ANALYSIS OF RECOMMENDATIONS AND SUGGESTIONS OF SECONDARY SCHOOL HEAD TEACHERS FOR THE IMPROVEMENT OF TEACHING AND LEARNING

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Abstract

This study examined the recommendations of secondary school head preceptors in District Nankana Sahib to ameliorate tutoring and literacy in government seminaries. The exploration concentrated on the part of academy heads in creating a conducive terrain, which is pivotal for quality education. The study set up that academy heads can ameliorate the terrain by strong planning, enhancing academic part, regular class observation, meeting with parents and staff, and furnishing guidance and feedback to preceptors. The study also linked crucial factors that contribute to a conducive terrain, including married headliners, able staff, provocation, work recognition, professional development, cooperation, and community engagement. The exploration stressed the significance of academy heads' leadership chops, communication, and collaboration with preceptors, scholars, and parents to produce a probative and inclusive terrain. The study's findings emphasized the need for academy heads to prioritize strong planning, pedagogical chops, directorial practices, and community engagement to produce an effective conducive terrain. The government should ensure that academy heads follow these recommendations to ameliorate tutoring and literacy in government seminaries. also, the study suggested that academy heads should be handed with training and coffers to develop their leadership and operation chops, enabling them to effectively apply the recommendations and ameliorate the overall quality of education in government seminaries.

Introduction

The Head of optional school assumes a crucial part in giving a steady learning climate, as they shuffle numerous obligations to upgrade learning valuable open doors for understudies. Viable correspondence between the Head, educators, and guardians is critical in making a positive and useful educating and learning environment. Research has shown that guardians who keep in touch with the school will quite often have a more hopeful point of view toward their youngsters' scholastic advancement and the school's general greatness. Conversely, guardians who are separated from the school local area are less inclined to answer their kids' issues, progress reports, or journal sections. Guardians' absence of commitment with schools in regards to their kids' scholastic issues and different worries has been recognized as a huge figure forming the school environment. The perspectives of the two guardians and educators assume a critical part in establishing a powerful school climate. While guardians by and large invite data and news from the school, they frequently neglect to answer or draw in with the school because of their bustling timetables, work responsibilities, and indifference toward instructive issues, accepting that the school ought to assume complete ownership for their youngsters' learning and improvement. Notwithstanding, research features the significance of a strong climate in the educating growing experience, especially at the school level. Establishing a steady and inspirational climate at the school level is pivotal for cultivating a positive opportunity for growth. By putting resources into state of the art physical and HR and benchmarking our way of learning against worldwide norms, we can accomplish greatness in training. A helpful school environment must be laid out when every essential office and assets are set up, empowering

instructors to train really and students to ideally learn. The principal or top of the establishment assumes a crucial part in this undertaking, as their authority and vision are fundamental for making a learning-accommodating and compelling school climate.

Secondary education is the foundation of a student's learning journey, and it is crucial to have a supportive and conducive learning environment. This can be achieved with trained and qualified faculty, world-class school administration, effective leaders, and a balanced approach to modern teachings. Secondary school heads play a vital role in creating this environment, and their leadership should be practical, impartial, cooperative, and supportive, prioritizing the needs of both teachers and learners. To achieve this, school heads should establish a clear mission, vision, and goals, and develop school plans and strategies that utilize the contributions of principals in instructional leadership, as highlighted in the 117 Research Vol 08 Issue 2, 2023. "School principals should foster collaborative relationships with the community, parents, teachers, students, and local education offices (Woreda) to create a unified approach to education. Additionally, the Ministry of Education (MoE), Zone education office, and Woreda education offices should provide school leaders with regular training and supportive supervision, both in the short and long term, to enable them to achieve their school's mission and vision (Agosiobo, 2007).

The school head plays a multifaceted role, encompassing administration, management, leadership, financial management, community engagement, and teaching. Their primary objective is to create an effective and conducive learning environment by overseeing academic, co-curricular, and social activities. The school head's ultimate goal is to drive educational development, and they strive to build a high-performing team that excels in both academic and non-academic areas. To achieve this, they must transform the school climate, which requires a deep understanding of directorial knowledge and a willingness to take on new challenges. Research has shown that assessing and improving school climate is crucial for enhancing teacher morale and student achievement. School heads must be aware of their school's climate and be prepared to make changes, such as appointing a new principal to turn around a low-performing school, which can positively impact student performance and achievement. Effective school leaders are key to driving continuous educational reform and improvement, and they play a vital role in shaping the future of education (MoE, 2010).

Statement of the problem

Around the world, school systems are the foundation of public progression, social protection, financial success, and moral turn of events. Optional school heads assume a vital part in establishing a dynamic and understudy focused climate that encourages coordinated effort, decisive reasoning, and development, laying the basis for a more promising time to come, which envelops the board, educational management, discipline, staff support, and establishing a climate that advances scholastic development. Notwithstanding endeavors by the public authority of Punjab to upgrade instructive exercises, regardless of progress in schooling, establishing an ideal learning climate stays a squeezing concern. Shockingly, research on this basic perspective is scant, highlighting the requirement for inside and out investigation of school pioneers' effect on encouraging a helpful climate for scholastic development and disclosure. By looking at existing holes and proposing proof-based arrangements, we can upgrade the nature of training and advance understudy achievement. This study intends to resolve these issues and add to the advancement of the schooling system.

Research Objectives
1. Investigate the role of Secondary School Heads in establishing a favorable   environment for teaching and learning.
2. Identify the crucial factors that facilitate a conducive environment for teaching and learning in Secondary Schools.
3. Provide suggestions for Secondary School Heads to enhance their leadership and management skills, leading to improve environments for teaching and learning in their schools.

Literature Review
A school's environment is shaped by a combination of factors, including physical infrastructure: a suitable school building, strategic location, adequate classrooms, state-of-the-art computer labs, laboratories, and playgrounds, Human resources, dedicated, hardworking teachers and staff, Teaching resources, effective teaching materials, methods, and practices, discipline and management, discipline, and effective leadership, Policies and rules, clear guidelines and regulations that promote a positive learning environment, curricular and co-curricular activities, a well-rounded education that includes both academic and extracurricular programs (Sahebzadeh, et al, 2012).

The surroundings and context in which an individual learns and grows have a profound impact on their development, influencing their actions, relationships, and reactions to situations. The impact of a positive and inclusive classroom environment on student outcomes and well-being is profound cannot be overstated, as it significantly impacts the quality and quantity of education. While many public schools focus on increasing student enrollment, they often neglect to improve the learning environment, which is essential for maximizing student performance. Creating an effective learning environment is a multifaceted endeavor that encompasses material, physical, human, social, and psychological aspects. Creating an environment that nurtures academic achievement, personal growth, and social development demands a collaborative effort from all stakeholders, including school leaders, educators, support staff, parents, education officials, and the wider community (Tsavga, 2011).

A well-maintained learning environment is contingent upon the availability of various facilities. Effective learning environments rely on a range of essential facilities, including physical infrastructure, cutting-edge teaching and learning tools, sufficient financial resources, robust safety protocols, ample circulation spaces, highly skilled staff and personnel, and equitable access for all learners. An inclusive academic atmosphere serves as the foundation for learners' future success and productive teaching and learning experiences (Aliade, 2008). Studies have shown that the inclusive educational environment is a rich and dynamic concept, encompassing a range of interrelated factors, including social, physical, psychological, cultural and instructional elements, as well as facilities. This environment embodies the heart of school life, reflecting the shared values, experiences, norms, goals, relationships, teaching methods, learning strategies, and leadership approaches that shape the school culture. The development and sustenance of this environment depend on the collective contributions of administrators, teachers, support staff, students, and the community, working together to create a positive and

inclusive learning environment. However, school head bears significant responsibility for fostering and maintaining a conducive environment that supports teaching and learning (Akubue, 2006).

Research has consistently highlighted the significance of a productive learning environment for both learners and educators. From a psychological perspective, human development is shaped by two key factors: genetics and environmental influences. A supportive and inclusive learning environment plays a pivotal role in fostering learners' overall growth and development, leading to a successful and fulfilling life. It has a profound impact on learners' character development, worldview, academic achievements, emotional resilience, and mental health, ultimately enabling them to realize their full potential and thrive in various aspects of life (Aliade, 2006).

The 21st century teaching and learning environment is a vibrant and adaptive space that harmonizes with contemporary pedagogical and administrative approaches. In our current technology-rich and globally connected landscape, innovative learning settings, frameworks, resources, and digital tools are crucial to address the diverse learning requirements of students. This environment cultivates holistic development, deep understanding, creative exploration, and motivates students to acquire the skills and knowledge necessary to thrive in today's fast-paced and rapidly changing world. The students of the 21st century is the most diverse and advanced generation, and they require a learning environment that is adaptable, innovative, and responsive to their needs (Sack-Min, 2007).

Research on public schools in Islamabad, Pakistan, shows that technology-assisted teaching tailored to students' needs in a digital learning environment enhances learners' achievements (Akhtar, 2010).

The school environment plays a vital role in education planning globally, as it significantly influences the teaching-learning atmosphere. Various factors, both direct and indirect, contribute to creating an environment that impacts the overall school functioning, student learning, and the teaching process. While teachers' qualifications, experience, performance, and syllabus completion are essential, they alone cannot guarantee quality education. A conducive school environment, which includes physical infrastructure, resources, and a supportive ambiance, is equally crucial to foster effective learning and academic excellence (Ajao, 2001).

Effective and disciplined school management creates an environment that enables students to achieve their full potential, aligning with the envisioned outcomes and aspirations of education. A productive school environment fosters a holistic development of students, enhancing their social, economic, political, moral, and academic growth (Chuma, 2012).

The impact of various factors on the school environment has been a significant area of research, and one crucial aspect that has emerged is the importance of parental participation. Parents play a vital role in supporting teachers and school management in guiding students towards their academic and personal goals (Ajayi, 2001).

The aforementioned research highlights that various factor, encompassing internal, external, material, abstract, and humanistic aspects, significantly impact the school's teaching-learning process and its outcomes. These factors possess a dual nature, capable of exerting both beneficial and detrimental effects, highlighting the crucial need to cultivate and sustain a supportive and inclusive environment within educational institutions (Okebukola, 2002).

A well-designed physical school environment resonates with the cultural, national, and religious values of the community, creating a sense of familiarity and belonging. A safe and serene learning atmosphere fosters a deep sense of satisfaction among both educators and students, which is a critical factor in their success. When teachers and learners feel content and supported in their environment, they develop a strong sense of self-esteem and motivation, leading to a willingness to work and learn (Mitchell, 2008).

The teaching of science is greatly enhanced by the availability of specialized equipment and resources. To truly understand scientific concepts, students need hands-on experiences with models, visual aids, audio-visual materials, and practical work resources. These tools facilitate deeper understanding, help students develop problem-solving skills, and spark a genuine interest in scientific exploration (Balogun, 2002).

Although learning facilities were available, they were not utilized responsibly, leading to careless handling of equipment in the science lab, computers, and furniture. This neglect, combined with a lack of proper record-keeping, resulted in the misuse and premature breakdown of materials, ultimately creating an unsatisfactory learning environment. Furthermore, overcrowding in classrooms, such as packing 80 students into a room designed for 40, not only compromised the durability of resources but also hindered the overall learning experience (Olagboye, 2004)

Research Methodology

This chapter frames the exploration procedure utilized in this review, which uses an illustrative way to deal with research and enlighten the different obligations of optional school directors in establishing a steady and useful climate for educating and learning, fully intent on acquiring a more profound comprehension of their diverse jobs and commitments. A blended techniques approach was decided to bridle the qualities of both quantitative and subjective information assortment and examination strategies. The logical technique was utilized to guarantee a precise and thorough methodology, including the meaning of clear examination targets and key inquiries, ID of the populace and determination of a delegate test, improvement and utilization of substantial and dependable information assortment devices, to ensure the exactness and consistency of these instruments through pilot testing and master survey. The information was exposed to a blended strategies examination, consolidating both quantitative and subjective methodologies, to give a rich and complex comprehension of the examination questions, coming about in a nitty gritty and nuanced investigation of the different jobs played by optional school heads in encouraging a steady and useful climate for educating and learning.

Research Tools

A Questionnaire for principals was developed to collect the required data. It was based on 5-point Liker Scale. 1. Agree, 2. Strongly Agree, 3. Undecided, 4. Disagree, 5. Strongly Disagree.

Population And Sample

This research focused on public-sector secondary schools in District Nankana Sahib, with a population comprising head teachers, principals, and SST (Science and General) teachers from all secondary schools in the district. The district is divided into three tehsils: Nankana Sahib, Shahkot, and Sangla Hill. The research population encompassed all public-sector secondary schools in District Nankana Sahib, including all principals and SST teachers, providing a comprehensive representation of the district's secondary education sector.

Data Analysis

To examine the analysis of secondary school head teachers' suggestions and recommendations for improvement of teaching and learning, the responses will undergo descriptive statistical analysis. This will involve calculating measures of central tendency, including the mean and mode, to provide a comprehensive overview of the responses. Additionally, measures of dispersion, such as the standard deviation, will be computed to quantify the variability and spread of the responses.

In contrast, the mode identifies the response that occurs with the highest frequency among the teachers, offering insight into the most common perspective or opinion.

Table-1 Analysis of recommendations

Statements	SA	A	U	DA	SD	Mean	SD
School Head is Satisfied from his job	29.5%	51.6%	0%	18.9%	0%	3.87	1.13
Head Ensures to be Punctual in class	52.6%	38.9%	8.4	0%	0%	3.97	1.213
The school's Teaching staff is recruited on needs-basis	28.4%	15.8%	0%	51.6%	4.2%	2.55	1.198
Number of supporting staff is as per need	35.8%	54.7%	0%	9.5%	0%	4.01	1.022
Adequate funds to be provided by authority	10.5%	30.5%	0%	49.5%	9.5%	2.24	1.053
School Head implements School Improvement Plan (SIP)	49.5%	21.1%	0%	21.1%	8.4%	3.87	1.113
Head insures implement annual school calendar	41.1%	46.3%	8.4%	4.2%	0%	3.58	1.346

According to principals' responses regarding their academic responsibilities, the government's best academic principles are fully implemented by the school head. The item demonstrates that heads typically attend classes and observe. The results show that, for the most part, heads rouse instructors for instructing and learning and consistently attempt to improve the degree of training.

Table No. 2 Analysis of Suggestions for improvement

Statements	SA	A	U	D	SD	Mean	SD
Head takes action on teacher's suggestions	33.7%	57.9%	3.2%	3.2%	2.1%	4	1

Head coordinates with teachers about class management	31.6%	51.6%	4.2%	7.4%	5.3%	3.925	1.075
School head is problem solver	41.1%	47.4%	8.4%	2.1%	1%	3.58	1.205
Head accepts teacher's recommendations with open heart	27.4%	53.7%	5.3%	7.4%	6.3%	3.825	1.075
Head Agrees with teacher's suggestions	26.3%	49.5%	6.3%	10.5%	7.4%	3.46	1.54
School Head treats fairly with staff	31.6%	28.4%	10.5%	21.1%	8.4%	3.43	1.239

School Heads responded positively about their roles in school improvement and they are taking suggestions from staff and trying their best to implement them. The school staff is cooperating eagerly and the learning environment is becoming more conducive for teaching and learning.

Qualitative Data Analysis

What is your opinion about environment of learning and teaching?

The survey of 95 school leaders highlights the critical role of creating an optimal environment to support effective teaching and learning. 60% of respondents emphasized the importance of positive, friendly, and strong relationships between students and teachers, as well as among peers, in fostering a warm, supportive, and inclusive learning environment. 40% of leaders emphasized the power of an engaging, stimulating, and interactive learning environment in capturing students' attention and sparking curiosity. Additionally, 69% of respondents recognized the need to accommodate diverse needs, interests, and learning styles, while 55% highlighted the importance of a positive school culture characterized by sharing values and clear expectations. Providing timely and constructive feedback, along with opportunities for self-assessment, was emphasized by 80% of respondents. Finally, ensuring a physically safe and emotionally nurturing environment was deemed crucial by 78% of school leaders.

What are your recommendations about head teacher's role in conducive environment for teaching?

Based on a survey of 95 school heads, it is recommended that head teachers play a crucial role in creating a conducive environment for teaching and learning. Key recommendations include establishing a clear vision for the school, fostering a productive school culture, providing strong leadership and support to teaching staff, addressing teaching challenges promptly, monitoring teacher progress and performance, prioritizing positive relationships, promoting teacher innovation and creativity, and celebrating achievements of both students and teachers. These recommendations aim to support student success and well-being, enhance academic achievement, and create an inclusive school environment.

In your valued opinion, please mention your plans for improving the conducive environment in your school?

In a survey of 95 school leaders, several initiatives were revealed to improve the learning environment. This included enforcing punctuality, enhancing teaching methods, crafting supportive classroom atmospheres, offering extra coaching classes, and fostering a positive social environment. Additionally, empowering students to develop essential skills and ongoing teacher training were recognized as crucial components for an effective academic environment.

Give your one key suggestions for creating better environment for teaching and learning.

The survey findings revealed key suggestions for improving the educational environment. 90% of respondents recommended prioritizing active and student-centered learning approaches. Additionally, 80% of school heads highlighted the importance of nurturing positive relationships between teachers and students, as well as peers, to create an inclusive educational culture. A significant number of respondents also suggested integrating technology effectively and providing constructive feedback to students. Collaboration and teamwork among students were also emphasized as crucial by 85% of school heads through initiatives such as group projects and peer-to-peer interactions.

Discussion

This review examined the "Examination of Proposals and Ideas of Optional School Head Educators to improve Educating and Learning." The exploration gathered information from a different gathering of 95 instructors, addressing the two sexual orientations, who are utilized in open auxiliary schools inside Tehsil Nankana Sahib. A 5-point Likert-based survey was utilized, comprising of 31 proclamations, including 25 quantitative and 6 subjective inquiries that could go either way. The principal objectives of the exploration were to research and analyze the recommendations and thoughts of optional school managers for working on educational practices and understudy learning results. The gathered information were exposed to measurable investigation utilizing SPSS, and the mean score and standard deviation were determined to work with the understanding of the discoveries.

The review investigated the critical job of optional school pioneers in developing a steady and comprehensive setting that improves the nature of training and understudy results. This review researched the essential components that work with a strong instructing and instructive climate, with a specific accentuation on the initiative methodologies and strategies used by school chairmen to upgrade instructive quality and understudy achievement.

 The review intended to address the accompanying examination requests:

1. What is the current job of school heads?
2. How do school heads encourage a favorable school climate?
3. What suggestions rise up out of the review for improving the school environment?

To address these exploration questions, this review investigated the diverse jobs of school heads, including their scholar, regulatory, and social obligations, as well as their contribution in local area commitment, keeping a sound and safe climate, and guaranteeing satisfactory school offices. The review assembled the conclusions and points of view of 95 school heads and educators to give an exhaustive comprehension of the perplexing elements engaged with establishing an ideal learning climate.

Recommendations

1. It is recommended that government should take steps to empower the position of school's head.
2. It is recommended that government should constitute a selection board for appointing

competent personality as school head in minimum time.
3. It is recommended that School head arranges staff meetings regularly and motivate teachers to enhance their skills.

Conclusion

The outcomes are agreeable and for the most part educators and heads answered emphatically and empowered the specialist. School head plays a critical part in keeping up with and fostering a favorable environment for educating and learning.

Likewise closed from the review school and own circle of family members association impacts students' scholarly results and advancement of their examinations. They affirmed top notch results in the wake of laying areas of strength for out school contacts roughly their educational and different related inconveniences which covered utilizing pleasant language at school and in the public eye, personals capacities improvement, learning appropriate habits, self-adjusting, showing individual efficiencies, and courses/schedule related commitments and outcomes. These associations among school and local area give prospects to the student to concentrate on a scope of various conceivable outcomes in the general public which may be supporting them of their future life.

Heads were keen on their work fulfillment, security, accessibility of all staff including both scholar and backing, the structure of the school, admittance to the schools, and the accessibility of the spending plan for the expected assignments.

Heads answered about reserves usage that it's anything but a piece of cake now to utilize reserves practically in light of the fact that not just head is noticing these assets currently heads, educators, local area and the board are similarly noticing.

Heads remarked about staffs' reactions about reasonably treatment toward staff, It is an administrative post and everything in the school ought to be in legitimate condition and it could be terrible in somebody's eye who is getting affecting yet from the view point of a supervisor it is in best reasonable spot.

Heads are making an honest effort to execute directions from higher specialists and making the school climate more favorable for instructing and learning.

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