Qualities of a Good Leader: Perceptions of Teachers, Head Teachers and District School Managers

Dr. Naseer Ahmad Salfi[1], Dr.Ashiq Hussain[2] and Dr. Nasarullah Virk[3]

Abstract

The main purpose of this study was to find out the essential leadership qualities of an effective and good school leader as perceived by the teachers, head teachers and district school managers. The Executives District Officers Education (EDOs-E), District Education Officers (DEOs), head teachers and teachers working in secondary schools of Punjab province constituted the population for this study. Twelve EDOs, 12 DEOs, 351 head teachers and 702 teachers from 12 districts were selected as sample by stratified random sampling technique. Both quantitative and qualitative data were collected using a questionnaire on five point rating scale and a semi structured interview protocol. Both descriptive and inferential statistics were used to analyze the data. The main findings of the study revealed that majority of the participants recommend that a good and effective leader should be a blend of professional, personal and social qualities. The main qualities for a good leader suggested by the participants are: knowledge about organisational behaviour and leadership; awareness of the required managerial skills; commitment to continuing professional development; model personality, highly qualified, committed and experienced; communication skills; role modeling; efficient use of time; high levels of knowledge, understanding and confidence; attitude towards profession; highly developed personal qualities i.e. integrity, sympathetic, loving, loyal and devoted

1. Introduction

Education is commonly referred to as the process of learning and obtaining knowledge in an institution, in the form of formal education that takes place in the classroom provided by the teachers.

---

[1] Department of Education, Government of Punjab, Lahore-Pakistan.
[2] Assistant Professor, Division of Education, University of Education, College Road Township, Lahore-Pakistan. Email: drashiqhussain@ue.edu.pk, Telephone: +92-345-6289220, Fax No: +929926222
[3] Professor, Chairman Board of Intermediate and Secondary Education, Lahore-Pakistan.

The process of education begins at home because one does not only acquire knowledge from a teacher; he/she can learn and receive knowledge from parents, family members and peer group. However, the notion of education has remained strongly associated with formal education that takes place in structured and formal education institutions.

The formal education institutions have an organizational structure to run the process of education. In this organizational structure there are some personnel who have to play their roles and responsibilities. The heads of these institutions are considered the most important individuals who can take part effectively in the success of these institutions due to their leadership role. The plethora of effective school research has made this abundantly clear that the effective schools are the result of the activities of effective principals. The late Ronald Edmonds was frequently heard to remark that "there may be some bad schools here and there with good principals but I have never seen a good school that had a bad principal" (Hughes & Ubben, 1989).

School effectiveness and school improvement research has shown that head teacher is the single most important individual to the success of an institution (Dinham, 2005; Miller, 1995; Townsend, 2007). The head teacher is at the very heart of school effectiveness and improvement. American Association of School Administration (1991, p.6) states that "effective schools have at least one thing in common: sound leadership". Leithwood and Jantzi (2000) argued that a successful leader employs an indirect but powerful influence on the effectiveness of school and on the achievement of students. Bell, Bolam, and Cabrillo (2003) stated that effective leadership is the important factor in a school's success. Agezo (2010, p.691) asserts that "effective school leader is the keystone of Day et al. (2006) a successful school and without competent school leadership; efforts to raise student achievement cannot succeed". also found the quality of school leadership as one of the major factors which affected teachers' commitment and their motivation to remain at or leave a school.

There is an increasing recognition that school improvement requires effective leadership and management at school level. One reason for this is the perceived capacity of those close to the point where policies are expected to have their impact to resist change imposed from above. The efficient and successful working of a school depends, to a large extent, on proficient and competent school leadership. The personal qualities and competencies of a leader must influence the quality of an institution.

The importance of school leadership is that it is the head teacher, who makes a wise use of available resources, frames school policies, determines and arranges needed experiences with in the framework of the prescribed curriculum for the students. In short it is the head teacher who is responsible for planning, programming, administrating and supervising all the activities with in a school (Hussain et al., 2011).

Since the head teacher of a school have to perform multifarious duties and play various roles simultaneously in the same chair. Therefore there is a dire need that he/she should have some essential leadership qualities so that he/she may be able to achieve the definite goals of the institution. This has been widely emphasized by different researchers as Gardner (1989) states that the head teacher of a school should have some essential qualities to be a successful and effective leader. Winters (1997, p.1) asserts that successful schools are in need of "bold, visionary and morally grounded leaders who are prepared for the challenges of the 21st century". Kotter (1990) affirms that effective and successful leaders must be able to cope with complex technological change in their organizations. Cassette (1962) argues that the head teacher is the most responsible person in the school; therefore, the success of the school is directly relating to the competencies and leadership qualities of the head teacher.

In the light of above discussion it seems that a successful and effective head teacher should possess a set of leadership qualities. He/she should be a blend of personal, social and professional qualities so that he/she may be able to achieve the definite goals of the institution. Furthermore, it is imperative to explore the perceptions of different stakeholders of school community regarding the essential qualities of a good and effective school leader. So, this study has been designed to explore the perceptions of the stakeholders i.e. teachers, head teachers and district school managers about the essential leadership qualities of a good and effective head teacher.

Following research questions were formulated to achieves this objective of the study:

- What should be the personal qualities of a good leader at secondary school level?
- What should be the professional qualities of a good leader at secondary school level?

- What should be the social qualities of a good leader at secondary school level?

2. Method and Procedure

The study was descriptive in its nature as it was based on survey. Two types of data were collected that include: quantitative and qualitative. Quantitative data were collected using a questionnaire at five point rating scale. Qualitative data were collected through open ended question and semi-structured interview protocol. There always remains a debate about the merits and demerits of adopting different data collection strategies (Cohen, Manion, & Morrison, 2003; Evers & Lakomski, 2000; Tashakkori & Teddle, 1998). However, the merits of using different data collection strategies seem to be dominant over its demerits because this gives opportunities to use the strengths of one method to balance the weaknesses of other method (Kertzer, Knodel & Axinn, 2006).

2.1 Population and Sampling

The population of this study comprised of 35 Executive District Officers (Education), 36 District Education Officers (SE), 4941 head teachers of government secondary schools and 98761 teachers working in government boys and girls secondary schools in the province of Punjab (Government of Pakistan, 2011).

2.2 Selection of Sample for Survey Study

The population of the study was scattered all over the Punjab Province that comprising 36 districts. It was difficult to draw a random sample from the whole population and to collect data from such a scattered population. So one-third districts (in total) were selected from which sample of the study was drawn. Multistage stratified random sampling technique was used for the selection of sample.

In the first stage, 36 districts of Punjab province were divided in to three geographical and socio-cultural zones. After that, one-third districts from each zone (12 in total) were selected through systematic random sampling technique.

After the selection of 12 districts, 20% secondary schools were selected by using proportionate stratified random sampling technique. The variables of gender and school location (rural/urban) were given due representation (20%) in this regard. In the last stage, the sample of EDOs, DEOs, head teachers and teachers was drawn.

All 351 head teachers (male and female) of selected secondary schools were included in the sample of the study. With regards to the sample of teachers, one elementary school teacher/educator and one secondary school teacher/educator from each selected secondary school was taken as sample of the study by using simple random sampling technique. The respective Executive District Officers (Education) and District Education Officers (SE) of selected districts were also included in the sample of the study. Table 1 shows the final selected sample of each category of the population.

Table 1: Selected Sample of each Category of the Population

Sr. No.	Category of population	Selected sample				
		Urban		Rural		
		M	F	M	F	Total
1.	Executive District Officers (Education)	10	02	-	-	12
2.	District Education Officers (SE)	09	03	-	-	12
3.	Head Teachers of Secondary Schools	48	44	180	79	351
4.	Elementary and Secondary School Teachers	96	88	360	158	702
	Total	163	137	540	237	1077

2.3 Selection of Sample for Interviews

It was not possible to collect qualitative data through semi-structured interview from the entire sample of the survey study. Therefore, one district from each zone was selected randomly from which four secondary schools (2 male (1 urban + 1 rural) + 2 female (1 urban + 1 rural) were selected as sample using simple random sampling technique. The respective head teachers of selected schools and two teachers (one elementary and one secondary) from each selected school were included in the sample. The respective EDOs-E and DEOs (SE) of selected districts were also interviewed to cross validate the data. In this way three Executive District Officers, three District Education Officers, 12 head teachers (06 male and 06 female) of secondary schools and 24 teachers (12 male and 12 female) of secondary school were selected for interviews.

2.4   Instrumentation

This study was carried out using a combination of quantitative and qualitative data. In order to collect quantitative data, survey method was used. For this purpose a questionnaire having three parts was developed by the researchers after reviewing the related literature. For qualitative data, an open-ended question was included in the questionnaire. In addition self-developed semi-structured interview protocol was used to collect the qualitative data for the study.

First part of the questionnaire comprised Biographical Information that includes name of the participants and their age, gender, locality (rural/urban); academic and professional qualifications; teaching and administrative experience etc. Second part consisted of 30 items on five point rating scale related to the different qualities and characteristics of a good leader. The participants were asked to respond at 5- point Likert scale ranging from '1' indicating strongly disagree to '5' indicating strongly agree. Part III comprised one open-ended question to inquire the opinions of the participants regarding the leadership qualities of an effective head teacher. In addition to this, a semi-structured interview protocol was developed by the researchers after review of the related literature/ documents and discussion with the experts. In which, participants were requested to provide valuable opinions about the desired and essential leadership qualities of a good and effective leader.

2.5   Validation of the Instruments

Validity of the instruments was ensured through experts' opinions and pilot testing. After development of instruments, these were presented to three relevant professionals for their expert opinions. They pointed out some ambiguities in the format, sequence and language of the items which were improved accordingly. After improving the instruments, pilot study was carried out to determine the reliability of the instruments in three districts - Lahore, Kasur and Sheikhupura on a sample of three EDOs, three DEOs, 12 head teachers and 24 teachers. The convenient sampling technique was used for the selection of schools and teachers. These teachers and head teachers were not included in the actual/large scale study. After getting the responses of respondents, the item analysis was run using the SPSS. To estimate the reliability coefficient of the instruments Cronbach Alpha method was determined. The overall alpha value was 0.9363, which was acceptable as suggested by Gay (2002).

With regard to the validity of the interview protocol, it was piloted on six participants taking two from each three categories i.e. Teachers, Head teachers and EDOs &DEOs. The pilot interview lasted for a span of time from 20-40 minutes. Keeping this the minimum time required was set about 30 minutes for each interview. Majority of the questions were clear except some of the probes for questions. This needed to be explained in different words and at some length to clarify exactly what was being asked. This practice of interviewing the stakeholders helped the researchers not only to improve the instrument weaknesses but also ensured improvement in their confidence, competence and knowledge of interviewing. They learned how to do a successful probing and in-depth investigation into how to bring reality to the surface.

2.6 Data Collection

2.6.1 Instruments Administration for Survey

Survey study was carried out by using a questionnaire. It was administered to EDOs, DEOs, head teachers and teachers for the purpose of data collection. The sample of the study was scattered in the 12 districts of the Punjab province. The researchers were unable to collect data personally from such scattered sample. Therefore, the data was collected adopting three different strategies: personally, through researchers' colleagues (researchers and teachers) or personal friends and by mail/post. Overall 971 of the total 1077 questionnaires were received back from all the 12 sampled districts. In this way, the return rate of questionnaires remained 90% of the total sample which was encouraging.

2.6.2 Interview Recording

To supplement the quantitative part of the study i.e. closed-type questions included in the questionnaire, an interview protocol was designed for executives, head teachers and teachers of secondary schools. All interviews were recorded that include: three Executive District Officers Education; three District Education Officers (SE); 12 head teachers of secondary schools – six male and six female and 24 teachers working in secondary schools- 12 male and 12 female. The average duration of each interview was 30 minutes; however these ranged between 25-40 minutes from interviewee to interviewee.

2.7   Data Analysis

A number of data analysis techniques were used to answer the research questions of the study. The quantitative data of the questionnaire (except open-ended questions) was analyzed on the basis of percentage, mean and standard deviation. ANOVA test was also applied to find out the significance of difference among the opinions of three categories of the respondents i.e. executives, head teachers and teachers. Analysis of qualitative data (open-ended questions and interviews) was carried out through thematic analysis method. Comments, suggestions and logics of the respondents were divided under different themes that emerged from their interview. Tallies were marked to see how many times a theme was repeated. These themes were made basis of different constructs and ideas. Percentages of tallies were taken as percentages of the respondents to have an empirical view of this qualitative data. In addition, some comments of respondents in their own words have also been quoted to support the suppositions that were made regarding the findings of the study.

3.   Results and Discussion

3.1   Findings Revealed from Quantitative Data

The main purpose of this study was to explore the perceptions of the teachers, head teachers and district school managers about essential qualities of a good and effective leader. A factor analysis on Likert-type survey items was used as a data reduction tool. The analysis involved Varimax rotation and Kaiser normalization, which helped to determine the three main factors regarding leadership qualities of a head teacher (Kim and Mueller, 1982; Khan, Saeed & Fatima, 2009; Salfi, 2011). Extracted factors were examined and named based on an analysis of the instrument items which loaded on each one. The factor analysis produced three conceptual factors i.e. professional qualities, personal qualities and social qualities.

One of the key concerns of the study was to explore the difference in the perceptions of the respondents of three categories i.e. district school managers, head teachers and teachers with regard to the essential leadership qualities of an effective head teacher. In this regard, ANOVA test was applied to determine the significant difference at p value which reveals that there is no significant difference among the opinions of respondents of different categories.

It shows that majority of the respondents of different categories agreed or disagreed with different statements of the questionnaire. Some of the major essential qualities of a good leader suggested by the respondents are as follow:

3.1.1 Professional Qualities of a Good Leader

With regard to the professional qualities of a good and effective leader, findings of the study reveal that a great majority (88%) of the respondents were of the view that a good head teacher should possess technical skills needed for managerial responsibilities. A majority (78%) of the respondents perceived that the head teacher should be qualified with higher educational and professional qualities. Analysis also displays that majority (76%) of the respondents suggested that a good head teacher should have the qualities of a good supervisor and mentor. Similarly, three fourth (75%) of the respondents were of the view that an effective head teacher must try to know the problems of teachers and provide them necessary facilities to enhance the quality of education. It is pertinent to mention that similar findings emerged from the previous research. As Malik, Akbar and Rehman (1983) concluded that good and effective head teachers helped the teachers in planning their school work. Findings also reveal that a remarkable majority (95%) of the respondents suggested that the head teacher should observe and monitor the classroom instruction and evaluate the students in the classroom. Similarly, three fourth (74%) of the respondents agreed that a good leader always coordinates the efforts of their subordinates and creates coordination among the teaching struggle of all the stakeholders. It was also found that majority (77%) of the respondents agreed that an effective school leader should possess leadership qualities and have command over his/her work. He must take interest in the problems of teachers and students and try his best to solve them.

3.1.2 Personal Qualities of a Good Leader

With regard to the personal qualities of a good leader, analysis indicates that majority (81%) of the respondents agreed that a good head teacher should posses some of the personal qualities. In this regard, findings reveal that a great majority (94%) of the respondents suggested that the head teacher should be sympathetic and kind hearted to the teachers and students. Similarly, a great majority (91%) of the respondents stated that the head teacher should be sincere and loyal to teachers, students and parents.

Theses findings are in line with the previous researches as Briggs and Justman (1962) suggested that a good head teacher should be sincere in every respect to secure the highest degree of personal confidence from all person with whom he/she comes in contact. He/she should be so sympathetic in his/her relationships that the teachers never feel depressed and discouraged. Parveen and Yasmin (1994) also recommended that a good and successful head teacher should be sympathetic and kind, democratic, consistent in behaviour, responsible and sincere. Pal (1996) considered that the personal qualities should be largely existent in an educational leader. He should be impartial, sympathetic, kind, balanced and poised.

3.1.3 Social Qualities of a Good Leader

With regard to the perceptions of the participants related to social qualities of a good and effective leader, it is inferred indicate from the findings that majority (78%) of the respondents stated that a good head teacher should take interest in the social affairs of the community and provide educational guidance to the people. Majority (79%) of the respondents also suggested that the head teacher should always discuss educational problems with the community members and solve them with their cooperation. Findings of the study also display that three fourth (76%) of the respondents stated that the head teacher should convince the students and teachers to participate in social welfare work. Similarly, a remarkable majority (90%) of the respondents suggested that the head teacher should interact with community members and discuss educational problems with them. It is interesting to note that previous researches also concluded that a good leader must have the ability to seek cooperation from the community and convey his points of view to others and convince them (Malik, Akbar & Rehman, 1983; Parveen & Yasmin, 1994).

3.2 Findings Revealed from Qualitative Data

To supplement the quantitative part of the study i.e. closed-type questions included in the questionnaire, an open-ended question was also included at the end of the questionnaire. In addition to this, a semi structured interview protocol was also conducted. In open-ended question, participants were asked to give their opinions regarding essential qualities of a good leader (head teacher) and mention five of them in order of their preferences (most important first and so on).

In response to this question, overall two-third (680) of the respondents gave their suggestions that include 422 teachers, 234 head teachers and 24 district school managers. The respondents of three categories gave varied responses about this question. They mentioned a numbers of qualities of a good and effective leader (head teacher) but most of the respondents emphasized on professional qualities rather than personal and social qualities of a good leader.

The opinions and suggestions as prioritized by the respondents of three categories were summarized in five categories as most important first and so on. In this regard, findings of the study indicate that overall 12 qualities of a good leader were considered as most important as they gave them first preference. Most of the respondents emphasized on professional qualities rather than personal qualities and social qualities. Analysis shows that 14% of the respondents stated that awareness of the required managerial skills at secondary level should be the first quality of a good leader while 12% stated that a head teacher must possess some technical skills needed for managerial responsibilities. 11.6% of the respondents mentioned that head teacher should also possess certain skills in conflict management, problem solving and consensus building. Responding to this question a respondent (head teacher) stated as:

In my opinion head teacher must have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. He/she should possess technical skills needed for managerial responsibilities and the ability to reflect upon his/her practices in which he/she skillfully integrate knowledge and skills with experience.

Another participant (EDO) mentioned qualities of a good head teacher in these words:

In my opinion a good leader must have subject mastery and knowledge about managerial and leadership skills. He/she should be well planned and have knowledge about organisational behaviour and leadership and possess certain technical skills needed for managerial responsibilities. In addition to this, he/she should also have some skills in time and conflict management.

Findings also indicate that about one of the ten respondents gave first priority to the commitment of head teacher for continuing professional development. Similarly one of the ten respondents stated that head teacher should have model personality, highly qualified, committed and experienced while 9% of the respondents gave first preference to effective communication of a leader that encompassing openness, consulting and listening. Likewise, 7.5% of the respondents emphasized on positive interpersonal relationships while 7.2% stated that head teacher should have a contingency plan to solve the problems. About 6% of the respondents were of the opinion that head teacher should respect the teachers' autonomy while about 5% of the respondents stated that head teacher should have clear and shared values and vision. A few (3.5%) of the respondents stated that a good leader must display his personality through role modeling by working energetically towards a particular goal while 3% of the respondents suggested that head teacher should have the quality of efficient use of time. The qualities of a good leader that were given first preference by the respondents can be seen in Table 2.

Table 2: Qualities of a Good Leader (Head teacher) that were Given First Preference by the Respondents

Sr. No	Suggestions	N	%
1.	Awareness of the required managerial skills	95	14.0
2.	Possess technical skills needed for managerial responsibilities	83	12.2
3.	Possess skills in conflict management and problem solving	79	11.6
4.	Commitment to continuing professional development	77	11.3
5.	Model personality, highly qualified, committed and experienced	67	9.9
6.	Effective communication skills	62	9.0
7.	Foster positive interpersonal relationships	51	7.5
8.	Have a contingency plan to solve problems	49	7.2
9.	Respect teachers' autonomy	40	5.9
10.	Have clear and shared values and vision	33	4.9
11.	Role modeling by working energetically towards a particular goal	24	3.5
12.	Skills of time management	20	3.0
	Overall	680	100.0

With regard to the second preference given by the participants to leadership qualities of a good leader, analysis shows that 15% of the respondents gave second preference to the quality of knowledge about organizational behaviour and leadership and skills needed for managerial responsibilities. Some suggested that head teacher should be facilitator, supportive, responsible and polite and have ability to work simultaneously on a variety of issues and problems. About one of the ten respondents placed role modelling of head teacher and efficient use of time at second priority. A participant (executive) mentioned qualities of a good head teacher in these words: Effective head teacher must be highly qualified and experienced and should have highly developed personal qualities. He/she should be role model for his/her subordinates and give respect to teachers and other staff.

Similarly, some of the participants suggested that head teacher should communicate with parents, teachers and students and energize others to work hard. A few respondents emphasized that head teacher should identify important aspects of school improvement. He/she should have high levels of knowledge, understanding and confidence and foster positive interpersonal relationships, as can be seen in table 3.

Table 3: Qualities of a Good Leader (Head teacher) that were Given Second Preference by the Respondents

Sr. No	Suggestions	No	%
1.	Knowledgeable about organisational behaviour and leadership	102	15.0
2.	Possess technical skills needed for managerial responsibilities	91	13.4
3.	Facilitator and supportive	84	12.4
4.	The ability to work simultaneously on a variety of issues and problems	81	12.0
5.	Role modeling by working actively	73	10.7
6.	Time management skills	62	9.0
7.	Communicate with parents and community	59	8.7
8.	Energise others	44	6.5
9.	Identify important aspects of improvement	41	6.0
10.	High levels of knowledge, understanding and confidence	29	4.3
11.	Foster positive interpersonal relationships	14	2.0
12.	Overall	680	100.0

With regard to the third preference of the participants, it is revealed that overall 680 respondents mentioned 13 qualities of a good head teacher as third preference. As shown in table 4, 11.5% of the respondents suggested that head teacher should have the quality of having whole school perspective and approach while 11.2% thought that head teacher should have the passion and commitment to help pupils to make progress. About one of the ten respondents stated that head teacher should be highly qualified and experienced; have highly developed personal qualities and should be role model for their subordinates. Some suggested that he/she should protect staff members from extraneous demands and anticipate change and prepare people for it. See the comments of a respondent (teacher):

I think qualities of an effective leader should include working personally with his colleagues, respect teachers' autonomy, protect them from extraneous demands and look ahead, anticipate change and prepare people for it so that it does not surprise or disempowered them.

Others respondents gave third preference to such qualities: integrity and an ability to engender trust; appropriate use of structures and systems; taking personal interest in the well-being of others; team builders by building coalitions; accessible for teacher and students and high visibility.

Table 4: Qualities of a Good Leader (Head teacher) that were Given Third Preference by the Respondents

Sr. No	Suggestions	No	%
1.	Having a whole school perspective and approach	78	11.5
2.	The passion and commitment	76	11.2
3.	Highly qualified and experienced	68	10.0
4.	Highly developed personal qualities	64	9.4
5.	Role modeling	61	9.0
6.	. Protect staff members from extraneous demands	59	8.7
7.	Anticipate change and prepare people for it	48	7.0
8.	Integrity and an ability to engender trust	45	6.6
9.	Appropriate use of structures and systems	44	6.5
10.	Personal interest in the well-being of others	39	5.7
11.	Team builders by building coalitions	38	5.6
12.	Accessible for teachers and students	34	5.0
13.	High visibility	26	3.8
	Overall	680	100.0

Analysis displays that overall 11 qualities of a good head teacher were given fourth preference by the respondents. One-fourth of the respondents stated that head teacher should have highly developed personal qualities and he/she must be sympathetic, lover, loyal and devoted. Some mentioned that head teacher should be prepared to take risks and respect teachers' autonomy. About 11% of the respondents thought that head teacher should have the quality of efficient use of time. About one of the ten respondents stated that head teacher should possess certain skills of conflict management, problem solving and consensus building and he/she should be able to handle feeling lonely, inadequate and threatened. Other 20% of the respondents suggested that head teacher should be team builder, change implementer, facilitator and supportive for staff members and students. Overall, qualities of a good leader that were given fourth preference by the participants can be seen in table 5.

Table 5: Qualities of a Good Leader (Head teacher) that were Given Fourth Preference by the Respondents

Sr. No	Suggestions	N	%
1.	Highly developed personal qualities	88	13.0
2.	Sympathetic, lover, loyal and devoted	82	12.0
3.	Be prepared to take risks	81	11.9
4.	Respect teachers' autonomy	77	11.3
5.	Efficient use of time	77	11.3
6.	Be able to handle inadequate and threatened	72	10.6
7.	Have certain skills in conflict management	68	10.0
8.	Skills of problem solving and consensus building	61	9.0
9.	Team builders by building coalitions	41	6.0
10.	Implement change efforts and prepare people for it	23	3.4
11.	Facilitator and supportive for staff members and students	10	1.5
	Overall	680	100.0

With regard to the fifth preference of the participants, findings show that overall 12 qualities of a good leader were given fifth preference by the respondents. Analysis shows that 16% of the respondents stated that head teacher should be accessible for teachers, students and parents while about 14% of the respondents suggested that he/she should have the ability to determine the status of the school.

Some respondents mentioned that head teacher should have political awareness and skills; he/she should be team builder and encourage a risk taking environment by urging his/her employees. Some suggested that head teacher should be interactive, reciprocal and evolve process involving others and should strengthen by the core values and beliefs of the leadership. Some participants emphasized on personal qualities i.e. kind, sympathetic, well mannered/behaved, facilitator, supportive, responsible and polite etc. Some participants recommended both personal and professional qualities for a good head teacher. A female teacher mixed personal as well as professional qualities of a good and effective head teacher, as she suggested:

Head teacher must be sympathetic, loving, loyal and devoted. He/she should have model personality, higher qualification, commitment with profession and vast experience. He/she should be facilitator, supportive, responsible, polite and tolerant.

Other respondents mentioned such qualities for a head teacher: integrity and ability to engender trust; consistency and ability to work alongside their colleagues and be prepared to take risk, as shown in table 6.

Table 6: Qualities of a Good Leader (Head teacher) that were Given Fifth Preference by the Respondents

Sr. No	Suggestions	N	%
1.	Accessible for teachers, students and parents	111	16.3
2.	The ability to determine the status of the school	93	13.8
3.	Political awareness and skills	78	11.5
4.	Team builders by building coalitions	64	09.4
5.	Encourage a risk taking environment	61	09.0
6.	Be interactive and reciprocal	54	08.0
7.	Underpinned by the core values and beliefs of the leadership	51	07.5
8.	Create a common sense of purpose	44	06.5
9.	Integrity and an ability to engender trust	41	06.0
10.	Consistency	40	05.8
11.	Work alongside their colleagues	29	04.2
12.	Be prepared to take risks	14	02.0
	Overall	680	100.0

.

Looking into the above qualities highlighted by the participants, it can be concluded that the majority of the respondents emphasised on the professional qualities rather than personal and social qualities of a head teacher.

The personal and social qualities were relatively less emphasised. Almost similar findings were revealed through the questionnaire administered to the executives, head teachers and teachers. It shows that both teachers and their administrators and managers gave priority to professional qualities over personal and social qualities, although these are also important in their opinions to a lesser extent
.

4. Recommendations

On basis of the findings of the study following recommendations are listed:

- The head teacher should possess some essential leadership qualities. He/she should be a blend of professional, personal and social qualities
- Recruitment of head teacher may not be made only on the basis of qualifications and sonority without knowing his/her leadership qualities
- A continuous professional courses may be arranged after specific intervals to refresh and update the leadership skills of the head teachers
- A further research may be conducted on national wide sample to seek the perceptions of different stakeholders regarding leadership qualities of head teachers

References

Agezo, C). Administrating the school personal programme. New York: MacMillan Company.

Cohen, L., Manion, L., & Morrison, K. (2003). Research methods in education (5th ed.). London: Routledge Falmer.

Day, C., Stobart, G., Sammons, P., Kington, A., Gu, Q., Smees, R. and Mujtaba, T. (2006). Variation in teachers' work, lives and effectiveness. Research Brief RB743, (VITEA). London: Department for Education and Skills.

Dinham, S. (2005). Principal leadership for outstanding educational outcomes. Journal of Educational Administration, 43 (4), 338-56.

Evers, C., & Lakomski, G. (2000). A plea for strong practice. Educational Leadership, 61(3), 6-10.

Gardner, J. (1989). On leadership. New York: Free Press.

Gay, L.R. (2002). Educational research: Competencies for analysis and application. Lahore: National Book Foundation.

Government of Pakistan (2011). Summary of Pakistan education statistics 2005-2006. Islamabad: Academy of Educational Planning and Management, Ministry of Education.

Hughes, L.W. & Ubben, G.C. (1989). The elementary principal's handbook. Boston: Allyn and Bacon.

Hussain, A., Saadi, A.M., Salfi, N.A., Rashid, K., Mahmood, N., Ayub, M., & Hussain, A. (2011). Leadership qualities of head teachers at secondary level as viewed by the teachers in private sector in Pakistan. The International Journal of Learning, 17(11), 373-383.

Kertzer, D.I, Knodel & Axinn, W.G. (2006). Motivations for mixed method social research. In W.G. Axinn & L.D. Pearce (Eds.), Mixed method data collection strategies (pp.1-27). UK: Cambridge University Press.

Khan, S.H., Saeed, M., & Fatima, K. (2009). Assessing the performance of secondary school head teachers: a survey study based on teachers' views in Punjab. Educational Management, Administration & Leadership, 37(6), 766-83.

Kim, J.O., & Mueller, C.W. (1982). Factor analysis statistical methods and practical issues (Vol. 14). Beverly Hills, CA: Sage Publications.

Kotter, J.P. (1990). What leaders really do? Harvard Business Review, 63(3), 103-111.

Leithwood, K. & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with the school. Journal of Educational Administration, 38 (2), 112-29.

Malik, M.A., Akbar, M., & Rehman, A. (1983). Opinions of the headmasters and teachers of secondary school with regards to the characteristics of educational leader. Unpublished Thesis. Lahore: Institute of Education and Research, University of the Punjab.

Miller, E. (1995). Shared decision making by itself doesn't make for better decisions. Harvard Education Letter, 11(6), 1-4.

Pal, F.A. (1996). A study of the strategies of effective educational leadership. Unpublished Thesis. Lahore: Institute of Education and Research, University of the Punjab.

Parveen, A. & Yasmin, T. (1994). A comparative study of the leadership qualities of an administrator as viewed by in-service teachers and trainee teachers. Unpublished Thesis. Lahore: Institute of Education and Research, University of the Punjab.

Salfi, N.A. (2011) Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan. Journal of Educational Administration, 49 (4), 414-432.

Tashakkori, A. & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Townsend, T. (ed.) (2007). International handbook of school effectiveness and improvement. Dordrecht: Springer.

Winters, M. (1997). Identifying and supporting potential leaders. HR Focus, 74 (7)