



## Role of Headteachers in Developing Code of Conduct For School Teachers: In Perspective Of Quality Management

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Received 30 December, 2013; Accepted 25 July, 2014 © The author(s) 2014. Published with open access at [www.questjournals.org](http://www.questjournals.org)

**ABSTRACT:-** This empirical study was conducted to explore the practices of Headteachers (HTs) in order to prepare Code of Conduct (CoC) for their teachers and implement it to develop quality management system in the schools. This research was conducted at the primary level in a metropolitan city Karachi in Pakistan. It was a quantitative study as the data was collected using cross-sectional survey approach through a purposely designed questionnaire (directly administered) having five-point Likert Scales (0 to 4). The data collected from randomly selected 348 HTs was statistically analyzed by using Chi square tests (SPSS version 10). A null hypothesis was also formulated to explore the role of HTs in respect of quality management. The data collected through observations and semi structured interviews, gave the research a qualitative dimensions as well. It emerged from the study that only the visionary HTs could develop effective CoC for the quality management. It was also concluded that the implementation of CoC for the teachers made the schools successful ones.

**KEYWORDS:-** Code of Conduct; Headteacher; Quality Management; School Improvement.

### I. INTRODUCTION

Headteachers and school improvement process are associated to each other as headteachers (HTs) are the key persons in the school management system (Simkins et al., 1998). Where instances of quality education exist there is always a visionary HT involved in the process of preparing CoC for teachers and its implementation in true spirit. Besides the other factors affecting the quality of education in the schools, non-availability/preparation of the CoC and weaknesses in its implementation creates adverse impact on school management system. The code of conduct for teachers is an element which contributes optimum towards quality management and school improvement (Tariq et al., 2012). Only visionary HTs may handle the school and make it successful using their administrative and academic actions for school improvement through their leadership and management skills. Their practices may be different in public and private primary schools and reflect different results. The reasons of this difference could be because of the vision of HTs and their respective administrative as well as academic actions. Also the literature on school improvement from the developing world suggests that the role of the HT is very important in improving schools (Shafa, 2003; Khaki and Safdar, 2010).

The importance of the role of HTs in making schools better places has been studied in multidimensional ways; Khaki (2005) explored the beliefs and behaviors of effective secondary school HTs (qualitative), Shafa (2003) focused on “addressing of problems by a secondary school HT (ethnographic)”. Similarly Leithwood and Jantzi (1999) and Riehl (2000) say “Scratch the surface of an excellent school; you are likely to find an excellent principal”. Tariq et al., (2012) observed that CoC for the teachers is mandatory requirement for quality management in schools.

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In the present study, overall 348 (public: 172 and private: 176) schools which is 9.2% of the population were selected out of 3752 public and registered private schools of the city for survey through random sampling to discover, Is there a significant effect of implementing CoC for teachers on the school improvement ?

The research observations were obtained from HTs of primary schools in Karachi using the questionnaire consisting of two questions and interviews of teachers and HTs.

- a) Do the HTs prepare CoC for their teachers to promote quality of management in the schools?
- b) Do the HTs implement the CoC for teachers religiously to manage their schools?

## II. METHODOLOGY

The strategy of research adopted in this study was to conduct cross-sectional surveys directly administered to have less time-consumption and high response rate (Fraenkel et al., 2012). Stratified random sampling procedure recommended by Sudman (1976) was adopted for collection of data from public and private primary schools. Mainly, this study revolves around quantitative research methods, however, some qualitative data were also collected through observations, field notes and unstructured interviews and the same were used in support of results and discussions.

The population of study was the HTs of public and private schools at primary level from 18 towns of Karachi city in Pakistan. There are 1199 Government Primary Schools and 2553 registered private schools in the city whereas almost all the private schools are having co-education in both primary and secondary sections. Twenty schools (ten public and ten privately managed) from each town were included in the sample consisted of 348 HTs (172 public and 176 private schools).

A questionnaire consisting of two items having five-point Likert Scales (0 to 4) was constructed to get the responses. The data collected from randomly selected 348 HTs were statistically analyzed using Chi square tests (SPSS version 10). A null hypothesis was also formulated to explore the role of HTs in respect of quality management /school improvement.

## III. DATA ANALYSIS

When the HTs were asked whether they had CoC for teachers in their schools, they responded their practices in the fashion as shown in Table 1.

**Table 1. Code of Conduct for Teachers**

Scale	Frequency	Percent	Cumulative Percent
2	269	77.3	77.3
3	38	10.9	88.3
4	41	11.8	100
<b>Total</b>	348	100	-

The table indicates that only 11.8% of HTs has the highest rate of practice while the practices of the majority HTs varied and no one had disagreement with the item statement. If we change the meaning of the responses (0 = disbelief, 1 & 2 = sometimes and 3 & 4 = always) of HTs then in response to the existence of prescribed rules and regulations for teachers and their effects on school improvement, 22.7% (10.9% + 11.8%) of respondents maintained that they are always having to prescribe rules and regulations for their teachers while 77.3% of HTs had a moderate practice of this and 100% of HTs showed belief in having prescribed rules and regulations for teachers and its effects on school management.

When HTs were asked about implementation of CoC, the HTs responded in the manner as shown in Table 2.

**Table: Implementation of Code of Conduct**

Scale	Frequency	Percent	Cumulative Percent
2	73	21	21
3	274	78.7	99.7
4	1	0.3	100
<b>Total</b>	348	100	-

It is clear from Table 2 that 79% (78.7% + 0.3%) of respondents responded that they always practice prescribed rules (CoC) and regulations for their teachers while 21% of HTs had moderate practices but no one showed disbelief in the religious practice of prescribed rules and regulations for teachers and its effects on school improvement.

Following null hypothesis and alternative were also established to explore the issue in depth:

**Null Hypothesis (H<sub>0</sub>):** There is no significant effect of preparation and implementation of prescribed CoC/rules for teachers on the quality management.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant effect of preparation and implementation of prescribed rules for teachers on the quality management.

**Level of Significance (α)** = 0.05

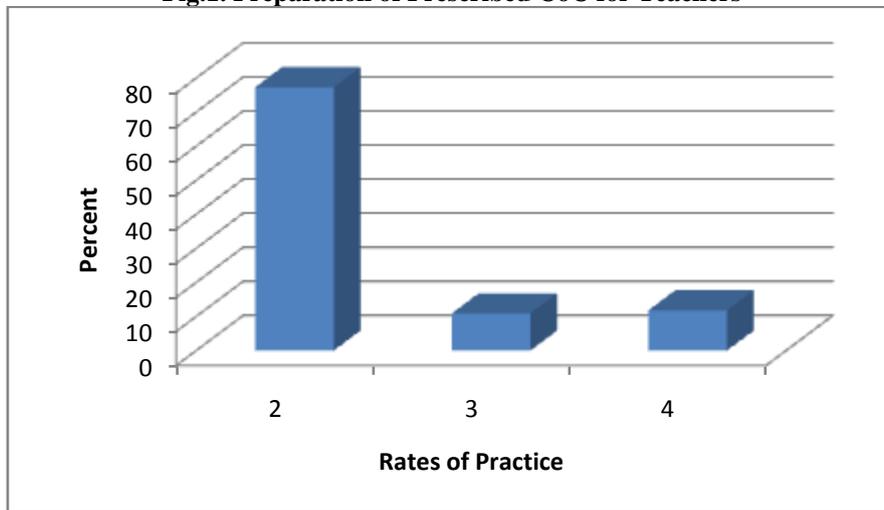
**Test Statistic** = Chi Square one-tailed

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

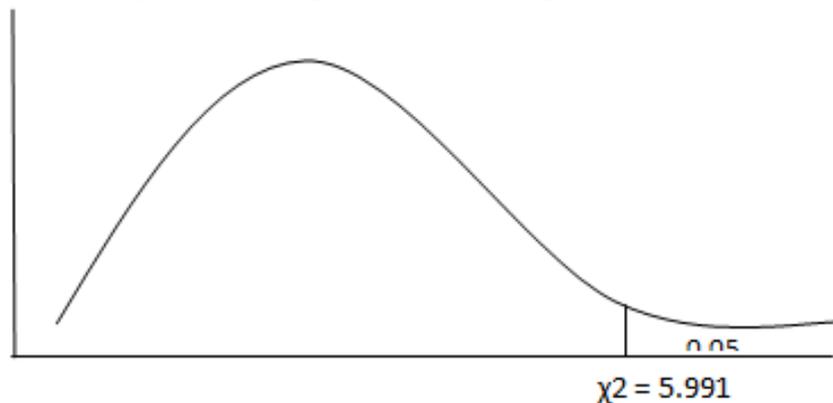
(Whereas  $\sum$  is sum, F<sub>o</sub> is observed frequency and F<sub>e</sub> is the expected frequency)

The data in the Table3 has been adopted from Table1 above.

**Fig.1. Preparation of Prescribed CoC for Teachers**



**Fig.2. Critical Region shown in Chi-Square (one-tailed)**



Referring to the table of Chi-Square (one-tailed) we find that the computed value (302.741) with degree of freedom (df) = 2 at  $\alpha = 0.05$  is greater than the tabulated value (5.991). Since calculated  $\chi^2$  falls in critical region, therefore the null hypothesis is rejected and the alternative hypothesis is accepted. Hence there is a significant effect of preparation and implementation of prescribed CoC/rules for teachers on quality management.

#### IV. RESULTS AND DISCUSSION

The percentage of HTs doing the highest rate of practices for teachers' code of conduct is shown in the Table 3.

**Table: Response to the questions regarding code of conduct for teachers**

S. No	Questions	HTs (%)
1	Does your school have prescribed rules and regulation for teachers?	22.7%
2	Do you practice those rules and regulations?	79.0%

It is clear from the above table that only 22.7% of the schools have available prescribed CoC/ rules for teachers which is the probable cause of deterioration in the quality management. On the basis of study following conclusions were made:

1. It was observed intensively through the field notes and semi-structured interviews that teachers of those schools were more satisfied and confident where these CoC/rules were present and implemented in true spirit. (One teacher of a private school narrated that her school was very effective because HT had rules and regulations for the teachers to develop social justice). However HTs require leadership and managerial skills for the application of these rules.
2. All the teachers including the HTs agreed on that CoC for teachers have significant effect on quality management and the same contributes towards school improvement.
3. Where the CoC was available, the environment of the schools seemed to be healthy.
4. HTs of private schools were pedagogical as well as visionary leaders and they mostly prepare CoC proactively as compared to the public schools thereby strengthening the management in the schools which, ultimately, enhance the quality of education.

#### V. RECOMMENDATIONS

Following are the recommendations while preparing and implementing CoC for the teachers in order to practice quality management in the schools:

1. Code of Conduct (CoC) should be prepared in the school by the HTs democratically in consensus with the teachers and should be followed strictly by all the teachers and HTs.
2. A copy of CoC may be provided to all the teachers individually and should be displayed on notice board in the staff room especially.
3. Whenever the teachers' meeting or Training Coordination Meeting (TCM) is conducted in the school, the CoC should be read in front of the teachers and articles of CoC, if required, should be improved or modified accordingly.

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