

DESIRE TO LEAD AND CHALLENGES IN LEADERSHIP: HOW DO SECONDARY SCHOOL HEADS STRIVE TO PURSUE THE HEADSHIP?

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Abstract

This study explores the pursuing of the headship of secondary school head teachers working within the province of Punjab, Pakistan. The study aims at understanding, describing, and interpreting why did the head teachers at school opted to become head teachers and how do they feel after becoming a head teacher, how do they accomplish their role, and what their insights are about the experiences as a head teacher while serving in 'difficult times'. A total of 13 head teachers participated in this study within Sahiwal Division, Province of Punjab, Pakistan. It was mandatory for the participants to possess a minimum of five years headship experience. All of the participants were selected using purposive sampling technique. Data were collected through semi-structured interviews by using a narrative qualitative inquiry approach. The study was set forth by using an interpretive approach aligned with constructivism to meet the purpose of the study. During the interviews of 13 head teachers from the secondary schools, the questions were asked to reveal the stories during the pursuance of their headship who were pursuing their headship while desiring to become leaders and negotiating leadership challenges. The analysis of data was based on the interviews conducted with the head teachers pursuing headship at secondary schools. After the data was recorded, transcribed and analyzed, two main themes were identified, namely desire to lead and challenges in leadership. The key findings asserted that secondary school head teachers opt for headship to work in leading role. When they deliver, they come across with numbers of challenges associated with this new position. There is dire need to remove these challenges so that head teachers can perform effectively and promote education.

Keywords: *headship, school leaders, leadership challenges, secondary schools*

Introduction

'Influencing process' in the leadership is a common idea amongst the faculty members (Mello, 2003, Northouse, 2010), therefore people get motivated for teamwork to achieve the targets, (Yukl, G. A., 2006). Leadership is termed as the capability to motivate people to attain a shared goal which is common among a group of people (Armandi, Oppedisano & Sherman, 2003). The prime concern of the leader is to build a shared vision among subordinates so that they work in an organized manner to achieve the set goals and objectives, he is further required to develop an environment where with subordinates work with effective communication of ideas and look out more diverse ways for achieving the set goals (Ribbins, P. 2003). Leadership is a strong tool to make an organization efficient and enable to achieve its objectives, (Maringe and Molestane, 2015). The leader of an organization and its members as well play a very pivotal role for refining, developing and raising the organization.

An efficient leader is required in educational leadership because education is a basic and collective social activity. School leadership is also a form of educational leadership. Schools are

considered to be a recognized place where the children are provided with a chance for being socialized in a broader community and the basic level of social skills of are imparted to them. Hence leadership at the general level and more specifically at the level of school has been the subject of research in the educational sector. The leaders paly multifaceted roles in an organization (Lopez & Ensari, 2014).

Heads of school face the same situation. In any educational system, leadership is the point of attention (Stewart, J. 2006). The head of school performs a significant role as regards the of teachers' opinion about their experiences and their career as well (Lazaridou & Beka, 2015). School heads, being the leaders, perform an important role not only for the students but about the ideas, perceptions, and conducts of the staff members also (Djibo, Desidero & Price, 2010).

School heads are play multifaceted role and the require a planned and systematic approach to achieve the outcomes effectively (Engles, Hotto, Devos, Bouckenhooghe, and Alterman, 2008). According to Sentocnik and Rupar, (2009), the head of school has the responsibilities of organizing, supervising, planning, decision making, management, financial management and educational tasks.

Williams (2003) stated the responsibilities of school heads as a mentor for the teachers of the school to lead them, avoiding red-tapism, and focusing on the quality learning and teaching process. He also mentions that when the style of supportive leadership is adopted by the heads of school, they fulfill their duties more effectively by developing a collaborative environment for promoting professional growth among the staff members of the school. The duties of school heads are diversified and they have to deal with various stakeholders and due to this reason, they should have the required skills (Geraki, 2014).

It has been shown by the previous research that as teachers get promotion and become the heads, different skills, more values, and knowledge about diverse topics is required (Ryan, 2007). According to Wildy and Clarke (2008), many problems regarding clerical work are faced by the school heads during official deals, workload-related tension and lack of training about these matters. It is a contextualized duty to lead an institute. This is the reason that school heads must have the required essential skills for changing and adapting the strategies according to the fluctuating situations (Hallinger & Heck, 2014). Efficient leaders have mixed and diverse skills related to leadership qualities (Day, Harris and Hadfield, 2001).

Head teachers face the pressures which are generally concerned with time limits and different affairs of teachers and students. Dealing with difficult parents is another major area as being the authority for academic performance and character building of the students. School heads sometimes report these issues and avail the opportunity whenever they find feasible to apply for other jobs where they feel at easy to avoid such challenges and looking for better, easy and smooth careers. Those who couldn't avail such an opportunity, opt to continue their jobs which is inappropriate not only for the head teachers but for the schools as well.

For implementing positive changes and to improve the child's education quality, the part played by the school head is of vital importance and for this purpose, the skills of effective leadership are required. Ng and Szeto (2015) conducted a study regarding the newly appointed school heads in the schools of Hong Kong, they presented the argument that school heads want to play their role in the global economy by making their students able to serve their country in a positive manner.

In South Africa, Styen (2013) undertook a study by using the narrative method for knowing about the socializing behavior of school heads in the professional as well as organizational areas

of life. He concluded that school heads have huge responsibilities but they want to serve the community and become a role model to follow for other colleagues. That's why a collaborative environment is created by school heads in the schools so that the students and teachers feel privileged and own the system in order to make the teaching and learning process effective (Mitchell & Sackney, 2016).

Hallinger and Chen, (2015) reviewed literature related to the topics on educational leadership and educational management published over the years in the leading international journals and on the base of their research they reached on conclusion there is a lack of the context-based research in the regions of Asia and in South Asia specifically. In South Asia, Pakistan is a developing country and the school level education requires a special attention with a focus on human resources development to compete with the global challenges.

To overcome this backdrop, there is a need to develop management skills and capabilities in the school heads with the help of empirical-based indications by keeping within the social and cultural values of our country. All the issues and challenges related to the post of school head have been mentioned above, so this study is aimed at exploring this multifaceted phenomenon of headship.

The reasons for becoming the school head may vary. Different issues and experiences are faced by every head of school. Every school leader expects different opportunities and plans for their future. Chen (1998) stated that different factors influence the career of any person and are associated with the life experiences of those persons. That is the reason childhood experiences and self-efficacy of an individual in the personal and social life are required to understand the career history (Bandura, Baebarenelli, Caprara & Pastorelli, 2001), personal interests (Bozionelos, 2004), stressors associated with the individual and family (Bird & Schnurman-Crook, 2005), the balance between work and life (Moen & Sweet, 2004) and parent's decisions (Kemkes-Grottenthaler, 2003).

While substantial research on principal administrative challenges exists in national and international studies, research on why head teachers desire to pursue the headship at the schools and what leadership challenges head teachers face and how do they cope with these challenges to survive while continuing the position at the schools is very rare. A need exists to examine the factors.

Research Questions

Following research questions were framed to conduct the study:

1. Why do head teachers desire to attain the headship at the schools?
2. What leadership related challenges do head teachers face and how do they cope with these challenges to survive while continuing the headship at the schools?

Methodology

Qualitative research is preferred by interpretive researchers as small-scale participant engagement is practiced in this research, with a mix of observation techniques, while the researcher has a close, direct and personal contact with the subjects under study, analysis of conversational transcripts and or behaviors and scaling of the large quantity of details and information is what people at large consider it to be. Social life exist the same as people experience it, what they think about it and what they consider about it.

In short people construct meaningful experience confirming an emphasis on the active involvement of people in reality construction by interacting with others in ongoing processes of communication and negotiation. The qualitative research approach chosen to conduct the gathering

of information and data for this study included elements of narrative research. Lichtman 2010 asserts narrative research has “a specific focus on the stories told by individuals” and that it “begins with the experiences as expressed in the lived and told stories of individuals” (p. 54). My objective was to use the interview process to explicate the selected school head teachers’ experiences about the persuasion of their routine job.

Sampling

In sampling, a smaller group of cases is selected from a larger group of the required cases, and this is done by following a particular protocol (Sim and Wright, 2000). We chose the specific group of targeted cases according to the purposive sampling procedure. The target group contained secondary school head teachers within the Sahiwal Division of the Punjab Province.

Each of the head teachers in the school was sent the Information Sheet for Research Study at the school address. We communicated with the head teachers on the telephone and at that time twenty male head teachers were contacted, who was ready for the interview. This telephone conversation confirmed the number of male participants as well as gave me a chance to elaborate on the purpose of my study to them.

None of the participants was bound to stay until the completion of the research; they could withdraw any time according to their will. Out of these twenty male head teachers, eleven male head teachers made sure that they will be there for the interview willingly. Ten female head teachers were contacted and then six of them needed some time to give their final response. We called these six female head teachers a few days late and three of them confirmed their willingness to be interviewed while three of them were excused of their tough schedule.

The purposive method of sampling helped to reach the saturation level of categories of data relatively earlier. After determining the statistical adequacy of the sample, the process of formation of the theory was the main task. The emerging themes on the basis of which the data were analyzed were powerful and accurate so it was concluded that the process of sampling has reached an end. Codes allotted to participants are pseudonym.

The break-down of data into smaller concepts and then assembling them for the formulation of a theory is said to be coding (Strauss and Corbin, 1990), in this process the data are grouped based on similarity under the label of a concept. This is what we call understanding of the data (Strauss and Corbin, 1990). The substructure for coding was based on the frame of 4 basic research questions. Some codes were synthesized at the start and then these codes helped in the repetitive process of coding.

The interviews also helped to generate some additional codes based on the main research questions. The codes from the interview were added to the previous codes and they also helped to refine those codes. Now it was required to divide data on the basis of similarities and differences during the qualitative analysis. Then these sections were used to reflect on the information.

Results

Theme one: Desire to Lead

Desire to lead was identified as a major motivating factor for working as a high school head teacher. Participants who declared the leadership role as a motivator to accept headship informed that they had an urge to lead from the front for betterment and welfare of the schools. Some of them have idealized headship while working as a teacher at high schools. Both male and female head teachers in this study informed that they had an urge to work as a head teacher to play leadership role for achieving quality education. Majority of the participants who had identified this role were with higher qualifications and got selected from PPSC.

‘IW’ a male participant with headship experience of seven years and posted in a school within rural area described he had a taste for headship when he was working as a teacher. He had ideas in his mind to materialize if got an opportunity, he would work to promote quality education for the under privileged and deprived segments of the society who have less or rare chances of availing quality education for their children, he liked headship when he used to see head teachers working. He had lot of ideas in his mind for improvement and promotion of quality education. He thought if he got a chance to become a head teacher of a high School, he would transform his dreams into reality. He had a taste for management and administration as it provides an opportunity to play the role of leadership. He explained:

“Irrespective of which grade you are working as a head teacher in BS-17 to BS-20, the job nature is almost the same. So when I got a chance, I took decision to work as high school head teacher to work in the capacity of playing leadership role to promote education in a high school where I could work freely to achieve my goals. It provides me a chance to work in leadership role and work for the welfare of students and teachers and promotion of education in the society.”

‘TR’, another male Participant who was posted in a rural area school was of the same view that he had a taste to work in leadership role in high school when he was working as a high school teacher, he aspired to translate his ideas regarding better school performance; he was fascinated while seeing officers and head teachers doing their job. He wished if he got an opportunity, he would work for improvement of education and enhance performance of the school. He had an appetite to achieve higher grade and become officer to work in a leadership position. He always idealized headship when he saw head teachers working on the post:

“I had some ideas in my mind and after having worked as a teacher for almost seven years. I applied for head ship when posts were announced through PPSC. I was selected as a head teacher. I got my dreams true.”

‘MJ’ another male participant with eleven years of headship experience and posted in an urban area school, holding a PhD degree in Education, describing his experiences told that leadership role was the driving force behind his decision to become a head teacher as he was selected simultaneously for two posts in the same rank; teacher in BS-18 and head teacher in BS-18 but he preferred to join as a head teacher. He had 17 years of teaching experience as a mathematics teacher at secondary level. He had completed his M. Phil in Mathematics when the Posts of senior headmaster BS-18 and SSS BS-18 were announced by PPSC 10 years ago.

He applied for both because he wanted to utilize his higher qualification and teaching experiences in the higher grade. He was selected as senior headmaster and SSS in BS-18 simultaneously. He preferred to join the post of senior head master because he liked to work as a head teacher to promote education, mentoring the teachers, utilizing his teaching experience and providing instructional leadership. He wanted to play a leadership role to get prestigious status in the society. He had a strong desire to work for the underprivileged class of the society to promote the education.

“As I think while being in the position of a head teacher you have a lot of chances and opportunities to work for promotion of education. My headship experience is enjoyable for me. I share my teaching experiences with my colleagues for their mentoring. I think a lot of

work can be done outside the classroom for the improvement of the institution."

A female participant 'NB' who was posted in a school located in urban area and with an headship experience of eleven years was of the view that high school headship provides an opportunity to work for promotion of quality education while working in the leadership role, while working as a high school head teacher one has autonomy to take decisions of his own to prove his competencies in a leadership capacity. One is free to frame out policies and plans for academic achievements and welfare of students and teachers as well. *"You have freedom to work according to your vision to improve the performance of your school. I had opted headship with same motives."*

'FC', a female participant posted in an urban area school and with seventeen years of headship experience, disclosed that she had desire to work as school leader because she wanted to play her leadership role for education development. She informed that she wished to work for educational development and when she saw head teachers working during his service as a teacher, she thought things could be done better in this way or that. She had unconsciously developed a strong wish within herself to become head teacher and thought if she got an opportunity to serve as a high school head teacher, she would work accordingly for smooth administration and improvements within the school as she revealed:

"There were lots of thoughts in my mind. When I was selected as a head teacher, now I have opportunities to materialize those thoughts and to work for the improvement of school and play leadership role."

'DK', a male participant posted in an urban area school with nine years of headship experience, and holding a Ph D education degree, while describing his stance informed that his father has been a role model for him to work as a high school head teacher in leadership role since he considered his father was an ideal for him as a successful school leader, he got inspiration for head teacher from his late father who had served as a head teacher in a secondary school in BS-19. He died during service. He was much fascinated by his devotion and leadership style and always idealized him as a successful head teacher. When he was working as a teacher in a high school, he had developed an ambition to become a head teacher of a high school and work with zeal and passion as he had observed his deceased father for the promotion of education.

He applied for the post of senior headmaster and he was selected when he had just completed his Ph D. Earlier he worked for 12 years as an EST teacher and was selected as a lecturer in BS 17 in federal directorate of colleges in federal capital area. *"When selected as a senior head master, I preferred it for the fulfillment of my motivation of becoming a head teacher because I wanted to continue my father's mission."*

Findings of the above segment discloses that participants had idealized secondary school head teacher position as a stronghold for their desire to play leadership role within the school as many of them wished to work freely according to their visions for school improvement and becoming role models for teachers and sharing their experiences for school efficacy as one of the participants was of the view that he wished to provide instructional leadership to his colleagues to improve the school performance and work for the under privileged segment of the society.

Theme Two: Challenges in Leadership

This section focuses on factors being experienced by high school head teachers that inhibit their routine job. These inhibitors are continuum of the constraints which create hurdles in running

the school matters and effective management. The participants described many factors which restricted their work. The participants discussed in details these issues and problems which are being presented in this section.

A veteran male participant 'ZA' who was posted in a big urban area school with 19 years of headship experience, informed about lack of basic facilities which are necessary for smooth administration and positive outcomes of school and his school was without adequate facilities, he complained about the insufficient toilets for students and no playground for sports even though the school managed to win championship in cricket twice. His school contributes in more than two sports events at divisional level every year. Two years earlier the school won all-rounder sports trophy at divisional level. One can imagine what could be their achievement level if his school had sports ground and other basic facilities.

Many of the participants were anguished over lack of teaching and supporting staff and were complaining that department always stresses on quality education and high achievements in both academic and non-academic fields but their schools are working with lower HR strength of both teaching and non-teaching staff.

'TR', a male participant working in a rural area school and with six years headship experience stated that he has to manage the school with strength of just 50% of sanctioned posts as when he joined the school, the biggest problem there was shortage of teaching staff. Reason behind it is understandable as teachers from urban locality are reluctant to join and retain in this school because it is located in river bed area and poor transport conditions. Many teachers who were inducted, joined this school but got them transferred as soon as they got a chance.

'DK', another male participant, posted in an urban area school with nine years of headship experience and holding a PhD education degree, informed that his school suffers from lack of teaching staff in primary portion as working posts of primary teachers are not in line with STR. There is shortage of teaching staff in the primary portion. Only four teachers are working against six sanctioned posts of PSTs. As per STR formulae, the school needs nine primary teachers while he has to manage with four. It creates hurdle in achieving quality of education.

Supporting staff is considered necessary to run school matters other than teaching activities like maintenance of school grassy lawns, cleanliness of classrooms and play grounds, looking after and maintain office records and so on. Some of the participants highlighted the issue of inadequate supporting staff as a big challenge for their school's smooth administration as it becomes impossible for them to meet the growing demands from hi-ups with minimal supporting staff.

'IW', a male participant posted in a rural area school with seven years of headship experience shared his views on this issue as he informed that he has to manage the school with only one supporting staff member who is designated as watchman and deputed on night duty. He stated, he has only one class IV employee working, all of the other seven posts are lying vacant. The employee is designated as watchman whose duty is to attend the school after closing hours for whole remaining day and night as well. He is deputed to protect the school property.

Now as a head teacher the participant is accountable for maintaining PMIU monitoring indicators, one of which is cleanliness of whole school building including classrooms, IT and science labs, offices, toilets and maintenance of grassy lawns and play ground as well. A single class-IV employee who is already deputed on night duty is insufficient and incapable to do this all. It really looks challenging and ridiculous sometimes to maintain the school with an area of 41 kanals with this single person.

“Because it is my liability and I am held accountable for the shortcomings, I have to manage some way or other to avoid any observations during MEA visit. When authorities are contacted for such issues they put deaf ear and of the view that head teacher should address these issues at school level.”

A senior female participant ‘SF’ with twenty two years of headship experience sharing expressed her views on the issue and stated that funds provision is insufficient to meet basic needs, she further informed that lack of funds is major issue. In recent past, demands from department are ever-increasing in regard with provision of missing facilities, cleanliness, observing SOPs regarding Dengue and Covid-19 and so on. The funds issued to meet these needs are quite insufficient to meet these needs and some time she is running out of funds but the hi-ups demand to get things done promptly.

‘JB’, a male participant posted in a rural area school and with eleven years of headship experience, informed that distribution of funds is not justified and need based formulae. He further elaborated that funds are insufficient to meet the needs of school. Distribution mechanism is needed to be justified and need-based; the department does not bother the ground realities and provision of funds in comparison with school needs.

If he tries to address teacher shortage issue and appoints temporary teacher @ PKR. 7,000.00 per head per month, the monthly salary for two teachers will amount to PKR. 14,000.00 per month and PKR1680, 00.00 per annum, when electricity bills will be added in it, then almost the entire NSB grant will be consumed. No funds will be left to meet other needs of school. It is government responsibility to provide sufficient funds keeping in view School’s basic needs.

‘MJ’, another male participant, posted in an urban area school with eleven years of headship experience and holding a PhD degree in Education, stressed on the need of justified and need based allocation and timely disbursement of funds to the schools as he informed that sometimes favoritism is involved and blue eyed head teachers succeed in getting their desired share in funds allocations as he was of the view that funds allocation is not only insufficient in comparison with school needs but the provision of funds often is disturbed with political involvement:

“As a head teacher if you maintain a good rapport with district administration, you can get handsome and reasonable part not only in funds allocation but also in the provision of basic facilities and support funding from donor agencies like provision of furniture, IT and science lab equipment, and construction of new building blocks etc.”

Some of the participants expressed their concerns over bureaucratic attitude of hi-ups which is sometimes ridiculous and causes stress among them. No space is available for discussion or arguments. They are asked to just carry out the orders issued.

‘TN’ a male Participant, posted in a rural area school and with eight years of headship experience told that he was ordered by the DEO during his visit of school to arrange hired furniture and tents for the students who had no other option except to sit on floor in severe weather conditions because they had no classrooms to sit in. The DEO observed during his visit that students of six classes were sitting outside classrooms on the floor in open. The participant explained there was shortage of classrooms and furniture. He was very annoyed on this and he ordered the participant to hire tents and furniture for them and make seating arrangements at once.

The participant argued him that it was not matter of single day but the issue is permanent and could be resolved only if the school is provided with classrooms, building block and furniture as well. He was not ready to listen the participant and told to execute his orders otherwise he will be issued written explanation. The participant told that he feels discomforted in such situations when he is asked to execute such non sense instructions and orders and nobody is agreed to listen his stance.

A veteran female participant 'SF' posted in a big urban area school with twenty two years of headship experience, sharing her experiences disclosed that she feels helpless sometimes to execute and fulfill unrealistic demands of hi-ups as they don't bother for the problems of head teachers while issuing orders as she explained that her school was declared hotspot for dengue. She was facing shortage of C-IV employees in the school. Two employees were already deputed to some other school to meet their emergency needs, she explained:

It is very difficult for me to carry on working on Dengue control SOPs' with lower strength of employees. I bound the available employees to work till late hours and even on Sundays and holidays which create unrest among these employees but I have no other option to fulfill demands of hi-ups. We have to obey hi-ups as there is no room for refusal.

Some of the participants of the study were of the view that hi-ups' demands are ever-increasing and there is no room for discussion or argumentation in this regard. They just demand things to be done and orders to be executed irrespective of their rationale. A participant told sometimes it looks ridiculous carrying out their demands as their attitude is autocratic and they don't care for their miseries.

The findings revealed in the above segment affirm that system challenges do exist in school education department with a vast range. These are inhibitors that limit the freedom of head teachers to work with full potential and create hurdles in smooth administration of the school.

As some of the participants were of the view that shortage of teaching staff is a big issue and teachers' strength is inadequate and not in line with STR formulae.

One of the head teachers was agonized over managing with a lower strength of just 50% of the sanctioned teaching posts. Another head teacher disclosed the shortage of teaching staff in the primary section against the strength. Some other participants complained of missing facilities like insufficient toilets, sports ground and furniture. A participant with 41 kanals area of school informed that he had to manage such a big school with just single supporting staff as all other posts of that category are lying vacant in his school.

Participants of the study described challenges in the above discussed segment of the study. Every participant of the study had a long and never ending list of the challenges he/ she faces in their daily routine. Participants revealed how lack of facilities, shortage of teaching and supporting staff, insufficient funds and parents' careless attitude create hurdles in smooth administration of the school.

The findings of this study revealed that high school head teachers are running out of funds at the most of the time in the year while on the other hand demands from department and hi-ups are always on the higher side. The available financial resources are too small to meet basic needs of the school. Further it was disclosed by some of the participants that in funds allocation for development, provision of infrastructure, construction and repair, favoritism is always involved.

Discussion

The major theme of motivation that emerges from our data analysis was the desire to lead that the head teacher played. The desire to lead has been a prime factor for teachers to pursue the position of headship (Moore and Ditzhazy, 1999). Teachers urge to play their role as effective leaders to provide quality education to society. The desire to bring change in society and education through the leading role of principal motivates teachers to accept this position. These findings have been also proved by many studies present in contemporary literature (Moore and Ditzhazy, 1999).

Many teachers who have a natural taste of administration and management strive to attain this position so that they can be their best selves as this position fits their nature. Our results also indicated that teachers who were more qualified and experienced than other teachers opt for the position of the headship for improving the quality of education, providing mentoring to the inexperienced teachers, and utilizing their administration skills for improving schools' learning environment.

Furthermore, in Pakistan, some teachers desire to work for the lower and underprivileged class of society so the post of principals gives them the best opportunity for bringing a positive change feasible for the lower class (Harris et al., 2000a; Harris et al., 2000b; Moore, 1999; Moore and Ditzhazy, 1999; Montana School Boards Association, 1999). We found out that the elevated level of autonomy in decision and policy-making motivated teachers to become principals (Harris et al., 2000a; Harris et al., 2000b) are free to draft out policies and decisions to improve quality of education and students' welfare. This position allows teachers to work free of minor influences and they can work for education development independently.

Other than these factors, several teachers were motivated to pursue the position of headship because they were inspired by some other people like their fathers or their teachers who later became and worked for educational development. Thus, to sum up our discussion on motivational factors for headship we can identify work and life balance as the first prime motivational factor while leadership role as the second motivational factor. Among these two major factors, several other factors are also involved that inspire teachers to opt for headship i.e., career progression, professional growth, desire to bring a change, autonomy, and inspiration, etc. Our findings on motivational factors are also proved by contemporary literature (Arthur et al., 2009; Cranston, 2007; Hancock, Black, and Bird, 2006; Harris et al., 2000a; Harris et al., 2000b; Moore, 1999; Moore and Ditzhazy, 1999; Montana School Boards Association, 1999).

Conclusion

The major factor that motivated head teachers to pursue headship is the leadership role. Most of the head teachers have the desire to lead from the front and consider them capable of doing so they work to reach this post.

Furthermore, the autonomy in decision-making procedures, mentoring of teachers, desire to bring a positive change in the education system and society, and work for the bright future of students become an important motivator for pursuing the post of the head teacher. Some teachers were also motivated to achieve this status because they were inspired by either their parents or teachers.

The position of head teacher comes with many responsibilities and challenges that may act as inhibitors for head teachers pursuing this position and may also demotivate the already working head teachers to leave the post. These challenges prove to be hurdles in the effective performance and routine job of head teachers.

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