

# A Case Study on Leadership in a School Organization

Dr. Abida Siddiqui

Uzma Panhwar

Dr. Asif Ali Shah

## Abstract

*The prevailing practices in Pakistan show that majority of school organizations believe in the development of anxiety, tension, fear and apprehension in subordinates. HMs are frequently producing only frustration and dissatisfaction in teachers and lower staff. Therefore, unproductive and unpleasant role of leadership is being criticized. The ongoing study paves the way to highlight the pros and cons of Educational Leadership in School Organization. This study is descriptive in nature and follows by case-study method. For the purpose of data collection. A Government Primary School was selected as a 'case' to search out the impacts of Leadership (HMs) in a School Organization. For the purpose of instrumentation, a structured interview and a Close-ended questionnaire were developed for cluster sampling. Further investigation was dressed up with primary data in terms of school records. The collected data was presented through descriptive statistics in tabulated form. The findings of research show that the level of achievement of determined tasks of school organization i.e. Educational Administration, Increment in Enrollment, Skillful Pedagogy, Pupils Improvement in Achievements level as well as in Co-curricular Activities, Effective Participation of Parents, and, In this way, the ongoing research suggest the measure to revitalize the leadership for the betterment of school organization depends upon the performance of leadership rather than the emphasizing over expensive and non-available physical facilities. So that the school organization may utilize the available human and material resources effectively.*

**Keywords:** Leadership, School, School Organization.

## 1. Rational

Indeed, in this competitive century, the most valuable resource of a country is a motivated skillful and educated population. If human resources are of poor quality, the material resources also cannot be productively utilized. In this situation, the country would have to invite the foreign technical and intellectual manpower for the management of material resources. There may be an abundance of money but the country would become even more dependent on others. Resultantly the raise in the standard of living would not be the product of its own intellectual or technical effort but of gifted support.

The Ministry of Education (1992, p.60) realized that "The management of Education requires special type of professional expertise. Not many of our educational managers are trained in this art. Furthermore, the existing administrative norms don't allow for the participation of the community in the management of educational institutions at the local level". So, Ministry of Education (1998, p.33) took initiative as. " A large number of competent and committed Learning coordinators (LCs) and supervisory staff shall be deployed center / cluster School Scheme shall be expanded and strengthened for effective management and supervision of schools ".

Accordingly, this case study projects the practices and application of school organization to explore the compatibility of the working strategy with human and material resources. The practical outcomes of this study provides suggestions to all the concerned

quarters for the promotion of sound system of education and eventually to prepare themselves for professional competence in favour of Regional, Provincial and National perspective.

## 2. An Introduction to the Case

Government Girls Primary School # 09 is situated in Tehsil Shah Latifabad, district Hyderabad. It was established in 1971 and Shafia Qazi was the first Head Mistress (HM) of this school up to 1989. Then five (05) Head Mistresses (HMs) were posted in this school and they were: Ms. Shamim Niaz, Ms. Qamar Rizvi, Ms. Sajida, Ms. Zuhra, Ms. Mumtaz, Ms. Najma Nusrat, and Naw Ms. Sanjeeda Khatoon has been performing her duties as Head Mistress (HM) up to yet.

This School is situated in disputed area beside the Hanafia Misjid. The rent of this School building goes to the Mosque but the Mosque is free from maintenance and renovation. So, it is an extra duty of Head Mistress (HM) to look after these matters. In this regard education department does not provide any kind of funds for the renovation of this building. The total area of this school is about 1967 Sq. Ft in which five (05) class rooms have been constructed. The area of Room # 01 is 280 Sq.Ft, Room # 02 is 224 Sq.Ft, Room # 03 is 234 Sq.Ft, Room # 04 is 234 Sq.Ft. and Room # 05 is 239 Sq.Ft. There is one (01) Toilet having 19 Sq.Ft, One (01) Store Room (84 Sq.Ft) and One (01) Extra Room (90 Sq.Ft.) which is used as an office and staffroom also, 460 Sq.Ft. is being used as KG Classroom, Play Ground, Assembly Hall, Corridor and Canteen Area.

Now a day, twelve (12) teachers have been working, One Naibqasid working as watchman and electrician, while, there is a Sweeper paid by the contribution of teachers and Head Mistress (HM). As far as material resources are concerned, forty (40) Benches for pupils, ten (10) Chairs for teachers, seven (07) Black Boards, fourteen (14) Tube lights, eight (08) Fans, two (02) Cupboards, seven (07) Tables and an Electric Water Cooler is available.

## 3. Analysis

The analysis of this study comprises over two types of assessment:

### 3.1 Quantitative Assessment

Quantitative data represents the responses of one hundred and fifty (150) pupils (who have passed 5<sup>th</sup> class from this school during 2001-2015) was collected through close-ended questionnaire.

**Table Showing of Quantitative Assessment of School Organization by Pupil**

S. No	Questions	Responses in %	
		Yes	No
1	Did pupils wanted to go to school daily?	97	03
2	Was School building attractive?	15	85
3	Was Material sources sufficient?	08	92
4	Was Teachers attitude good?	71	29
5	Was Teaching learning process interesting	78	22
6	Was Participation in Co-curricular activities obliged?	83	17
7	Was HM regular?	99	01
8	Was HM punctual?	98	02
9	Did HM consider your problems?	84	16
10	Were your teachers assisted by HM for effective teaching	91	08
11	Did HM co-operate with your parents?	79	21
12	Did HM like to take any class / period?	96	04
Cumulative Mean		74.91	25

The cumulative mean of this table reflect the progressive condition of the school confirmed by the students though the data related to attraction of school building is only 15 % and availability of sufficient material resources is 8%. It is an amazing situation that attendance of pupils was good due to the attitudes of teacher and HM. While, the material resources were not sufficient for effective teachings learning process. The emphasis was given on the academic achievement of the pupils along with co curricular activities. HM first maintained the cooperation, coordination, and disciplines herself and she always expected the same from teachers and pupils as well. In this connection, Jundraan (2004,p.208) suggested that :”The senior Head Master should try to evoke reasonable integrations and greater horizontal coordination among its staff-members for achieving better results for sequential inter-dependence in the institution”.

### **3.2 Qualitative Assessment**

Four (04) Educational Administrators, four (04) members of Local Government, Twenty (20) Parents and, Ten (10) Members from Non-Governmental Organization (NGOs) were interviewed for qualitative assessment of the “Case”. The respondents were asked to justify the position of enrollment of this school, Level of teachers’ interest in their teaching, role of HM as leader of this school, participation rate in co-curricular activities and pupils’ achievement (of this school) in High Schools. The responses of cluster were assessed group wise as (a) Educational Administrators (b) Members of Local Government (c) Parents and (d) Members of Non-Government Organizations.

#### **3.2.1 Educational Administrators**

The respondents of this group justified the queries that “In this Taluka, forty four (44) Government Girls Primary Schools (GGPS) have been functioning among these; this school stands at 12<sup>th</sup> position by its enrollment. While, the capacity of school building is insufficient only five (05) Classrooms are available for 273 pupils, usually five to six pupils sit on one bench along with their bags. No doubt it is very hard target for school organization to provide quality education. In this connection, all credit goes to the HM. She motivates the teachers to perform their duties with sincerity and devotion which resulted the pupils’ achievement level higher in curricular and co-curricular activities than other Government Girls Primary Schools of this Taluka though they have ideal teacher-student ratio”. Paiey (1981,p.44) suggest that: “The school must know how to make group of the children for different purposes, the various methods of teaching which can be employed and how o design and implement curricular programmes”

#### **3.2.2 Members of Local Government**

They justified the efficiency of this school organization as “The reputation of this school is comparatively better than other Government Girls Primary Schools of this Taluka . That is the reason we have suggested this school for up gradation, as Elementary and English Medium School also. All the staff of this school is working efficiently with deficient stalk (Material Resources). We are trying to provide adequate material resources as possible because we want to facilitate those school is in close contact with us. She is very hard working lady and has thirst to up lift the standard of school”. Serjiovanni and Starratt (1993, p.p.185-186) define dynamic role of leaderships: “The leader

feels strongly about the mission of the organization and hence constantly speaks about it. The leader is very clearly focused on those basic purposes and hence knows how to translate those basic purposes into priorities and into those key elements of the organizations that support those basic purposes. Through the leader's dedication to achievement of those purposes no matter the cost, he or she comes to embody the values to which the institution is committed".

### **3.2.3 Parents**

They justified that: "The education of this school is very good. That is the reason we want to admit our children in this school. While many private schools (for low income groups) and Government Girls Primary School is working besides and in front of this school. Our elder children were enrolled in private schools of this area. But a Significant improvement in teachers' performance was observed under this leadership, so, now we are sending our children to this school. Though, the school building, sitting arrangement and toilet facility are not well enough. Due to the good reputation of this school, every high school overwhelms the pupils of this school to get admission. The academic achievement participation in co-curricular activities and maintenance of school discipline make these pupils valuable in high classes".

### **3.2.4 Members of Non-Governmental Organization**

In Taluka Latifabad NGOs are working in the field of education voluntarily. Some of them are: PAIMAN, NCHD, ESRA and SAFE GUARD EDUCATIONAL PROGRAMME. When they were asked to justify the status of this school, they replied that "We have visited most of the Private & Government Schools of this Taluka, It was surprising for us that how is this school providing quality education without adequate material resources". We must say all credit goes to dynamic leadership. The cooperation & coordination of HM stimulate us to provide human and material assistance to this school as much as possible. This school has won many prizes in Debates, Naat Competition, Tableau and Games at Taluka and District levels. The pupils of this school have also proved their better academic achievement in different tests conducted by different educational organization. The relationship of HM with Teachers, Pupils, Parents, Administrators and Lower Staff is good and they trust on her leadership".

## **4. Conclusion**

This case study magnify the role of HM in the accomplishment of objectives determined by School Organization i.e. increment in enrollment, maintenance of school discipline, effective teaching-learning process, improvement of pupils' in curricular and co-curricular achievement. Feasible planning, use of scientific approach, maintenance of cooperation & coordination, justified flexibility and reliable evaluation are the validity of leadership. Because, "The organization's formal leader is in a unique position to set the tone in schools, or regiments, because of his or her broad mandate to carry out the unit's mission". (Hanson-1991,p.p.171-178).

## **5. Suggestions**

1. HMs should have a clear concept that leadership means a shared responsibility for the

successful accomplishment of determined objectives rather than misuse of staff and resources.

2. In Pakistan, majority of the GPs have deficiency in material resources, So, HMs should have the skill in the proper utilization of available resources because most of the HMs have an opinion that quality of education depends on lavish use of material resources.
3. Planning is the conceptual framework for the successful accomplishment of the objectives of a school organization, so, the planning of HMs should be based on the consent of teachers and community.
4. The scientific methods should be used by HMs for the improvement of pedagogy, maintenance of school discipline and for the development of human relationship.
5. HM should discuss the problems with teachers, parents, pupil and community of futurists for the effective implementation of decision which they have mutually arrived at. His strategy will raise personnel, morale and conducive environment for quality education.
6. HMs should have a close coordination with Educational Administrator, Parents and with their personnel. During utilization of SMCs Funds. To fulfill the school needs pertaining with human and material resources.
7. The respect of individual differences and factors related to changing circumstances should be recognized by HM so that educational affairs may adjust efficiently.
8. HMs should be able to evaluate her/his own role in the professional growth of teachers, appropriate usability of material resources and in the maintenance of school discipline. This sense of self-accountability will create a desirable organizational climate and professional working relationship.

If, all these suggestions are considered and implemented by stake holders, it is hoped INSHA-ALLAH the target of quality education will definitely be achieved.

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