# Role of Primary School Head Teachers in Curriculum Implementation in Sindh

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**Abstract**

This research work has been led to explore the role of head teachers (HTs), particularly in Curriculum Understanding and its Implementation (CU&I). In order to create school leaders that can cope as unique practices, the Instructional leaders have to implement the leadership practices to improve the overall activities in realm of the school generally and CU&I particularly. Discovering the role of HTs concerning CU&I in the context of upper Sindh has remained unexplored. Therefore, the purpose of this qualitative case study is to explore the role of HTs in CU&I. Since it was a case study, six head teachers were interviewed using purposive sampling, and 36 teachers were engaged in focus group discussions using convenient sampling. Data were analyzed using the thematic analysis for the emergent themes. The findings revealed that majority of the HTs played passive role in implementation of curriculum. This is evident from the findings that HTs still have misunderstandings about the curriculum. Although they engaged teachers and students in various curricular, co-curricular and extra-curricular activities, there is lack of regularity in their implementation. However, the findings show that the head teachers put efforts to improve the teaching-learning process through various ways. The study has implications for the head teachers working in the public sector primary schools.

**Keywords:** *Head Teachers, Curriculum Understanding and Implementation, Instructional Leadership.*

## 1. Introduction

Exploring the role of Head Teachers (HTs) in Pakistan has always been of great interest to policymakers, educationists, and program coordinators (Northouse, 2018). Among all roles,

Curriculum Understanding and Implementation (CU&I) is the role of each HT which makes or spoils both the staff as well as the institute (Blase & Blase, 2000). Being leaders of CU&I, it is the responsibility of HTs to ensure that every student receives the highest quality instruction with consistency. For such a target each leader of CU&I has to lead for the improvement of the quality of teaching as well as the student learning (Kitchen & Daly, 2002). In this regard, an HT is solely responsible to get the curriculum of all the subjects understood and implemented by all the teachers concerned (Hallinger, 2005).

## 1.1 Background of the Study

After enforcement of 18th amendment and article 25(a) in the constitution of Pakistan, which make the state responsible for providing free and compulsory education to every child of 5 to 16 years old (Primary to class X), Pakistan is a signatory of both Education For All (EFA) and Millennium Development Goals (MDGs), which had been adopted under Sustainable Development Goals (SDGs) of the United Nations. For achieving such target, the National Educational Policy (NEP)-2017 of Pakistan -with some major changes in NEP 2009- was made and enforced to make a path to achieve the goals. One of the key objectives of NEP-2017 is to focus on the improvement of the teaching-learning process. While keeping an eye on shortcomings in the existing system of education of Pakistan, encouraging basic education has become one of the top priorities of this policy (Niazi, 2012). It is mainly due to goals of universalization of primary education, increasing literacy rate to 90 percent by 2025, decreasing rural and urban differences in education, confirming supportive leadership, and improving quality of education. Bellibas and Liu (2018) highlight that school heads play a crucial role in improving teaching-learning process as part of their daily responsibilities. Likewise, Headteachers (HTs) in Pakistan are primarily tasked with the essential duty of enhancing the teaching and learning processes (Harris et al., 2017). The growing expectations that entrust school heads with the responsibility of improving students' achievement have fostered a heightened awareness of CU&I among educational leaders and researchers. Hallinger and Murphy (2014) note that effective guidance alone cannot guarantee instructive improvements and CU&I. In fact, meaningful progress in educational institutions is seldom achieved without active, skillful, and comprehensive CU&I efforts from both heads of institutes and teachers.

The role of HTs becomes even more important when it comes to solving serious educational challenges such as children's drop-out from and retention in schools. Pakistan, being a developing country, has been facing many problems in education, particularly in primary education (Dahri, 2015). At the moment, Pakistan has the world's second-highest number out of school children, about 22.8 million children of age between 5-16 years are out of school (Nazir & Hameed, 2019). Though the enrollment and retention has bit improved, yet the improvement in education indicators is a dream to achieve in Pakistan (Akram & Yang, 2021). Disparities based on gender and socio-economic status is over-dominant. In the region of this study, Sindh, 52% of the age of school-going children (58% girls) are out of school (Ali et al., 2021). Even the students, who are enrolled, have limited stay in schools. Pakistan has one of the highest dropout ratios in the world at 41% for

primary schooling (Nazir & Hameed, 2019). Although the environment of the schools is one of the main reasons behind the dropout ratio, there is a need to improve the teaching-learning process by improving the teachers and their teaching strategies (Gillani, 2021). Thus, role of HTs increase manifold in the context.

## 1.2 Role of Head Teachers

According to Weeks (2012), the heads of the institutes as instructional leaders (ILs) have the position to deal with the matters concerned to teaching and learning. As they face the challenges in the current global village of internet and digitalization, the HTs have to adopt the role of effective ILs while getting CU&I ensured for generating more and more chances of school success (Darling-Hammond, 2008). Examining the role of HTs has always remained a source of attraction and curiosity for researchers, policymakers, and educationists, as the research findings in this area help to improve the policy-making, resources, and approaches to teaching and learning as well as school leadership practices (Aliyu, 2021; Lian, 2020; Harris, 2013). Different studies have been conducted to explore the role of HTs concerning CU&I, but discovering it in the context of upper Sindh has remained almost unexplored. While focusing on these most current and increasing stresses put on the role of school heads in CU&I, this study is planned to analyze HT's self-perceptions with the perceptions of their teachers regarding HTs' role in CU&I.

As for as school education is concerned, the HTs are the central resource persons to receive and transfer educational policies in form of resources and instructions (Vogel & Alhudithi, 2021). The HTs make implement the curricular policies in a way that learning atmosphere attracts the learners making school a child-friendly place. Overall, NEP-2017 makes teachers and HTs responsible for the quality enhancement of education. Even their promotions and salary increments have been conditioned to their performance. Supervising curriculum while getting it implemented, monitoring lesson plans along with allotting resources, and evaluating teachers daily so that the fruitful learning of learners may be ensured to improve the worth of school (Harris et al., 2017). Jacobabad, being one of the hottest districts of Pakistan, is the abode of rude and harsh people in majority, always ready to quarrel on meager issues. While keeping the temperament of the masses of Jacobabad in mind, this study will add to the literature of both education and sociology, as it will depict the behavior of the people particularly teachers and head teachers.

## 1.3 Problem Statement

While developed nations attribute the responsibility of enhancing teaching and learning processes, especially CU&I, to school heads, developing countries like Pakistan are grappling with the establishment of such effective school leadership (Nasser et al., 2018). The required fully trained school heads should have skills including decision making, analytical, organizational, transformational, executive, negotiating, and flexible skills. Among these, organizational skills deal with routine works, including creating a safe climate for the process of teaching and learning, getting all concerned to abide by the rules and regulations, and dealing with all the stake holders-teachers, students, non-teaching staff, parents, and so on (Will, 2020). These skills can be expected

from HTs when they are trained well to be skillful. Thus, the present study has been led to gather realistic evidence about the level and approach applied by NRP HTs of Jacobabad, Sindh in CU&I. As per reports of the most authentic Standardized Achievement Test (SAT-I to VI) Sindh, conducted by Sukkur Institute Business Administration, the context of this study -district Jacobabad- has never scored passing percentage, which is 33% in any subject for six SATs except once, in SAT-III (conducted in 2015), only in language (Sindhi/Urdu, only 33.53). The failure of the learners is the failure of both teachers and HTs (Yousaf et al., 2021), particularly as ILs in CU&I (M. Ismail, Khatibi, & Azam, 2020). Therefore, this problem needs to be investigated so that the reasons behind these conditions of failure of CU&I could be explored. The research studies under the umbrella of educational leadership, conducted in Pakistan, rarely include the notions related to CU&I (Alam, 2017; Nazar & Chaudhry, 2017; Sabir, 2021). Therefore, this study intended to fill this gap. Moreover, the induction training of NRP HTs had a component, Academic Management; however, no follow-up has been done to check how many characteristics related to CU&I do they demonstrate when they are in a practical situation. Hence, this study intended to explore the extent to which HTs were following IL while ensuring CU&I. The research objective of the study is: (a). To explore the role of Primary School Head Teachers in Curriculum Understanding and Implementation in the context of Jacobabad, Sindh. The research study answers the following question: (a). How do the Primary School Head Teachers play their role in Curriculum Understanding and Implementation in the context of Jacobabad, Sindh?

## 2. Literature Review

Policymakers, educationists, and program coordinators have great interest in exploring the role of school heads (Northouse, 2018). It is mainly because each school program succeeds or fails because of heads of institutes. It is also because each educational policy is designed while keeping its implementers, the heads of the schools in mind. Keeping aside all the roles of the HTs such as a counselor, a bridge between high authorities and staff, an organizer of most of the innovations, manager of most of the activities, etc., Instructional Leadership (IL) generally and CU&I particularly are the roles of each head of the institute which develops or destroys whole the system of any educational institute (Blase & Blase, 2000). In IL, HT not only conveys one's messages but listens and gains first-hand knowledge from one's staff, students, parents, and other members of the society (Hallinger, 2005).

The focus of all the applied approaches in educational leadership is the leading task of any educational institute, managing teaching and learning (Bush et al., 2010). For the success of an organization, a competent leader always keeps on encouraging the team to perform up to their highest level for the success of all (Sergiovanni, 2005). Loyce and Victor (2017) explored the agreement of school heads that their school instructional supervisions consist of many responsibilities including teachers' school appearance, ensuring regular instructional transfer, evaluating and improving lesson planning, checking of teachers' record to monitor their improvement, and evaluating their participation in co/extra-curricular activities. According to Mitchell (2016) the process of designing and implementing the curriculum -being a process of

change- is highly hard to comprehend and many times harder to get implemented. For this, it needs support from all the stakeholders including subject leaders, vice principals, principals, and higher authorities. The same study further adds that it is interconnected to the continuous professional development of teachers and supplementary resources as a prerequisite to making the process of CU&I successful. After that, it also needs ongoing support regarding the implementation of the curriculum.

## 2.1 Educational Leadership in Sindh

Sindh is a province of harsh weather and an abode of multicultural and multilingual people, mostly living the life of their way. Like all other aspects, their education, as well as educational leadership, is of their nature. Though the key posts of educational administration at the provincial level are filled through competitive examination, yet the posts of educational leadership of Director, DEO, and TEO are filled by promotions from teachers. Among many studies in educational leadership in Sindh, Rizvi (2010) explored that proper EL improves the quality of their local education systems through increasing the diversity of application of their programs. Along with many bureaucratic and financial challenges, educational leaders also come across with lack of resources and training opportunities (Siddiqui et al., 2021). Like all other provinces, the majority of educational leaders in Sindh also believe that the job of an educational leader is to deal with financial matters and correspondence with high officials. The majority of educational leaders also believe that there is a very minor role or no role of an educational leader in the improvement of teaching and learning (Niazi, 2012). HTs being the focus of this research, the work cannot be done without paying special attention to school leadership.

## 2.2 School Leadership and HTs in Pakistan and Sindh

School management leadership is mainly a kind of management but in few conditions, it is called leadership as it includes policymaking and applying for daily routine activities/course distribution/conduction of terminal and annual examinations, annual calendar setting, setting of rules for teachers, non-teaching staff, and students, etc. (Bellibas et al. 2018). Research denies the relation of school management with results, resources or justice rather considers it only about people (Will, 2020). The all-important results would come from the same people to whom good leadership is being provided. So, a good manager must manage others as one wants to be managed himself/herself. The real successful school leaders believe in the phrase "my staff is my most important resource" (Long, 2020). Openly repeating this sentence gets the works done by most of the staff members without any financial investment (Williams, 2013). When school leadership is taken generally, the main hindrance in the educational development of Pakistan is the lack of professionalism in school heads. Research also confirms that most of the school heads, particularly primary school heads are unqualified and non-professional (Memon, 2010). According to Bhurgri et al. (2020) the school heads have less interest in school improvement and they are not passionate and enthusiastic about the transmission of information or how many of those take this as an obligatory purpose of their life. The majority of the people have joined this profession just because

they are the failures of all the fields they had tried. Secondly, this has become a lucrative profession for them (Niazi, 2012). The same study mentions in its findings regarding educational leadership in Pakistan that there is a dire need for a kind of educational leadership in Pakistan that may benefit the system by revising itself as well as its curriculum, teaching methods, and style of management. Resultantly, coming generation will be educated as per need of 21st-century skills. Bhurgri et al. (2020) also mentions that majority of the schools of Pakistan; both private and public; are led by non-professional, untrained HTs, who are promoted based on teaching experience, rather than qualification and experience of management and administration. While accepting the dire need for professional development of HTs, almost all educational policies suggest the recruitment of trained and qualified HTs in the field of educational leadership and management for public sector schools. Though this has not been fully adopted nationally (Simkins et al., 2003). Mughal (2015) described the HTs of public sector Pakistani schools with characteristics of having no systematic point that who they were and what they were supposed to do. They are performing as aimless supervisors just to prove their existence. They have neither been trained to be leaders nor see themselves as leaders nor act like leaders. Resultantly they believe to be successful just by becoming more and more authoritative.  As per Ma and Marion (2021), such authoritative behavior is highly harmful to the democratic style of leadership, which assures the participation of everyone as per one's skills. Resultantly, such educational leaders either involve less or let no one involve from parents and teachers in the process of decision making, participative leadership, and passing on the responsibilities and in major school change initiations. As a result of less involvement of HTs in the process of teaching and learning, they get themselves fully involved in managerial tasks. As per Bahadur et al. (2017), there are two major motives behind this non-instructional behavior of public sector educational heads. First the highly centralized educational system and second the limited professional development opportunities.

Though, the school leadership throughout Pakistan is almost same. Yet there are a few differences from region to region. While paying special attention to limited result-oriented practices of promoted HTs, the National Education Policy, 2009-2015, while valuing the role of HTs as ILs, suggested a separate cadre for school management and instructional leadership. Despite different pieces of training organized by the Education and Literacy Department, Government of Sindh, and conducted by the Provincial Institute of Education, primary schools couldn't produce reasonable results. For all of these shortcomings, mainly educational administration and management is considered responsible (Ashraf & Hafiza, 2016). Though as per duties assigned in written, HTs have sole responsibility to produce the results. However, as per educational heads in Sindh Pakistan, this intent is not recognized. As per senior and experienced HTs, upper-level officials are only interested in conducting meetings and issuing directions, but in a real sense, they are not interested in terms of learners' achievement and education (Dahri, 2015). The primary schools with classes from Early Childhood Education (commonly known as Katchi class) to class five, used to be led by mostly primary school teachers with no administrative and management qualifications or experience. Few of them are even only matriculate and have a certificate in teaching (C.T) (Mughal, 2015). The appointments are made on same qualification and experiences but the

majority of skilled people with professional expertise try their level best either to get themselves appointed in urban areas or they get themselves transferred to the urban areas so that they could live and could up bring their young ones in a better urban environment (Abdul & Yu, 2020). Resultantly, the rural areas remain deprived of competent school heads. The rural population-being agrarian economy- instead of valuing school, prefer to employ their youngsters with them in fields (Liu et al., 2020).

### 2.3 Curriculum Implementation in Sindh
Being crucial to a nation, curriculum has become one of the main political issues and is designed in view of political vision of every nation including Pakistan (Beyer & Apple, 1998). The school curriculum is revised while keeping the global market trends and technological advancements in view. A major revision process of its national curriculum was also led in Pakistan in 2006 but due to uncertainties within Provincial Textbook Boards, the textbooks for the new curriculum could not be introduced till Academic Year 2012-13. Since then, the Government of Sindh has introduced textbooks for Grades I – V but it was in 2010 when education totally became a provincial subject with 18th Constitutional Amendment Act. This also made implementation of Curriculum 2006 bit complicated in Sindh, particularly alignment of Curriculum with textbooks. Later on, it was solved by Sindh textbook board by alignment of Curriculum with textbooks. One of the key responsibilities of HTs is supervising curriculum while getting it implemented, monitoring lesson plans along with allotting resources, and evaluating teachers daily to ensure the fruitful learning of learners (Harris et al., 2017). So became the HTs of PSS of Sindh responsible for CU&I as the educational reforms carry "top-down" perspective, where the "success" of the implementation was measured by the "fidelity" and "adherence" to the reformed curriculum by implementers, such as teachers and school heads.

## 3. Methodology
The study While keeping the context of the study i.e., rural Sindh and the purpose of the study i.e., exploring the HTs as ILs with particular role of HTs in CU&I; in mind, Qualitative Research Methodology was adopted. The study has been conducted depending on a constructive view of reality and the interpretivist philosophical framework. The exploratory research design with 'Case study' as a research strategy of this study focused on to what extent IL is applied by the HTs with particular role of HTs in CU&I. The qualitative research methods employed in the research consisted of interviews designed to elicit the multiple meanings of research participants about the process and the direct unstructured observation of actions of the research participants in their natural contexts (Rish, 2015).

### 3.1. Sample of the study
Purposive technique was used for selection of the participants as this study focused on Primary School Head Teachers in District Jacobabad. The sample of this research consisted of six HTs who were interviewed along with observations of their Instructional Leadership during their duty by

visiting schools. Most of the study participants (Primary School HTs) had dual master degrees, both in science/arts and education. They had at least three years' experience of teaching or educational management at the time of joining. Additionally, six teachers from each school volunteered for focused Group Discussion which means 36 teachers participated in the discussions. Their sampling was based on convenient sampling method.

Table 1. Research Participants

| Gender | Head Teachers | Teachers |
|--------|---------------|----------|
| Male   | 4             | 24       |
| Female | 2             | 12       |
| Total  | 6             | 36       |

### 3.2. Data Collection Tools
The first tool used for the study was semi-structured interviews which elicited data from the HTs. The interviews focused on the key concept of the study and permitted the researcher and the research participants to move away to peruse an idea or a response in more detail (Hayward et al., 2016). After the interview of the fifth research participant, the data started the saturating. So, the collection of the data was stopped after the interview of the sixth HT. Another research tool used for the study was Focus Group Discussion of teachers of their schools. The obtained data was used for triangulation purposes.

### 3.3 Data Analysis
Interviews of the HTs and focused groups of teachers were recorded through an audio recorder. The data was analyzed through thematic analysis as laid down by (Creswell & Creswell, 2017). knowledge.

## 4. Results
Results of the study show that HTs displayed inconsistencies concerning their role as IL in different categories within CU&I i.e., lesson planning, curricular and activity-based learning (ABL), and co/extra-curricular activities. While sometimes the HTs played an active role in, for example, co-/extra-curricular activities, they played minimal or no role in lesson planning and ABL.

### 4.1. HTs passive and irregular role in CU&I
The data showed discrepancies between HTs' roles regarding CU&I. While the HTs highlighted the importance and value of curriculum and claimed to have a thorough understanding of curriculum and implementation, the data showed a lack of understanding and pro-active and

regular implementation of curriculum on their part. For example, some of the HTs (i.e., HT-1 & HT-6) claimed to help their teachers with understanding and implementing curriculum from time to time, while others (i.e., HT-2 & HT-3) expressed satisfaction with their teachers' practices. For instance, HT-2 stated, *"The curriculum is a very important thing and I value it a lot. The teachers of my school teach as per the curriculum. They (teachers) have command and they follow it (curriculum)"* (HT-2).

HT- 2 was of the view that the whole of his teaching staff is well aware of the curriculum and plans as well as teaches as per curriculum but he admits that neither any of the teachers has ever asked him nor he has ever tried to check that how the curriculum is applied in his school. As he says, "*Alham du Lillah, all of them (teachers) are professional and come with their planning. None of them has ever asked me regarding curriculum nor have I told them regarding this.*"

Similarly, regarding providing help to teachers in CU&I, HT- 3 gives a superficial comment that he guides when he is asked by any teacher, otherwise he remains away from this. As he says, "…. *in that (CU&I) wherever …… they ask we help otherwise we do not touch this factor. Further the curriculum is taken by teachers as they understand it (which is mostly limited to textbooks)*". In other words, as teachers consider and remain limited to the textbooks, so even HT- 3 'does not disturb' them in this regard which also shows the laissez-fair leadership style of HT- 3. It is also noteworthy that a majority of HTs (i.e., HT-1, HT-2, HT-3, HT-4, & HT-6) played a passive role in helping teachers with implementing lesson planning. For instance, HT- 1 had a double view regarding planning. He considered the planning useless at one stage and a shortage of willingness from the teachers' side. Likewise, HT- 3 says, "*There are few teachers who plan and there are others who do not plan*". And HT- 6 says, "*There is no lesson plan in written form because teachers avoid this thing as they consider it an extra load. They claim that they have been teaching for decades so they know how to teach.*" The only exception to this was HT-5 who played an active role in helping her teachers with lesson planning. HT-5 stated, "*There is (a system of lesson plan). I check lesson plans on weekly basis, confirm the application of those lesson plans and achievement of SLOs*." This shows the transactional style of leadership of HT-5. The views of the focus group of teachers were also the same. They confirmed the passive role of their HTs in CU&I.

### 4.2. HTs' role in curricular activities

The most fruitful way of producing the results is by engaging the learners in practical teaching. This is the kind of teaching-learning in which the majority category of learners -kinesthetic learners- learn the best. Regarding ABL, HT-4, HT-5 and HT-6 played their active role in observing, guiding, and encouraging the teachers to engage the learners. In this regard HT-4 was dual-minded. On the one hand, she says almost half of the teachers are leading the activities on the other hand she says there is a shortage of ABL. As she says, *fifty percent of work has been done and fifty percent of teachers are not willing to do activities…. Simply there is a shortage of activity-based teaching. Sometimes they (teachers) also be lenient and go as per the wish of the learner not always. In cloudy weather or cold weather, the children demand more break time or permission to let them play on the roof.* The school of HT- 5 is engaged in activities so much that they even

participated in a science festival at the district level. As HT- 5 says, "*I took the children of primary classes of my school and participated in science competitions at the district level.*" While discussing the role of HT- 5 in ABL, F.G:5-T.4 said "*Whenever we show any new work or activity done by us, our HT appreciates and supports us a lot. Thus, we also become happy like children.*" On the contrary, HT- 1, HT- 2, and HT- 3 showed a lack of understanding of curriculum by confusing curricular activities with co- and extra-curricular activities. For instance, HT- 3 says, "*There is a dire shortage of activities in our school. The main problem is a shortage of financial resources. What I have observed that during dictation (a kind of testing writing a language) they stand up and guide.*" Data from FGs from these HTs also support this theme. For example, participants in FG-4 unanimously agreed that *HT-4* "*encourages us and sometimes even plays an active role in getting the students involved in drawing, solving simple riddles, word problems, etc.*" Likewise, teachers in F.G-6; confirmed the active participation of HT-6 in ABL activities in these words, "*Yes, on the one hand, it is allowed by her (HT) to do such activities, on the other hand, she also suggests that which activity will suit the topic or the day*". They further stated, "*Sometimes HT suggests or guides to download particular video or audio to lead an activity*". Almost the same was the view of teachers working with HT- 4, HT- 5, and HT- 6 which displays the affiliative style of leadership used by them.

### 4.3. HTs' active role in co- and extra-curricular activities
Most interestingly, co/extra-curricular activities are the only component in which all the HTs were found active, vigilant, supporting, facilitating, and leading in one or another form. HT- 1 monitored and led the activities well. HT- 2 and HT- 3 adequately facilitated the activities. HT- 4 and HT- 5 had an active involvement and organized headship in co/extra-curricular activities. HT- 5 even led study trips and excursions as an extra-curricular activity. In the school of HT- 6 teachers demanded that "*HT must not let any activity or day uncelebrated*". They were eager to lead the activities under the supervision of their HT. The school of HT- 2 was well known at the district level in co/extra-curricular activities. Many programs were arranged throughout the year to celebrate occasions. As HT- 2 said, "*As for as co-curricular activities are concerned there is the name of our school in the whole district. Particularly Naat competitions are mostly won by my school. We arrange different days like 12th Rabbi ul Awal, 14th August, and other national days. We like to let our children be able to face any kind of competition*".

The leading role of HT- 2 in co/extra-curricular activities was confirmed by F.G:2; T: 3 while précising whole the process in these words, "*First, he (HT) calls the meeting, our suggestions are collected, and different duties are assigned to different people. Financially our HT arranges the funds, sometimes we also share in which most is shared by our HT. Overall HT leads all co/extra-curricular activities*". Likewise, HT- 4 was also leading co/extra-curricular activities which were confirmed by his staff, like F.G:4; T.6 says, "*We celebrate days like Eid e meelad u Nabi (SAWW), culture day, 14th August, etc. HT guides ……. what to do for speech competition, how to arrange tableaus, which teacher should convey the message, etc. in simple words all the things are ultimately led by our HT*".

### *4.4. Study Trips as a Learning Tool*

In co/extracurricular activities, HT- 5 doesn't remain limited to school, rather lets her students enjoy study trips as well, as she said, "*I also arrange an excursion annually, in which learners are taken on a tour of a historical place, a gird station, or any other scientific plant, where we let them know that how that works or what is the original condition of those historical places"*.Overall, the six HTs had been trying to add to the process of teaching and learning as much as possible. Like HT- 1 and HT- 6 had performed well in CU&I as facilitators. Contrary to them the least role of HT- 2 was confirmed in CU&I. In the cases of HT- 1, HT- 3, HT- 4, and HT- 6, the planning had been considered as a burden by their staff. They either didn't plan or they used to plan conceptually, not in writing. HT; 5 performed her active role in planning, whose almost whole staff had been planning. In ABL, HT- 1, HT- 2, and HT- 3 either couldn't prove their active role or mixed it with co and extra-curricular activities. On the other hand, data showed that HT- 4, HT- 5, and HT- 6 play their active role in observing, guiding, and encouraging the teachers to engage the learners in different activities. In co/extra-curricular activities all the six HTs had been performing well even by bearing most of the expenses from their pocket.

### 5. Discussion

Murphy (1992) made ILs responsible for meeting state standards by managing the curriculum.  So had been performing all the HTs in CU&I. Among these 33% supported the teachers individually while guiding them on how to implement the curriculum, which shows their coaching style of leadership. The remaining 66% had various ways for CU&I, such as guiding teachers on how to achieve SLOs or targets of the textbooks and so on.

According to Mitchell (2016) the process of designing and implementing the curriculum -being a process of change- is highly hard to comprehend and many times harder to get implemented. It is interconnected to the supplementary resources as a prerequisite to making the process of CU&I successful. So was observed in the current research that one HT valued curriculum just in words and assured that his staff knew well the curriculum and taught as per the curriculum. Though that HT, being dubious, was of the view that whole of his teaching staff is well aware of the curriculum but the bitter truth was told by him that neither any of the teachers had ever asked him nor he had ever tried to check that how the curriculum is applied in his school. Contrary to that HT, regarding providing help to teachers in CU&I, another HT gave a superficial comment that he guided when he was asked by any teacher, otherwise he remained away from this. This supports the view of research that public sector school heads pay more attention to administrative tasks as they are not let to be involved in the process of teaching and supervision (Bellibas & Liu, 2018; Philip Hallinger et al., 2020; Will, 2020).

Likewise, Khaki (2005) proclaims that in the majority of cases HTs are seen as administrators rather than educational leaders or educators; they bear neither the skills nor the time to engage themselves in coaching or leading the teaching-learning activities. Likewise, Glanz et al. (2017) had the results that it was difficult for heads of Israeli schools to focus on instructional leadership as they had no time to focus on the pedagogy of teachers and their target of visiting the classrooms was to

confirming obedience to the school policies than targeting teachers' classroom instructional development. In the same study, even one principal gave a lame excuse that how could he interrupt and improve the pedagogy of the teachers who were more experienced than he was. This is almost the same as in the current study because all the HTs were in their thirties, whereas the majority of teachers they had been leading were in their fifties. But contrary to the results of Glanz et al. (2017), they had been striving their level best to improve CU&I by providing help to the teachers working with them.

CU&I also deals with monitoring lesson plans along with allotting resources and evaluating teachers daily so that the fruitful learning of learners may be ensured to improve the worth of school (Harris et al., 2017). In this regard, all the HTs had either not been paying attention to it or they were a bit lazy in this regard, as they had been leading the teachers equal to the age of their fathers, except one HT. The teachers working with other HTs had been planning conceptually, by practicing exercises or by reading text and solving the exercises before going to the classes. In the school of that particular HT, the highly cooperative teachers plan and get it assessed from their HT as well, which was also proved during unstructured observation. Safeek and Nawastheen (2016) gave the concept that in the M&E of schools along with the improvement of students, HTs postured their low level, which shows their less performance as ILs except in the domains of CU&I and protecting instructional time. Likewise, 50% of research participants of this study either couldn't prove their active role in ABL -as a component of CU&I- or were less inclined to it. On the other hand, data showed that the remaining 50% played their active role in observing, guiding, and encouraging the teachers to engage the learners, which displays their affiliative style of leadership. This is also supported by S. N. Ismail et al. (2018), who while mentioning the responsibilities of HTs as ILs, described that HTs, along with doing Classroom Instructional Development, have to plan for CU&I, arranging remedies for issues or problems, ensuring no disturbance in the process of teaching and learning. Contrary to Nguyen et al. (2020); who was of the view that by finalizing key personnel, school heads themselves became least active indirectly leading activities related to CU&I. In the domain of CU&I, in co/extra-curricular activities all the HTs were found active, vigilant, supporting, facilitating and leading in one or other form. All the HTs had been leading co/extra-curricular activities by democratic style of involving whole the staff as per their expertise. In co/extra-curricular activities, one HT didn't remain limited to school, rather lets her students enjoy study trips as well.

## 6. Conclusion

Overall results show that majority of HTs had been trying to assemble the things and the process of teaching learning was in the hands of teachers. Before discussing the results of the teachers, there was need to discuss infrastructure. It was observable that the capacities of the institutes were limited, as they had shortage of teachers, infrastructure, building and other facilities. This was main hindrance behind successful IL generally, and CU&I particularly, of NRP HTs. Though there were same views in most of the things, but there had been difference of ideas between HTs and focused group discussion of the teachers in few areas as well. Which suggest that there is need to

explore the topic in depth while catering as much population as possible. One of the findings is that all the HTs searched in this research were in their second year of service, yet they had enough understanding of their role and responsibilities as ILs. They had also been performing their responsibilities as ILs while involving as much staff as possible being democratic leaders. Though few HTs confirmed of not performing well in improving the process of teaching and learning as they were given less chances by their teaching staff. In short, most of the HTs performed well in CU&I. Results of the study show that HTs displayed inconsistencies with respect to their role as ILs in different categories within CU&I, e.g., lesson planning, curricular and activity-based learning (ABL), and co/extra-curricular activities. While sometimes the HTs played an active role in, for example co-/extra-curricular activities, they played minimal or no role in lesson planning and ABL. Yet majority of HTs had active role in most of the categories of CU&I. particularly in co-/extra-curricular activities all HTs had been performing exceptionally. Over all, there was only one HT who had been performing exceptionally well in all the categories of CU&I.

### *6.1 Implications*
The study has implications for the head teachers working in the public sector primary schools.
1. The process of teaching and learning should be given top priority.
2. Classroom teaching of the teachers should be monitored with quality supervision, which should also be followed by proper feedback to the teachers.
3. HTs should ensure quality instruction given to the learners to reduce the time wastage and to improve the students learning while creating a positive learning environment and ensuring quality learning of the learners and reducing interruption.
4. HTs should engage the teachers to go through the document of their concerned subject curriculum.
5. All HTs should also allocate time to practical classroom teaching to be aware of the real happenings of the classroom.
6. Learner's learning should be regulated on the day-to-day basis and an action plan should be chalked out to monitor the students' output class-wise.

### *6.2 Recommendations*
Following suggestions and recommendations have been made, based on findings/results.
1. This study is limited to district Jacobabad, Sindh. Future studies should be carried out at the provincial and national levels.
2. This study is pure qualitative, further research in the same context may be led by mix method or quantitative method.
3. This Research has catered only NRP HTs, further research in the same context may be led by other HTs or educational leaders, like TEOs, DEOs, Directors, College Principals, HoDs of University departments etc.

### *6.3 Limitations of the Study*

This study is a kind of research conducted in the context, where HTs are considered only managers. So, this study has potential limitations. This study is limited to the NRP HTs of district Jacobabad, Sindh only. Secondly, the results of this study have limited generalization as they catered to the insights of only six HTs and their focus group of teachers of a rural district of Sindh, Pakistan.

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