

Training Needs Assessment of Secondary School Head Teachers through Different Stakeholders

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Abstract

Education not only provides scientific and technical skills but also provides the motivation, justification and social support for pursuing and applying them. The head teacher is the life-line and a line-wire in any educational institution. The study concerned to know the training needs of secondary school head teachers. 200 head teachers 05 officers of education department and 30 secondary school teachers participated in the study. The training need assessment of head teachers was done through separate focused group discussions with teachers, and officers of education department and questionnaire for head teachers. It is concluded through need assessment the involvement of all stake holders is ignored in previous models of head teachers training. Generally it is experienced that contents of head teachers training are decided on higher authorities' level. Needs and priorities of teachers and head teachers are not systematically considered in training.

Keywords: Head teachers, need assessment, officer, education department

Introduction

Education is the prime agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Education not only provides scientific and technical skills but also provides the motivation, justification and social support for pursuing and applying them. Head teacher is the life-line and a line-wire in any educational institution. He / She is leader of the institution. His instrumental roles are to monitor and facilitate or accomplish assignments of the mentors. He / She are responsible for the comprehensive over-view of attendance, behavior, and assessments of their performance reports. Head teacher must have a clear-cut view and analysis of what is being performed in the institution under his/her very nose. A head teacher can view reports on the collection of any data which may serve his purpose and help out the cause of command and control which is an essential task of the head teacher.

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The successful head teachers always work permanently to improve their achievement performance by enhancing the quality of their instructions. They define, propagate and promote high expectations. A direct relation between the teacher and classroom has been found of great significance. The practical aspects of head teacher's role suggest that he/she must be well-versed and quite familiar with "technical core" of schooling which is a matter of paramount importance to improve teaching and learning qualities. Administrators who provide social support through regular performance evaluation and coaching can greatly contribute to an improved work climate and personal stress management (Cameron, 2008). It is high time to propose remedies and solutions for the deteriorating system of education and the remedies lie in the identification of new dimensions for the administrative control of high school principals. The review of the literature has provided an insight to list the following areas where the administrative interventions become necessary.

At present, the dropout rate according to (ESR 2001-05) is 49.7 % at primary level which is very high. It remained drawback of our educational system that professional development facilities in the administrative field were not provided on nationwide scale that's why the need of in-service training is still standing especially in private schools. Although many programs designed to provide in-service training of teachers through Directorate of Staff development in Punjab, but the situation still grim, because these training were not provided follow up support to the trainee. In this study follow up support training method was used and evaluated.

The need for head teachers' professional development links with the quest for school effectiveness and school improvement (Fullan, 2001). To introduce the quality education and improve the situation in high schools, without head teachers active participation we cannot bring positive change in schools. Head teachers are the agent of change. So to achieve the target and improve the performance of head teachers training was designed and implemented. There is a need to know the real needs of head teachers. So that training can be design according to their needs. The main objective of this study was to know training needs of secondary school head teachers of Faisalabad district.

Review of Related Literature

School program includes numerous activities and processes which relate directly to the means intended to achieve their goals. The head teachers are charged with the responsibility for planning, directing, controlling and evaluating these activities which include the formulation of objectives and instructional programs, provision of resources for program implementation, management and supervision of the teaching and learning process and evaluation of the program (Okumbe, 2007).

The success of training and education systems should be measured on the basis of what people actually learn from it, and they how much they are effective. Mostly

thinking and writing about training and education is concerned with institutional arrangements, the practice of teaching, curriculum theory and staff development. In Britain structures and delivery are concerned by a debate on training and education and there is very little debate about content and outcomes (Outcomes: NVQS and The Emerging Model Of Education And Training By Gilbert Jessup, 1991).

Methodology

Participants

Two hundred (200) head teachers (male and female) were selected for this study. 40% (male and female) head teachers were from rural areas and 60% (male and female) belonged to urban areas. The age range was from 21-59 years. The experience range was 05 to above 15 years. The respondents' monthly income range was calculated from Rs. 45000/- to 95000/-. All these head teachers were selected through purposive sampling technique.

1. One Chief Executive Officer (CEO) Education, 01 District Education Officer (DEO) 03 Deputy District Education Officer (DEO) who were directly involved in communication and correspondence with head teachers through purposive sampling.
2. Thirty teachers (10 male) were selected from the same schools where 30 head teachers were identified for interviews for training need assessment of head teachers. The age range was from 22 to 53 years. The experience range was Five (03) years to 30 years

Instrumentations

Four instruments were used in this study:

Focused group discussion with head teachers

The focused group discussion was arranged with head teachers to know their problems, their causes and solution. There were four questions in focused group discussion. The main themes of questions are as under: 1) different problems facing by head teachers on their workplaces, 2) causes of these problems with reference to administration, 3) how we overcome these problems and, 4) the role of school head teachers in solving the problem. The researcher organized the whole discussion. The responses of participants were recorded and noted. The total time spent on this discussion was 3 hours.

Focused group discussion with teachers

The focused group discussion was arranged with teachers to know their problems, role of head teacher and suggestions regarding improving the head teachers training so that the findings can be used to identify the head teachers training needs. The main theme of questions is as under: 1) different problems facing by teachers on

their workplaces, 2) role of their head teachers in solving their problems and, 3) suggestions to improve the head teachers training program. The researcher organized the whole discussion, The responses of participants were recorded and noted. The total time spent on this discussion was 3 hours.

Focused group discussion with officers of education department

The focused group discussion was arranged with officers of education department EDO/CEO, DEO, DDEOs to know their views about prevailing head teachers training program and also identifying the training needs of head teachers. The main theme of questions is as under

1) Nature of different problems facing from community, 2) the mechanism designed to resolve these problems raised by the community and, 3) their expectations from head teachers in resolving above problems.

Questionnaire for training need assessment of Head Teachers

A questionnaire was designed for head teachers to know the training needs of head teachers. There were eleven indicators such as communication skills, time management, problem solving / decision making, financial management, mentoring, continuous professional development, curriculum management, teacher management, human resource management, general management having 90 statements. Demographic information includes 9 parameters such as gender, designation, age (in year), employment, academic qualification, professional qualification, administrative experience, locality and income.

Data Collection

The data were collected through multiple sources. The quantitative data were questionnaire and the qualitative data were collected through interviews.

Data Analysis

Data were collected in multiple phases. The quantitative data were analyzed using relevant formulas and qualitative data were analyzed through thematic analysis.

Results and Discussion

The analysis of training need assessment of head teachers is as under:

Step I: Training Need Assessment of Head Teachers

The training need assessment of head teachers was done through;

Focused group discussion with Head teachers

Focused group discussion with teachers

Focused group discussion with officers of education department

Questionnaire for head teachers.

Focused group discussion with Head Teachers

Thirty (30) HTs (15 from urban and 15 from rural) secondary schools were involved in focused group discussion.

Q. No. 1: What are different problems you face on your workplaces?

Summary of responses: Head teachers discussed that they were facing some from parents such as the noncooperative behavior of parents. The members of school councils are not taking interest in school matters. Records and registers need more time to complete. Students are careless; they cannot take interest in their studies.” One of the female HT shared her personal experience as she was misbehaved by the parents. One of the participants said, “Students are much careless they do not take a keen interest in studies. They always find means to get rid of their studies. One of the main reasons behind this issue is poor literacy rate among parents” He added;

“Parents do not take much attention in sending their children to school. They always force them to help them in household tasks even during their study hours. Illiterate parents do not allow their girls to attend school as they think girls cannot earn or work for boys. They let them busy in household chores while the girls want to learn more and more like boys”.

One male head teacher shared his view “boys are more careless as compared to girls and feel fear to do whatever they want to. Poverty is the other issue.” One of the participants pointed out. Parents preferred their children to go for earning rather let them educate, as they only want money, not just the education. Overpopulation is also the main barrier.’ one head teacher shared “on the cooperation of staff, shortage staff political interference, low enrollment, no corporation parents, uneducated parents lack facilities, lack of students interest education department policies, the trend of private education, low performance of teachers.

One female head teacher described that “Being a head teacher is very difficult for me to achieve the UPE/USE student’s enrollment target. The people of the area are uneducated. They have no awareness about the importance of education.” Moreover she added; “*It is difficult to overcome 0% dropout and 100% attendance of students, teachers and on teaching staff”.*

One head teacher share “Shortage of class IV employees for the maintenance of the building is also a major problem; especially in the rural areas where the school area is enlarged.Lack of fund is also a dilemma for the betterment of school infrastructure because the school area is enlarged.” one senior head teacher shared that “Noncooperation of parents and society is also faced to the head teacher. The people of the area interfere in school matters without any authorization.”

Q. No. 2: What are the problems you face due to school administration?

Summary of responses

Head teachers share that they are facing financial cum school management problems in the context of student's enrollment, teacher dairy, drop out and Universal primary Education/ Universal Secondary Education targets (UPE/USE) etc. Head teachers shared their ideas that the problems faced by the head teachers cut across all categories of schools, age, and gender of the heads. The most problematic tasks for head teachers are finance and management. Moreover, they discussed *poor financial management skills, lack of school fees payment which led to insufficient funds to be used to buy teaching and learning materials and other facilities.*

One of the female head teachers shared that some schools experienced a unique problems of lack of or no support by parents for girl education due to careless behavior in the payment of school fees for girls.

The community shows hostility to the head teacher and teachers who do not come from their own communities. One male head teacher pointed that prevailing poverty among the community around the school, create inadequate enthusiasm among teachers. He added *"that favoritism and nepotism is another aspect, which helps in transfer of favorite teachers from one place to another disturbs the student's syllabus and school results. This system is also affected due to the politician's interference. Resultantly, inexperienced teachers are appointed in place of qualified and experienced ones. All this leads to poor performance of schools"*.

They shared that *"the staff is overburdened with more classes due to acute lack of teaching staff in schools. Low level of teaching and learning materials in schools has exaggerated the standard of teaching and learning. There is no professional development chance for teachers to improve their teaching skills"*.one male head teacher *shred his views" sudden leave of teaching and not teaching staff, parents behavior low attendance of students create much stress."* one head teacher shared that *"School funds are not available in time, so there are many tasks which remain incomplete. Shortage of teaching, nonteaching staff, and clerk. Security and safety issue is also major. Staff training and retention is needed once in a while Construction and repair of facilities is not properly retained.*

Q. No. 3: What do you think how these problems can be resolved?

Summary of responses

These problems can be resolved through delegation of powers to school councils, proper teacher training, develop an advocacy plan for EFA. One Secondary School head teachers shared *"These problems can be resolved by taking these steps, HT needs to call parent teacher meeting, send brochures, charts indicating awareness of*

education.” One of the Head Teachers expressed her point of view that, “an educated woman can lead a generation, keeping this in mind it’s the need of the hour to let the parents aware about the importance of education. Cash prizes, scholarships, stipends should be arranged for the outstanding students so that children may take interest in education more rather than other activities. Co-curricular activities and tours should be arranged for them. Prizes should be declared for the regular and punctual students to make 100% enrollment possible.”

One of the participants has pointed *“out free education should be announced for the outstanding students. These are the steps which should be taken immediately to solve this problem”*.one female head teacher pointed out *that these problems can be resolved if a head teacher tries to manage things properly cooperate staff through activation of the school council .”*One male head teacher shared that *“The head teacher has the influential personality to organize the meeting of the school council, requesting lady health workers to convince mothers to educate their children in a government school. The head teacher must delegate his powers among teachers while keeping in mind teachers’ capacity, interests and abilities to perform different developmental and not developmental tasks. Head teacher can send teachers to convince the parents who had enrolled their child in school but not sending him to school. Head teachers who avoid favoritism and nepotism with professional approach can solve these problems.”*

Q, No. 4: What is the role of head teachers in solving these problems?

Summary of responses

Head teacher share that *“Special training was organized regarding finical cum school management at the school level, refresher courses training was organized after every term, continuous follow-up mechanism should me frame out to over cum the all problems under the direction of higher authorities time to time.”* One Secondary School head teachers shared *“These problems can be resolved by taking these steps, HT needs to call parent teacher meeting, send brochures, charts indicating awareness of education.”*

One of the HT expressed her point of view that,*“an educated woman can lead a generation, keeping this in mind it’s the need of the hour to let the parents aware about the importance of education. Cash prizes, scholarships, and stipends should be arranged for the outstanding students so that the children may take interest in education more rather than other activities. Co-curricular activities and tours should be arranged for them. Prizes should be declared for the regular and punctual students to make 100% enrollment possible.”*

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B. Focused group discussion with Teachers

What are the main problems you are facing in school?

Summary of the responses

Teachers are facing many problems in school which interfere their daily performances. One of the participant teachers said, *“He faced misbehavior of students’ parents in regard of attendance and non-learning behavior of student during class. He further added that “non-availability of funds to maintain computer laboratory and lack of class rooms affects her performance.”* Another secondary school teacher said *“students don’t show interest in their study, they just find ways to get rid of their studies. Moreover increased strength of students in one section creates hindrance to maintain class discipline as teacher cannot pay attention to all students during class of one subject.”*

One of the Secondary teachers shared that *“Poverty and illiteracy are the major problems that hinders parents to not send their children to school which decrease student’s strength in school. UPE Survey and other activities like this desperate teachers from their teaching capabilities”.* Another teacher stated that *“lack of co-curricular activities reduces the student’s efficiency. Load shading, non-cooperative behavior of staff members, rude parents and problem for taking casual leave increase stress among teachers and interfere their professional activities”.* One of the male teachers said, *“to cope enrollment target is almost impossible as in their area all students are school going”.*

One secondary teacher pointed, *“Audio video aids in classrooms are not properly maintained according to subjects and syllabus, mantel stress of teachers by engaging non-teaching activities like survey”.* Another secondary school teacher shared that *“extra duties assigned by head teacher interfere their daily routine to disturb their teacher learning responsibilities. Fluctuation in Government policies and experimentation on syllabus are the main hurdles”.*

What is the role of head teacher in solving your problem?

Summary of the responses

Head teacher is the main pillar of school formulary. Teachers shared their views regarding solution of problems they faced during job. One of the secondary teachers said, *“Head teacher should start campaign in collaboration of school council committee via parents meeting to assure the hundred percent attendances of students”*. Another teacher shared that *“provision of professional guidance and politeness as well as assigning subjects to teacher in accordance to their professional skills, improve their performance”*. One of the secondary teachers suggested that *“head teacher should conduct training session for teachers at the end of each academic year”*. Another teacher shared *“head teacher should arrange co-curricular activities on regular basis to develop student’s interest in studies”*.

What are your suggestions to improve head teachers training program?

Summary of the responses

One Secondary teacher shared, *“Leadership is not a title or a designation. It's impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire peers. Head teachers can play crucial role in school management as a leader”*. One of secondary school teacher said *“trainings should be conducted for head teachers to improve their leadership skills, management skills as well as development of tolerance”*.

One of the other participants shared her views that *“increased managerial skills improve the school performance”*. One of the male participants said, *“Adoption of versatility in ideas and funds management during head teacher training proved head teacher as good leader”*. Another participant gave her suggestion that *“training should prepare head teachers for developing good interpersonal skills with teaching staff as well as understand their problems. One Secondary teacher shared “writing of ACRs, school based budgeting, communication skills, maintains of school record should be included in the training”*.

The above discussion indicates that there is need for training of their head teachers in following areas: school based budgeting, communication skills, maintenance of school record, school management skills and leadership skills.

C. Interview with officers of Education department

Five officers who were directly involved in correspondence with head teachers were requested to participate in interviews at this phase. The researcher structured interview technique to draw deep perceptions of the head teachers of the education department. Semi structured in-depth interviews were helpful when researcher sought detailed information regarding a person’s opinion and behaviors or wish to gain the

insights about new issues . Interviews are generally used to provide context to other data such as outcome data. It offers a complete description of what happened and why happened.

In interview respondents are allowed developing ideas and interviewer uses prompt to probe and keeps the conversation covering the broad areas. A semi-structured in-depth interview is usually one in which the interviewer has a checklist of topic areas or questions. In-depth interviews are used for a range of purposes, not least to delve into the details of respondents' activities and perceptions.

Head of education departments Chief Executive Officer, District Education Officer (DEO) Secondary, Dy. Office Superintendents considered appropriate respondents in-depth semi structured interviews because they were directly associated with Secondary School head teachers.

The letters for the invitation and seeking their willingness for participation were sent by personal visits to their respective offices. Approved consent, availability of time and location was obtained from each participant of an in-depth interview. In addition, ethical concerns were also addressed for conducting and reporting of interviews. Semi structured interviews of the head of departments were conducted within the course of one month. Interviews were recorded and write up was made immediately after completion of each interview. It is an easy way to make a composite account of the interview. Writing down key words and sentences enabled the researcher to recall major themes later, therefore it is important that researcher should write up all details as soon as possible which was not recorded earlier. The details which were writing down and recorded were processed to clarify and develop the main themes, ideas, and concepts under investigation

Following questions were shared with the respondents;

Q. No. 1: What are different problems you are facing from community?

Ans. Chief Executive Officer (CEO) Education shared “*Political pressure, Pressure of higher authorities, Noncooperative behavior of community, Noncooperative behavior from higher authority and Policies are not accurate*”

Q. No. 2; Which mechanism did you design to resolve these problem raised from the community?

Summary of responses: District Education Officer (SE) shared “*Cooperation of political figures, Convenient approach to higher authorities, Friendly environment with the community, Implementable policies*”.

Q NO.3: What are your expectations from head teachers in resolving above problems?

Summary of responses: Majority of officers shared that following are our expectations from head teachers training:

Information how to development school improvement plan, writing of ACRs, school based budgeting, communication skills with community and education department and skills to maintain school record

D. Analysis of questionnaire for Need Assessment of Head Teachers' Training

The analysis of questionnaires for head teachers regarding training need assessment is presented below;

Table 1

Cumulative analysis of Different Problems Faced by Head Teachers

Sr.#	Indicators	Mean	SD
1	Communication Skill	4.15	.483
2	Time Management	4.11	.545
3	Problem Solving / Decision Making	3.83	.701
4	Financial Management	3.44	.652
5	Mentoring (classroom observation)	3.94	.570
6	Coordination and community linkage	3.66	1.02
7	Continuous Professional Development	3.80	.805
8	Curriculum Management	3.82	.780
9	Teacher Management	4.00	.778
10	Human Resource Management	3.95	.578
11	General Management	4.14	.660

Table 1 shows that accumulative mean score and standard deviation of communication skills among head teachers included in the sample is 4.15 and .483 respectively. It shows that according to head teachers they feel problem in communicating in official matters. The table further reveals that accumulative mean score and standard deviation showing the difficulties in time management skills among head teachers included in the sample is 4.11 and .545 respectively. It shows that according to head teachers they face difficulties in performing high level of time management skills. The table demonstrates that accumulative mean score and standard deviation showing the difficulties in problem solving / decision making skills among head teachers included in the sample is 3.83 and 0.701 respectively. It shows that according to head teachers they face problems in problem solving / decision making skills.

The table shows that accumulative mean score and standard deviation to demonstrate the problems in financial management skills among head teachers included in the sample is 3.44 and .652 respectively. It shows that according to head teachers they face problems in financial management. The accumulative mean score and standard deviation to show lacking of mentoring skills among the head teachers included in the sample is 3.94 and .570 respectively. It shows that according to head teachers they face difficulties in performing mentoring skills. The accumulative mean score and standard deviation showing the problems of coordination among head teachers included in the sample is 3.66 and 1.022 respectively. It shows that according to head teachers they face difficulties in the coordination. The table reveals that accumulative mean score and standard deviation showing the problems in continuous professional development of head teachers included in the sample is 3.80 and .805 respectively. It shows that according to head teachers they face difficulties in assuring their continuous professional development.

The table reveals that accumulative mean score and standard deviation to show the lacking of curriculum management skills among the head teachers included in the sample is 3.82 and .780 respectively. It shows that according to head teachers they feel problems in performing curriculum management skills. Accumulative mean score and standard deviation to show problems in teacher managements among head teachers included in the sample is 4.00 and .778 respectively. It shows that according to head teachers they face problems in teachers' management.

Accumulative mean score and standard deviation showing the problems in human resource management among head teachers included in the sample is 3.95 and 1.022 respectively. It shows that according to head teachers they face difficulties in human resource management. The table reveals that the accumulative mean score and standard deviation showing the difficulties in general management among head teachers included in the sample is 4.14 and .660 respectively. It shows that according to head teachers they face problems in general management at schools.

Conclusion

It is also concluded through need assessment the involvement of all stake holders is ignored in previous models of head teachers training. Generally it is experienced that contents of head teachers training are decided on higher authorities' level. Needs and priorities of teachers and head teachers are not systematically considered in training. The proposed contents of training however involves all stakeholders including education officers, teachers and head teachers in need assessment process. The main conclusions are as under:

1. Parents do not take much attention in sending their children to school. They always force them to help them in household tasks even during their study hours. Illiterate parents do not allow their girls to attend school as they think

girls cannot earn or work for boys. They let them busy in household chores while the girls want to learn more and more like boys.

2. Lack of fund is also a dilemma for the betterment of school infrastructure because the school area is enlarged.” one senior head teacher shared that “Nonco-operation of parents and society is also faced to the head teacher. The people of the area interfere in school matters without any authorization.
3. Major problems of head teachers poor financial management skills, lack of school fees payment which led to insufficient funds to be used to buy teaching and learning materials and other facilities.
4. Parents negative behavior low attendance of students create much stress
5. Special training are not organized regarding financial cum school management at the school level, refresher courses training was not organized after every term, continuous follow-up mechanism is not available.
6. Extra duties assigned by head teacher interfere their daily routine to disturb their teacher learning responsibilities.
 - Main problems for head teachers are Political pressure, Pressure of higher authorities, Noncooperative behavior of community, Noncooperative behavior from higher authorities, Policies are not accurate. The major needs for training are as under: School management and record keeping
 - Financial management, classroom observation and mentoring, school council, communication skills and linkage with community, time management and decision making

Recommendations

Major concern showed by the head teachers was about sudden intimation of training. The head teachers were nominated on emergency basis for training without knowing their needs. This study recommends that training program should be shared at least fifteen days before start of training so that suitable participants can be nominated and replication of participants can be eliminated for training. The major limitation of this study was its validation on head teachers working in public sector secondary schools. Further research can be conducted to know the effects of clinical head teachers training model for private school head teachers. This study can be replicated for administrators of other educational level institutions.

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