# "Army Burn Hall Institutions - A Study Of Managerial And Pedagogical Practices"

## Safdar Abbas[1], Muhammad Iqbal Majoka[2,]

[1]*Phd Scholar, Department of Education in Hazara University Mansehera*
[2]*Professor at department of Education in Hazara University Mansehera*

| KEY WORDS | ABSTRACT |
|---|---|
| **Army Institutions, Education, pedagogical practices.** | *Effective teaching is a skill that can make or shake a learner both in personality as well as academically. The display of effective and usefull teaching includes those skills, capabilities and abilities that eventually lead to an enabling, inclusive, welcoming and conducive environment for learners. When identifying the notion of innovative managerial and pedagogical practices, it is critical to grasp what it means; it refers to attempts to initiate reform within the classroom as well as the optimum use and inclusion of technical resources that have sparked the development of the modern time information society. Audio-visual technology, computers, and other communication tools have steadily found their place within the walls of educational institutions and hence expediting the process of bringing innovative changes in pedagogical practice, keeping pace with the advancements of the age. The study attempts to analyze the current managerial and pedagogical practices of Army Burn Hall Institutions. The study also focuses on the managerial practices in the light of four educational leadership theories i.e., facilitative leadership, transformational leadership, instructional leadership and administrative leadership theories.* |

## Introduction

Oxford Dictionary defines Pedagogy as "The method and practice of teaching, especially as an academic subject or theoretical concept". Watkins and Mortimer (1999) states that "pedagogy is any conscious activity by one person designed to enhance the learning of another. The National Board for Professional Teaching Standards defines pedagogy as: " pedagogical (teaching) skills teachers use to impart the specialized knowledge or content of their subject area(s)". This entails that the conduct of classroom teaching is based on psycho-social learning theories like theories of individual differences, socio-developmental learning theories and moral theories of learning. As said by Snow (1986), "learning how to capitalize on individual strengths and to promote a diversity of achievements ... while compensating for the individual inequalities that limit educational achievement for many poses the major challenge to education today and for decades to come" (p. 1029).

No one style of administration, management or leadership is the best or the worst in itself. All these styles have their own strengths and weaknesses. There are no hard and fast boundaries or divisions between one and the other style as well. There is no bound for the practitioner to adopt one or the other or only one style. It is also not customary to declare or bear in mind to follow any particular style in a particular situation rather it is dependent on the personality traits of the practitioner, work environment, make-up of the organization, organizational culture and professional norms of the organization members, which largely drive the top bosses to adopt someone or the combination of these styles. However, the combination of these styles is always the best and the most viable option according to the situation.

Managerial practices in educational contexts should be focused on students'

performance, teachers' goal commitment, controlling teachers' absenteeism and ensuring job satisfaction. These further entail successful students and happy teachers in addition to setting goals and delegating tasks, trusting teachers and setting high expectations for students. Managerial practices further imply emphasizing social skills or organizational culture in hiring, emphasizing process over strategy or outcomes, spending their work time on financial and administrative tasks, getting involved in discussions about teaching methods and or buffering teachers from conflicts with parents, inspiring and focusing their employees on meeting desired outcomes. Some of the styles due to their inherent composition like spending much of the time handling individual students and personnel matters, operating by objectives and written plans, with less focus on financial, administrative, and strategic management and adopting non-interventional approaches are highly unlikely to bring results or win general approval. The study is designed to analyze the managerial and pedagogical practices of Army Burn Hall Institutions and identify problems in these domains if any. This study figures out the principles of managerial and pedagogical practices. It also assesses the loopholes in these practices in vogue at Army Burn Hall Institutions (Army Burn Hall Institutions). The study may provide guidelines for the adoption of effective teaching methodologies based on the findings of this study. It may help the administration to ensure the application of modern psycho-social learning and leadership theories recommended by this study.

## Army Burn Hall Institutions Good Practices to Address Individual Difference

Burn Hall does also regard the individual differences and like all successful national as well as international systems of education tries to benefit from

the research in the field of education and educational psychology. Some of the measures taken by Army Burn Hall Institutions commensurate with the international good practices with little adjustments according to our national education policy and system which are discussed in the following:

## Principles of Learning and Teaching

When educators use a variety of resources, tools, methods, concepts, and explanations to convey information and impart training to their students / learners, their pedagogical practice becomes innovative. It is critical to comprehend the teaching-learning concepts in order to improve pedagogical methods. The following points highlight the ways how and in what kind of environment, students develop their knowledge and skills to the best of their abilities: (PLT, 2004).

2.1.1 The learning environment is sympathetic, supportive and and productive – It should foster encouraging relationships by getting to know and value each student, promoting a culture of value and respect for individuals and communities, employing strategies to boost students' self-confidence and willingness to take risks with their learning, and ensuring that each student succeeds through structured support.

2.1.2 The learning environment encourages independence, interdependence, and self-motivation — The teacher / instructor encourages and supports students to take ownership of their learning and to use tactics that promote effective collaboration.

2.1.3 Learning is strongly linked to communities and practices outside of the classroom – In this case, the teacher encourages students to engage with current knowledge and practices, plans for students to improve their communication skills, interacts with local and broader communities, and uses technology in ways that are reflective of professional and community practices. (PLT, 2004).

## Remediation through Summer School or Tutoring

When a student fails to make adequate yearly progress, remediation through summer school or tutoring be made available to a student in need of extra help. Like US School System, Army Burn Hall Institutions do also arrange remediation through extra coaching classes 4-6 weeks before examination and on daily basis by stopping absentees of the previous day to make them complete the previous day's work. Since ability grouping is not possible and more specifically under the prevalent system of class teaching, special coaching and guidance program for both the dull and the gifted children is arranged through the introduction of additional coaching for academically backward and by making model section of Board classes during Winter Camp for gifted children.

## Class Size

Army Burn Hall Institutions have rigidly followed the principle of small class size despite social pressure and temptation of resource generation and have kept the maximum number of students per class 30 which is compatible with US Schools (between 20 and 30 students) which is similar to those of other industrialized countries, such as Canada, England, and Germany.

## Host of Co-Curricular / Extracurricular / Social Activities

Army Burn Hall Institutions arrange host of activities that provide opportunity to almost every student to partake in some activity of their liking and polish their potential beyond fixed curricula. Some of the activities which are regular feature of ABHls academic calendar include:

i. Inter House Sports
ii. Inter House Athletics
iii. Spelling Bee
iv. Students Appointments
v. Inter House Quiz

## Application of Educational Leadership Theories in Army Burn Hall Institutions

The survey was conducted besides the participatory observation of the researcher to analyze the managerial practices in vogue at Army Burn Hall Institutions in the light of four educational leadership theories i.e. facilitative leadership, transformational leadership, instructional leadership and administrative leadership theories. A questionnaire with ten items was served to faculty members to collect input which after analysis clearly gave the positive perception of Army Burn Hall Institutions' application of educational leadership theories. The first question was about the decision making that whether the decisions in ABHls were made solely at the highest level or through the use of a collective approach to decision-making? The shared answer was that Decisions are made at the highest level. Second question was about the style of leadership in Army Burn Hall Institutions and the collective answer from the participants was that ABHls Management is more inclined towards administrative function than teaching Learning variables. Third, fourth and fifth questions were related to the principal's leadership power, its frequency, and exhibition of their coercive power and the answer was that ABHls management exhibits leadership power like legitimate, information and reward power which successful, functional and vibrant organizations sparingly use instead of referent, expert or charismatic power the use of which is a preferable choice for educational leadership and Army Burn Hall Institutions management frequently uses leadership powers. ABHls' principals occasionally exhibit coercive power even for deterrence. Sixth and seventh questions were about the Army Burn Hall Institutions' Principals' behaviour towards public opinion and the role of staff in creating, implementing, and assessing relevant programs for diverse groups. The answer was that principals mostly prefer

to listen to the opinions approving their stance and staff members were quick in executing the orders of principals. As far as the eighth, ninth and tenth questions were concerned, these were about Army Burn Hall Institutions principals' collaboration with the staff members to design professional development activities. The responses were that principals preferred to select qualified personnel instead of designing professional development activities to improve teaching and learning. They occasionally arranged teachers' training workshops but rarely provide staff development by themselves less communicating the institutions' goals and expectations. There was no such practice of Army Burn Hall Institutions principals taking over lessons from the teachers in case of teachers' absence. They were most of the times engaged in administrative functions and hardly found time to visit classes however their assistants occasionally took over lessons.

## Application of Individual Differences and Socio-Developmental Learning Theories in Army Burn Hall Institutions

A survey was carried out, besides the participatory observation of the researcher to assess teachers' training, capacity and requisite knowledge of Individual Differences and Socio-Developmental Learning Theories, their importance and application. A questionnaire with ten items was served and the cumulative item-wise responses were summarized as following: Do Army Burn Hall Institutions' teachers know every student? And the response was that a few teachers know all the students well. Teachers did not know about their favorite subjects, subjects in which they faced difficulty, study habits i.e. group or individual, personality type, attitude, aptitude, hobbies, cognitive/conative styles, IQ, EQ, Co-curricular / Extra-curricular activities, academic record,

health record, socio-economic / family background and demographic details etc. However, recently teachers had been asked to complete student's Biodata forms and update all relevant details for a ready reckoner as and when required. The second question was about the inventories of students. Were the inventories of students properly prepared using the modern techniques i.e. Attitude and Aptitude tests? The responses indicated that most of the teachers lacked requisite professional qualifications like B. Ed. or M. Ed. and had inadequate training in this domain and hence had no idea about the Student Inventories and Attitude / Aptitude Test Batteries. They had neither learned nor practised these techniques. The next question was regarding the class instructions whether classroom instructions were structured in such a way that individual characteristics or every student was taken care of. The response pointed out that teachers preferred traditional lecture method with the help of textbooks, student guides and whiteboards. They rarely made use of Lesson Plan, Audio Visual Aids, Models and Role Playing. They gave the least importance to Students' Background Knowledge, Students' Participation, Students' Interest and comfortable classroom environment. The attendance, classwork or homework note books etc. also often did not attract the attention of the most of the teachers. The students with average performance or capability and timely syllabus coverage were their target. Response to question regarding Army Burn Hall Institutions' teachers' competence and their passion to know each student indicated that Army Burn Hall Institutions arranged a few workshops during last two years to sensitize teachers but a great deal was yet to be done. Majority of Army Burn Hall Institutions' teachers had inadequate knowledge of child or educational psychology and teaching methodologies. They often preferred the lecture method or rote learning instead. Teachers were

mostly in a rush and urgency to cover syllabus and deemed it a waste of time and effort and unnecessary chore. Majority of the teachers preferred government job might it be even low paid. The beginner teachers in particular took the Burn Hall experience as launching pad. Some of them were however left with no other option because they had spent considerably long time in Burn Hall and had no chances of getting govt. job because of their overage. Hence, they were highly conscious and concerned about the academic well-being of their students.

### Deficiencies at various levels i.e. Junior, Middle, School, Cambridge & College Sections

There are five sections in Army Burn Hall Institutions i.e. Junior Section comprising classes Prep to Six, Middle Section Seven and Eight Classes, School Section Nine and Ten classes, College Section class 11 and twelve and Cambridge Section Pre Cambridge I to Pre Cambridge IV (equal to grade 5 to 8), Junior Cambridge (equal to grade 9), Senior Cambridge (equal to grade 10), Advanced Subsidiary (AS) Level (equal to grade 11) and A2 Level (equal to grade 12).

### Junior Section

Hands-on Teaching Practice, Role Playing Techniques, use of training aids and models, Play Way / Activity Based and Conceptual Teaching, No Formal Exams, Relaxed School Timings, encouraging creativity and independent learning, and more recreational facilities on campus are the need of the hour. Free, frank and friendly classroom environment, regular teachers training workshops and encouraging creativity and problem solving technique are also the areas where there is a room for improvement.

### Middle Section

Teachers need to make their

teaching more interesting with the help of lesson planning, multimedia presentations, interactive and activity based teaching strategies in free, frank and friendly environment by encouraging students to ask questions and find solutions with mutual discussions through guided questioning of the teacher. Independent assignments and projects may be given to the students. There should be at least a day's workshop every month for faculty because they are teaching to the classes who are on the turning point of their academic pursuits.

## School / Cambridge / College Sections

Lesson Plans, training aids, interactive sessions, presentations by students, activity-based teaching and laboratory work besides paper attempting techniques, streaming / tracking in line with individual differences are some of the areas to work. High learning i.e. creativity, citizenship, problem solving and analytical skills needs to be emphasized.

## System of Guidance and Counselling

There is a Students' Guidance & Counselling Cell. The number of students is considerably large and needs dedicated full time Professional Counsellor. The faculty has misconstrued that only students with disruptive behaviour or low performance are subjects of this cell. They mostly act as recommending agency whether student should be afforded more time and opportunity to adjust his behavior or should be expelled right away instead of providing him the counselling.

## Instruments to Correct Deviant Behaviour

Quite often, the onus is placed on students or their parents who have inadequate expertise in the domain. In case

of below expectation response, coercive measures like undertaking from parents and warning to students are resorted to instead of the intervention from teachers or college administration to understand and help resolving students' problems. Some qualified full time professional Counsellor can be engaged for counselling of such students besides ensuring enrolment of professionally qualified teachers in the first place and in case of non-availability of competent professionally qualified teachers in service teachers training and frequent workshops would work to train teachers on basics of teaching / learning and human psychology.

## Findings

21st century classroom has changed considerably, not only in its physical environment but also in its overall teaching-learning process. The chalkboards and whiteboards have been replaced by the smart boards. The corporal punishments have been replaced by the guidance and counselling. The traditional one-way instruction has been substituted by interactive and collaborative learning. The rote learning and memorization have been substituted by high order thinking skills and problem solving. The passive learning has been replaced by the active learning. The fragmented curriculum has been replaced by integrated curriculum. Teaching methodologies based on the whims of the teachers have been replaced by a systematic learning environment based on various approaches of educational psychology. Not only the teaching learning process but the desired product and outcomes have also been transformed in modern education system. Thus, 21st century classrooms in any institution aim to create an environment that promotes active participation of learners, encourages collaboration and group work, enables meaningful learning, stimulates deductive and inductive reasoning, promotes citizenship education for making responsible citizens, inspires

creativity, leads to high order thinking skills and empowers the students with problem solving skills.

Owing to emerging trends in modern education and educational psychology, certain questions have emerged. Have academic institutions adopted the latest techniques in teaching-learning process in line with modern psychological theories of individual differences, socio-development learning theories and theories of moral development? Do schools still follow the old form of rote learning with focus on better grades? This paper is an academic effort in this regard to carry out critical appraisal of existing managerial and pedagogical practices in the light of modern educational leadership / individual differences, socio-development learning and moral development theories of learning at Army Burn Hall lnstitutions.

The study attempted to analyse the current managerial and pedagogical practices of Army Burn Hall Institutions. It found that:

i. Managerial practices of Army Burn Hall Institutions were wanting in three leadership theories like facilitative leadership, transformational leadership and instructional leadership and were more attuned to administrative leadership function.

ii. Management is centralized instead of devolved or collaborative.

iii. Academic Council is nonfunctional by virtue of having no say in policy decisions.

iv. Level of job satisfaction is relatively low.

v. Faculty and non-teaching support staff turnover is relatively better.

John Adam believes "Before any great things are accomplished, a memorable change must be made in the system of education to raise the lower ranks of society nearer to the higher". Japanese hold that it is better to spend one day in the company of a great teacher than to waste thousand days of life on diligent study work.

vi. **Professional Commitment**. Teachers have limited association or ownership of the students. They seem to be wanting in professional commitment and motivation, which is reflected from the results as well as private tuition practices of teachers. Teachers have to be a role model in all aspects, including dress, communication skills, character traits and so on.

vii. **Under-utilization of Modern Training Aids**. Using language is corollary to higher-level thinking skills. ABHls have introduced interactive boards which have eased the task of teachers but their optimum utilization is yet a far cry.

viii. **Science Laboratories**. The number of science laboratories is insufficient to meet the demands of the students. It is unlikely that all students may benefit from a laboratory that caters to the needs of 25-30 students in one class. Teachers have limited expertise to undertake pre-laboratory, during laboratory and post-laboratory activities.

ix. **Teaching Methodologies**. Many countries like Finland and Germany have resorted to interactive teaching where the teacher encourages students to use language, instead of forcing them to passively listen to the lectures. Despite being highly qualified, ABHls teachers still follow old traditional methods of teaching. Teachers have limited interaction with the students. They follow insufficient creative work.

x. **Students' Feedback**. In education systems of advanced countries proper students' inventories are made in which not only personal antecedents and grades of students are recorded but also their learning habits, aptitudes and attitudes are documented. Such progression of students is shared with students and parents at all levels. Such comprehensive inventories are missing in ABHls system.

xi. **Compulsory Participation in Sports.** Modern education has made sports a part and parcel of the curriculum. Sports play important role in students' life but sports facilities are insufficient In Army Burn Hall Institutions especially for day scholars. Sports being inseparable part of the curriculum mean that every student compulsorily participates in at least two sports - one indoor and one outdoor.

xii. **Club Activities.** Club activities are inadequate in Army Burn Hall Institutions and are not organized as per the latest trends. Debates and declamations are held but there is no systematic attempt to develop and refine the communication skills and debating skills of each student.

xiii. **Individual Attention.** Individual attention to each student is an essential component of all educational theories which imply: -
  i. Understanding individuality of each child
  ii. Learning habits
  iii. Strong and weak areas of individual students
  iv. Attitudes and aptitudes of students
  v. Students problem-solving ability
  vi. Creativity
  vii. Improvement in social skills

xiv. **Higher Level Thinking Skills.** Army Burn Hall Institutions system is insufficiently equipped to incorporate this concept for: -
  i. Preparation of Scientific minds
  ii. Promoting spirit of inquiry
  iii. Developing communication skills
  iv. Instilling citizenship skills

xv. **Guidance and Counseling Cell.** Guidance & Counseling Cell exists on papers but there is no professional counsellor who should serve as a nucleus. Every teacher is required to be trained in the subject of Guidance & Counselling.

**Conclusions**

Based on the findings, the following conclusions were drawn from the study:

i. Managerial practices of Army Burn Hall lnstitutions were wanting in three leadership domains like facilitative leadership, transformational leadership and instructional leadership and were more attuned to administrative leadership function.

ii. Proper knowledge of the individuals' potentialities i.e. to know the abilities, capacities, interests, aptitudes and other personality traits of individual learners through frequent assessment in the form of intelligence tests, cumulative record cards, interest inventories, attitude scales, aptitude tests and measures for assessing personality traits were being overlooked.

iii. Army Burn Hall lnstitutions system is insufficiently equipped to incorporate the concept of higher-level thinking skills like: -
  i. Preparation of Scientific minds
  ii. Promoting spirit of inquiry
  iii. Developing communication skills and
  iv. Instilling citizenship skills.

**Rcommendations**

Owing to the recognition of those facts that are discussed and mentioned above make the researcher believe and think that a provision is needed for the wide individual dissimilarities amongst pupils in schools. Highlighting this need, Crow and Crow (1973) writes,

"Since we supposedly are teaching individuals, not groups of individuals, it is the function of the school within its budgetary personnel and curricular limitations to provide adequate schooling for every learner no matter how much he differs from every other learner".

The following suggestions can be helpful for any teacher:

Corresponding Author's Email Address: safdarabbaschheenah@gmail.com

**i.     Accurate Knowledge of the Individuals' Potentialities**. The first step in making provisions for individual differences is to know the abilities, capacities, interests, aptitudes and other personality traits of individual pupils. For this purpose, frequent assessment in the form of intelligence tests, cumulative record card, interest inventories, attitude scales, aptitude test and measures for assessing personality traits need to be carried out.

**ii.     Ability Grouping**. In the light of the results and knowing individual differences in terms of individual potentialities in various dimensions, the students in a class or area of activity can be divided into homogenous groups. Such division can prove beneficial in adjusting the method of instruction to varying individual differences.

**iii.     Adjusting the Curriculum**. To meet the requirement of varying individual differences among the pupils the curriculum should be as flexible and differentiated as possible. It should have the provision for a number of diversified courses and co-curricular experiences so that the pupils may get opportunity to study and work in the areas of their own interests and abilities. It should provide adjustment to suit the local requirements and potentialities of the students of different groups.

**iv.     Implementing Methods and Special Programmes for Individualized Instruction**

i.     Army Burn Hall Institutions may also adopt some special programs or methods of teaching like Dalton plan, the Winnetka plan, the project Method or use programmed learning material for enabling the students to learn at their own individual pace.

ii.     Cognitive ability measures, personality questionnaires, interest inventories and other tools are available.

Teachers need to become aware of these tools and use them appropriately.

iii.     It is wrong to expect uniformity in gaining proficiency or success in a particular field from a group of students. On account of their subnormal intelligence, previous background, lack of proper interest, aptitude and attitude some students have to lag behind in some or other area of achievement. Army Burn Hall Institutions should adjust their Promotion criteria and create space for Individual Difference.

v.     Establishment of state-of-the-art Students Guidance and Counselling Cell and appointment of qualified professional Counsellor who should primarily act as a nucleus and master trainer as it is not possible for one individual to look after all the students. It is incumbent upon every individual teacher that they should know and practice child and educational psychology in 21st century classroom.

**vi.**     Teachers' consistency is of the utmost importance in relation to individual differences. Measures to arrest high tendency of teachers' turnover merit prioritized tackling.

**vii.**     Introduction of international standardized tests to ensure and ascertain compatible growth & development of students.

**viii.     Higher Learning Objectives**. Management and teachers of ABHIs need to pay more attention to higher learning objectives.

**ix.     Moral Correctness**. It cannot be inculcated unless those who exhibit moral precepts, demonstrate the same in their actions viz, parents, siblings and school environment (teachers, staff, elder students and peers). In short the entire educational environment has to be carefully shaped, wherein, children develop strong moral character without being imposed.

**x.**     Character education to be integrated into academic content and instruction. Character education is a

priority in how teachers conduct their classes. Character education is infused throughout the Army Burn Hall Institutions day in classes, sports, meetings, and co-curricular activities. Staff and students recognize and celebrate the natural, beneficial consequences of acts of character rather than rewarding students with material recognition or rewards.

xi.     The ABHls management may provide students with opportunities for moral action. All students to be provided with varied opportunities for engaging in positive, social work and charity action within and outside their institutions so that students engage in these opportunities and reflect on them. Let students know about community service. Tell them about volunteering in a food bank, hospitals, village schools, mosques, helping street children, giving food to needy people and cleanliness of schools.

xii.     The Army Burn Hall Institutions may foster shared leadership and long-range support of the character education initiative.

xiii.     The college to engage families and community members as partners in the character-building effort. The administration and faculty to regularly communicate with parents and guardians, providing suggestions and activities that help them reinforce the core values, and that they survey parents, both formally and informally, on the effectiveness of the college's character education efforts.

xiv.     Enforcing a zero-tolerance policy on swearing, vulgar and obscene language in the classroom, on sports grounds, and at school-sponsored activities.

xv.     College Management may pay more attention to theories like facilitative leadership, transformational leadership and instructional leadership alongside administrative leadership.

xvi.     Management function may be devolved to Section Heads and Heads of Departments level.

xvii.     Academic Council may be made more functional through its involvement in policy decisions including finance and infrastructure development. Level of job satisfaction may be enhanced through continuance commitment.

xviii.     faculty and non-teaching support staff turnover may be controlled through enhanced organizational commitments.

xix.     **Socio-Cultural Context**. This occupies central place in socio-developmental theories. Thus family, neighborhood, overall school environment, teachers and classrooms, playgrounds and the entire societal set up may be involved to create the learning environment of a child.

xx.     **Higher Learning**. According to modern socio-developmental theories mere accumulation of information or knowledge, attainment of standards and grades is not the sole purpose of education. Education needs to aim at higher learning viz:

  i.     Promoting scientific thinking and spirit of inquiry among students
  ii.     Creativity
  iii.     Problem solving
  iv.     Social maturity
  v.     Citizens' skills (civic sense, sense of responsibility and productivity)
  vi.     Mastery over technology

xxi.     **Introduction of a Comprehensive System**. In order to achieve the educational objectives, a comprehensive system of collaboration amongst parents, teachers, students and community leaders is necessary. Since Pakistani society is an uneducated society therefore, schools have to shoulder this responsibility for wholesome personality development of children i.e. graduating balanced citizens. A balanced individual is required to be:

  i.     Physically fit
  ii.     Intellectually sound
  iii.     Morally correct

**xxii.** Opportunities for Sports. Sufficient opportunities for physical training and sports should be available, wherein, every child can get a chance of participation. ABHls have a culture of sports of a symbolic nature, whereby, a few dozen students participate in these sports tournaments but majority of students graduate without any actual application of training in sports.

## References

Adams, A. & Glickman, C. (1984). Does clinical supervision work? A review of research. *Tennessee Educational Leadership,* 11,38-40.

Andrews, R. L., & Morefield, J. (1991). Effective leadership for effective schools. Education and Urban Society, 23(3), 270-278.

Andrews, R., & Soder, R. (1987). Principal leadership and student achievement. *Educational Leadership*, 44(6), 9-11.

Duke, D. L. (1987). *School leadership and instructional improvement*. New York: Random House.

Kroth M & Keeler C 2009. Caring as a managerial strategy. *Human Resource Development Review, 8:506-531.*

GECD. (2005). *Teachers Matter: Attracting, Developing, and Retaining Effective Teachers*. Paris: GECD Publishing.

Quality Assurance Agency (QAA) (2003) Handbook for Enhancement-led Institutional Review: Scotland, Gloucester: QAA.

Quality Assurance Agency (QAA) (2006) Handbook for Institutional Audit: England and Northern Ireland, Gloucester: QAA.

Seldin, P (1997). The Teaching Portfolio (2nd edn), Bolton, MA: Anker.

Skelton, A (2007). *International Perspectives on Teaching Excellence in Higher Education*, London: Routledge.

Snow, C.E. (1983). Literacy and language: Relationships during the preschool years. *Harvard Educational Review 53:165-189.*