30 sampled from school management team (15 principals and 15 vice principals or coordinators) and 100 from teachers. The sample school management team and teachers were taken from different schools of district Central Karachi by simple random sampling. It is very important to ensure that collected data must address the objectives of study, the appropriate data collection instruments help researcher to avoid gather irrelevant data. As this study was descriptive/ survey type, therefore a questionnaire developed as a key data collection instrument. The characteristics of questionnaire as it is low cost, free from the own words of respondents, sufficient time for respondents to answer, researcher can approach large number of respondents and a wide sample size can help in reliable results.

As data was collected by administrating the questionnaire visiting the schools, the collected data was organized in tabulation to show the frequency and percentage of responses. The frequency distribution method used to organize data to make simpler statistical analysis. As well mean score was used for data analysis, and difference of the average mean score of both sample groups was presented. The mean of a distribution is generally understood as the arithmetic average, the term grade point average is also

a mean value. It is calculated by adding all scores together and dividing by total numbers.

## RESULTS & FINDINGS

As mentioned, data was collected from hundred school management staff and hundred from school teachers. For data analysis mean score was used and difference of the average mean score of both groups was showed in the following table:

No.	CONSTRUCTS & ITEMS	Teachers	Management
		Mean	Mean
	<b>Work Climate</b>		
1	Work climate of faculty is physically well-maintained.	2.87	2.79
2	Working conditions in the faculty are continually improving.	2.87	2.84
3	Work place issues are managed appropriately.	2.63	2.8
4	The ethos in the faculty is cooperative.	2.78	2.81
	<b>Valuing the Teaching</b>		
5	Faculty management helps the teachers to make the teaching valuable.	2.92	2.83
6	Faculty management guides the teachers about innovative teaching strategies, which improve the teaching learning process.	2.76	2.7
7	Faculty management appreciates the teachers to improve the teaching quality through modern teaching strategies.	2.75	2.69
	<b>Resources and Facilities</b>		
8	Resources required for performing the job effectively are available sufficiently.	2.57	2.6
9	The quality of resources is appropriate.	2.54	2.76
10	All faculty members have access to use teaching learning resources.	2.65	2.68
	<b>Management Effectiveness</b>		
11	Faculty members are encouraged to participate in decision making process regarding institutional policies and plans for enhancing the quality teaching.	2.55	2.69
12	Faculty management has a way of evaluating staff satisfaction on a regular basis.	2.61	2.62
13	Communication is effective among the members of faculty.	2.79	2.87
14	All faculty members are treated respectfully and fairly.	2.9	2.85
	<b>Reward and Recognition</b>		
15	Faculty management acknowledges the academicians for their contribution when targets of institutional performance are achieved.	2.67	2.66
16	Adequate feedback about performance of academicians is provided.	2.63	2.6
17	Appropriate recognition and rewards are given for good performance.	2.8	2.81
18	Management of faculty is sufficiently involved in reviewing the institutional performance.	2.69	2.77
	<b>Professional Development</b>		
19	Equal opportunities of professional development for all faculty members are provided equally.	2.82	2.69
20	Professional training is necessary for faculty management for improving the performance of institution.	2.74	2.78
	<b>Average Mean Score</b>	<b>2.73</b>	<b>2.74</b>

In the light of above table it can be stated that work climate plays important role in enhancing the performance of staff. In this regard teachers were asked that work climate of faculty was physically well maintained, therefore majority of teachers (87%) agreed as strengthened with 2.87 mean score. While a large number of school management such as principals, vice principals and coordinators (80%) also agreed with this statement as a result of 2.79 mean score. It is very interesting that teachers are more satisfied with working climate than school management. Working conditions are very important for productive work climate, in this context both school management

and teachers are fully agreed that working conditions in the faculty are continually improving. 2.78 mean score (87%) was calculated from the opinion of teachers' group and 2.84 mean score (85%) from school management. In his statement teachers are seems to more satisfy from working conditions and agreed that the conditions are continually improving. As well management team also agreed on improvement of working conditions.

Work place issues are effect on quality of work climate, therefore it is very important to resolve and manage work place issues appropriately. The result of this statement from teachers group is 2.63 mean score and 2.80 mean score from management side. As result (65%) teachers feel that work place issues were managed appropriately, and the result of school management team (84%) depicted that work place issues were managed appropriately. Ethos in the staff members is very essential in creating positive work climate. As respond of both groups they believe that the ethos in the faculty is very cooperative. 2.78 mean score of teachers and 2.81 mean score of school management showed that teachers and management are agreed that ethos in the faculty is cooperative. Teaching is the key factor which makes the educational institutes well reputed. For the enhancement of institutional performance there is a need to give importance the teaching. Valuing the teaching does not only depend on teachers' efforts but without the help of school management, teachers cannot make the teaching valuable. For the viewing the worth of teaching both groups were agreed that management helps the teachers to make the teaching valuable.

Although teachers are responsible for teaching component but it is also a responsibility of management team to increase the academic worth of teachers. For analyzing the situation both groups were asked that the faculty management guides the teachers about innovative teaching strategies. This statement were accepted nearly same from both groups. The result of teacher was 2.76 mean score and management's result was calculated as 2.70 mean score. It is very important to use innovative techniques for achieving the challenges of teaching learning process. To make the teaching process innovative is not only the responsibility of teachers but without appreciation and support from management it cannot be achieved. Regarding this a large number of both groups were agreed. Teachers were agreed as result of 2.75 mean score and school management 2.69 mean score. It is the responsibility of institutional management to provide

the job relates resources and facilities for better performance. The majority of both groups were agreed that resources required for performing the job effectively are available sufficiently. Teachers scored 2.57 mean and management scored 2.60 mean. As well 66% of management team agreed on said statement and 59% teachers agreed on statement. The appropriateness of resources effects work quality. Both group of sample were asked that the quality of resources is appropriate. 80% of management team agreed on this statement, while 48% of teachers disagreed. As mean while score result of management staff was 2.76 and teachers agreed with this statements as a result of 2.54 mean score.

It is very important that all faculty members must have access to use teaching learning resources. As the statement the equal approach of all teachers towards teaching learning resources, 2.65 mean score was recorded from teachers and 2.68 mean score was from management. Both groups are agreed that faculty members have equal opportunity towards teaching learning resources. The relationship between teachers and school management play vital role. Both groups of sample were asked that faculty members are encouraged to participate in decision making process regarding institutional policies and plans for enhancing the quality teaching. Therefore mostly teachers were agreed as result of 2.55 mean score as well management's result was 2.69 mean score. Evaluating staff satisfaction is key factor for staff performance and retention. On the statement that faculty management has a way of evaluating staff satisfaction on a regular basis. Both groups of sample nearly agreed as result of 2.61 (teachers) and 2.62 (management) mean score. Communication among the faculty members plays very important role in team building. A statement was asked from both groups of sample that communication is effective among the members of faculty. A large number of teachers were of the opinion that communication was effective among the faculty members as highlighted by 2.79 mean score. as well majority of faculty management also agreed that communication was effective as supported by 2.87 mean score. Teachers respect is very important in teaching profession. Both groups were asked that all faculty members are treated respectfully and fairly. A huge number of teachers were agreed on statement by 2.90 mean score. While 2.85 mean score highlighted management was in favor if this statement. The data showed that there is mutual respect among faculty and management.

Acknowledgement of teachers on target achievement raises the teachers' performance. Both groups were asked the mentioned statement. Teachers were opined that the faculty management acknowledged teachers by result of 2.67 mean score, as well 2.66 mean score of management also highlighted that management is also agreed upon statement. Feedback about performance motivates staff for more effectiveness. Both groups of sample were asked that adequate feedback about performance of academicians is provided. Teacher agreed on this statement by 2.63 mean score, as well management supported this statement by 2.60 mean score. It is very essential that staff must be rewarded on good performance. When the both groups of sample were asked that appropriate recognition and rewards are given for good performance. Teacher agreed on statement by 2.80 mean score and management by 2.81 mean score. It showed that both groups are agreed with said statement equally. Management's involvement in reviewing the institutional performance is very necessary. Both groups of respondents were asked that management of faculty was sufficiently involved in reviewing the institutional performance. In this context 2.69 mean score of teacher highlighted that they are agreed with this statement, as well management were also agreed by 2.77 mean score. Professional development of teachers is very essential to fulfill the changing demands of society. Both groups were asked that equal opportunities of professional development for all faculty members are provided equally. Majority of both groups agreed on that statement, mean score for management was calculated 2.69 and for teachers group mean score came out 2.82.

On the need of professional training for faculty management for improving the performance of institution, majority of both groups agreed on need of professional training, mean score for management was calculated 2.78 and for teachers group mean score came out 2.74. Overall the difference of result of both groups sample was presented in graph, which highlighted the average mean score of teachers and management. Here it is concluded that school management performs its responsibility in effective way as average mean score of 2.74, as well on otherend teachers also agreed on the effectiveness of school management by 2.73 mean score.

## CONCLUSION

The overall object of the study was to analyze the role of school management for enhance quality teaching practice in private secondary schools of

central district Karachi. From this perspective, work climate plays vital role in teacher performance. Furthermore, it is very necessary to value the teaching learning process by helping teachers regard teaching matters. Providing job related resources and facilities are the responsibility of school management. Positive relationship among staff teaching and management staff plays important role in teaching learning process. Institutional performance depends on whole team, each teach member or staff is equally important for achieving better result. Professional development is essential for any institute. Professionally sound and aware staff can perform very well.

### Recommendations

- a. In the questions about work climate few staff felt that the work place issues were not managed appropriately, beside all effort school management should consider this issue seriously, because work place issues are natural fact, but it is the responsibility of school management to solve these kind of issues appropriately and take preventive actions to stop these kind issues.
- b. A large number of faculty members disagreed that job related resources and facilities are available and in good condition.
- c. Participation of faculty members in decision making process regards institutional policies and plans in very important in creating better teaching learning environment. 37% of faculty members of sample schools felt that school management discourage them to participate in decision making process. It means that teachers' voice not considered in decision making process. When the teachers feel that they are not part of whole educational system their interest and loyalty level decreased itself. Therefore it is very important to encourage faculty members to participate in decision making process regard institutional policies and plans.
- d. Feedback on performance is very important for staff. Performance could be enhanced by regular feedback. On the question of performance 34% management and 32% faculty staff were disagreed that feedback not provided to teaching staff. Both sample groups were about equally shown their concern on this statement. Without providing regular feedback to teacher, betterment couldn't take place. Feedback is very necessary in teaching learning process; management should give importance to regular feedback.

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