



A Systematic Review of Role and Responsibilities of Head Teachers at Primary Level in District Shaheed Benazirabad

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Abstract *The purpose of this research study was to review the expected role and responsibilities to be played by headteachers and done in reality at the primary school level in District Shaheed Benazirabad. It has been observed that headteachers in public schools at the primary level are not performing as per the need of the time. For the purpose, a tailor-made questionnaire was distributed among randomly selected headteachers. The quantitative research approach was used to solve the query. The results indicate the lenient approach of headteachers towards their duties.*

Key Words: Role & Responsibilities, Headteachers, and Primary Schools

Introduction

Primary education brings awareness among the masses, opens avenues for opportunities as well as self-advancement with improvement, and reduces chronic as well as inter-generational poverty. As a first step in the creation of welfare and just society, universal primary education is an absolute pre-requisite for sustainable development (Bruning and Campion, 2019). Primary education has usually started before, in some countries, such as nursery classes in other counties are the first step as the main nursery. Education means a lot in everyone's life as it facilitates people in learning, knowledge, and skill. It completely changes people's minds and personalities and helps them to attain positive attitudes. People must give importance to education than other targets in life as it is the only source of real happiness (Landy and Conte, 2016). The headteacher is ahead of the institute who has the responsibility to check the teaching methodology used by the teachers and how they are teaching in the classroom to their students. The educational institutions are not being developed until the head and the headteachers' perception is not carefully met. The head of institutes ought to be skillful and knows very well about the teaching methodology. The method of teaching represents a dynamic element in teaching that is comparatively fast, adapted to the content and organizational forms and is created with a new purpose. Teaching methods are used to process teaching to achieve beneficial outcomes for students so that the quality of education can be used traditionally as a way to understand the teaching methods of their teachers (Tierney, 2017).

Achieving results is very important for all teachers who know the subject and know how to transfer student's knowledge. Success might be achieved through effective teaching based on human resource development and economic development. The key to teaching skills, behavior, knowledge, ideas, and other words is the key to changing students' behavior. Productive education is still being criticized in developing countries. Apart from all the various studies done on education, there is still no information regarding effective teaching and learning education in many secondary schools in Pakistan today. There is inconsistent teaching regarding teacher-to-student ratio, and there is a collision between classes that affect the quality of education in Pakistan. Besides, the lack of supervision reveals that some teachers have no idea of the teaching context. To solve these issues, teachers should work hard for their teaching promotion and their performance whether they like and dislike school duties (Sanford, 2017). This study intends to identify the views of headteachers about teaching methods used by the

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teachers in the classroom, to explore the learning problems of students by headteachers, to enhance the fundamental teaching skills of teachers by the headteachers, to find out the perception of headteacher regarding the usage of teaching methodology in the teaching and learning process, to promote the professionalism among the teachers by the headteachers. Primary education is usually started in some countries, such as the nursery class. All children need education to have a professional life around the world to deal with in later life information. Teaching is a way by which students are awarded the required knowledge to meet the challenges of the world. Teachers use teaching methodologies in the classroom to enable students for specific learning. For teaching different subjects, different strategies are used according to the need of the students i.e. delivering a lecture, demonstrating in the classroom, peer learning, discussion, debriefing, and teaching through games.

Objective of the Study

- To identify the teaching methods used the teachers
- To find out the perception of headteacher regarding the usage of teaching methodology in the teaching-learning process.
- To explore the learning problems of students because of the particular teaching method.

Research Questions

- Do teachers use different teaching methods?
- What are those methods?
- Are those methods recommended by the educationists at this level?
- What is the perception of the headteachers regarding the usage of those teaching methodologies in the teaching-learning process?
- What kind of learning problems students face when teachers using a particular teaching method?

Research Methodology

Numerical and systematic data are used in quantitative methods. The standard study is to obtain and analyze statistical data for the procedure by showing, presenting, and managing the significance. The population of this study was all headteachers of public primary schools of District Shaheed Benazirabad. The total number of Headteachers (Male) Primary Schools is 527. The sample of this study was the Head Teachers of Government Primary Schools of Taluka Kazi Ahmed. The sample of 115 from headteachers was selected using a random sampling procedure District Shaheed Benazirabad.

Data Analysis and Interpretation

Statement	SA	A	UD	DA	SD	Mean
Teachers use traditional methods in the classroom	50	56	02	01	02	4.6
Teachers are using the lecture method almost in the class.	07	87	02	05	04	3.8
Teachers are not interested in modern teaching Methods	06	42	03	39	15	2.7
Students feel boring in teachers lecture method	06	25	07	41	27	2.5
Teachers do not know the different teaching methods	06	15	07	41	37	2.2
Teachers have daily and weekly plans to teach.	08	26	04	33	35	2.4
Teacher pedagogy is simple to complex in teaching problem	08	33	04	20	40	2.5
Creative approach is also used in classroom	10	28	03	24	41	2.5
Teachers teach the basic skills in all class	16	33	06	18	31	2.8
Instruction are followed during teaching	09	38	05	20	33	2.7
They use appropriate language during teaching	10	27	08	19	41	2.5
Teachers use different teaching methods	13	28	06	21	37	2.6
A proforma of complaints are given to the student.	12	32	07	21	32	2.7
Teachers fully solve the raised query	15	34	07	21	28	2.9
A committee is established for solving the students' problems.	13	35	04	24	29	2.8
Headteachers also time to time visit the classes	12	39	05	19	30	2.8

Headteacher time to time check students performance	13	38	03	16	35	2.8
The weak performance of students is highlighted by the teacher.	19	37	06	09	33	3.0
Teacher working hours are observed.	16	39	08	13	29	3.0
The behavior of the teachers is observed from time to time.	16	35	13	16	25	3.0
The strategies of the teachers encourage the students to enhance their performance	15	37	04	23	26	2.9
Headteacher conducts the meeting with his subordinates time to time	13	30	08	25	29	2.7
The behavior of management is soft with weak performer teachers	13	30	07	21	34	2.7
Headteachers provide them professional advice to weak performer teachers	09	36	09	20	31	2.7
Headteacher provides opportunities for teachers to overcome their mistakes.	13	28	08	25	31	2.7
Headteacher enhance the fundamental teacher skills in their teachers through training	11	29	12	21	32	2.7
Headteacher coordinate professional activities among the teacher.	12	19	09	28	37	2.4
Headteachers provide an opportunity for the teachers to work and learn together.	09	16	10	26	44	2.2
Headteachers provide teaching tools to the teachers	07	27	13	19	39	2.5
Headteachers enquire different questions from the students to know the teachers teaching methodology in the class	13	21	00	37	34	2.4
Headteachers check the copies of the students to check the teacher's competency.	11	19	06	35	34	2.4

Discussion and Findings

The headteachers' responses reveal that

- teachers use traditional teaching methods in their classroom teaching (more used the options SA & A),
- most of the teachers use lecture methods (more use A)
- teachers are not interested in using modern methods of teaching (more used A and UID means unable to decide)
- students sometimes feel boring and sometimes good when teachers are using the lecture method (more use A and SD)
- Teachers know different teaching methods (more used the option SD & D)
- Do not prepare daily or weekly plans to teach (as more used the options SD & D)
- Do not move from simple to complex while teaching in the classroom (as more used the options SD & D)
- Do not use a creative approach in their classroom teaching (as more used the options SD & D)
- Do not teach basic skills in all class (as more used the options SD & D)
- Do not follow instruction during teaching (as more used the options SD & D)
- Do not use appropriate language during teaching (as more used the options SD & D)
- Do not use different teaching methods (as more used the options SD & D)
- Complain proforma is available in approximately 50% schools (as all options are equally used)
- Teachers solve the queries of students in 50% of schools (as all options are equally used)
- The committee is established by 50% of schools for solving students problems (as all options are equally used)
- 50% headteachers agreed that time to time they visit classrooms to check the teaching and learning process going on (as all options are equally used)
- 50% headteachers agreed that time to time check students performance (as all options are equally used)
- 50% headteachers highlight the performance of weak students (as all options are equally used)
- 50% headteachers observe the working hours of the teachers (as all options are equally used)

- 50% headteachers observe the behavior of the teachers in the school premises (as all options are equally used)
- 50% headteachers feel that strategies used by teachers enhance students performance (as all options are equally used)
- Headteachers do not conduct meeting with their subordinates (as more SD & D are used)
- Most of headteachers behavior with weak performer teachers is soft (as more SD & D are used)
- 50% headteachers provide professional advice to the weak performer teachers (as all options are equally used)
- Most of the headteachers do not provide an opportunity to weak teachers to overcome their mistakes (as more SD & D are used)
- Most of the headteachers do not enhance the fundamental skills of the teachers (as more SD & D are used)
- Most of the headteachers do not coordinate professional activities among teachers (as more SD & D are used)
- Most of the headteachers do not provide an opportunity for teachers to work and learn together (as more SD & D are used)
- Most of the headteachers do not provide teaching tools to their teachers (as more SD & D are used)
- Most of the headteachers do not ask different questions from students to check teachers teaching methodology (as more SD & D are used)
- Most of the headteachers do not check the notebooks of the students to check the competence of the teachers (as more SD & D are used)

Conclusion

It is concluded that most primary school teachers use traditional methods based on the lecture method with poor interest in modern teaching methods. The teachers do not satisfy students through lecture methods; students do not feel that their teachers use different teaching methods; while, role play is not popular among the students, teachers do not use weekly or daily plans for their teaching pedagogy which is used from simple to complex. Similarly, the creative approach is also not used in classes. The data analysis showed that appropriate language is not used in teaching. Headteacher does not call for a meeting for the problems and they also did not deal with the students individually. The committee is not established for the solution to students' problems. The headteachers ask questions from the students to check the professional skills of teachers. The headteachers visit the class from time to time to observe the teachers' performance and point out weak students to the teachers. The headteachers conducted meetings with teachers to find ways. The behavior of management is soft low performers. The headteachers do not provide professional advice and do not provide opportunities for teachers to overcome their mistakes. Headteachers do not enhance the fundamental teaching skills of teachers through training; they do not empower teachers to decide the class. Headteachers do not co-ordinate for professional development activities among teachers and do not provide the opportunity of learning to the teacher by providing learning tools.

Recommendations

This research work has revealed positive outcomes and has suggested the following recommendations:

- Primary school teachers should be given training regarding teaching methodology.
- Headteachers should be trained to guide the teachers.
- Modern teaching tools should be provided to the teachers.
- Quarterly refresher courses should be arranged for teachers.
- Teachers should be well aware of the new technology methods of teaching.
- The headteachers should not be soft with sub-ordinates if they are not continuously performing well.

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