DESIRED LEADERSHIP ATTRIBUTES OF HEAD TEACHERS: A DEMOGRAPHICS BASED COMPARISON STUDY

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ABSTRACT: *Head teachers hold certain leadership attributes that help them bring and implement innovations in school systems. Identification of desired attributes of head teachers is required as these attributes help leaders play vital role in bringing and implementing change. The purpose of this descriptive study was to identify desirable leadership attributes of head teacher as perceived by the working heads of high schools. For this study, 400 head teachers were randomly selected form four districts of Punjab. Data were collected on Leadership Attributes Inventory (LAI) survey instrument developed by Moss and others. Descriptive statistics and t-tests were computed to examine and analyze the data. Four attributes of leadership (Tolerant of ambiguity and complexity, Team building, Time management, and Decision-making) were significantly correlated with gender. Further, selected head teachers showed higher mean score on Networking, Intelligent with practical judgment, Dependable, reliable, and Tolerant of frustration that head teachers who were promoted to head. Moreover, Insightful, Visionary, Achievement-oriented, Enthusiastic, optimistic, Persistent, Committed to the common good, and Decision-making were the attributes on which head teachers significantly differed based on their qualification. School heads also significantly differed on Leadership attributes such as Enthusiastic, optimistic, and Intelligent with practical judgment based on their school locations.*

KEY WORDS: Educational Leadership, Attributes, Gender, Trait, Head Teacher

INTRODUCTION

The role of school leadership is fundamental and central to running the school effectively to achieve national aims and goal. Without active participation of school head, the result of any reform or innovation cannot be achieved. Leadership is a process where one person controls and gives a direction to others' behaviors toward the common interests [1]. Longenecker and Pinkel [2] expressed that a valuable leader must have a mixture of many skills, techniques, aptitudes, and the capability to generate an environment where output is most credible. Moss, Lambrect, Jensrun and Finch [3] initiated there were certain attributes familiar to effective leaders that lead to successful schools.

There is a huge body of theoretical propositions compiling many different views and study on leadership. However, this study focused on the research associated with the theoretical approach of the trait theory as related to specific attributes identified with booming leadership. Specifically, the framework for this study based on research conducted by Moss and others [3] in the field of profession and technical education leadership and further development of the Leadership Attributes Inventory (LAI) for identifying and measuring leadership attributes.

Moss, Lambrect, Jensrun, and Finch [3] identified roles to understand the concept of leadership under the supervision of the National Center of Research in Vocational Educational (NCRVE): a) Establish a standard and revelation which may be motive and fruitful to attain the goal of organization. b) Leadership style should be distributed. c) Setup a democratic and creative atmosphere to promote learning. d) Fulfill job concern need of employ of institutions. e) Establish the norms such as coordination, self-respect, teamwork and unity. Almost 124 studies of Bass and 215 research works of other researchers reviewed by Moss to help them to develop an attributes questionnaire to measure the leadership strength and weakness. In result of review of above studies, a Leader

Attributes Inventory was developed, which consists of 35 attributes and latterly two more attributes were added [3].

The traits are the specific characteristics of human personality, which mold the behavior of anyone. It is basic building block of leadership development process. Past theories of leadership describe trait and attributes according to their point of views. The early researches focus that trait were permanent and innate and could not be changed, while later studies on leadership believed that attributes gained through knowledge and practice could enhance and improve leadership abilities. The studies of Stogdill conducted during 1948 and 1970 provided basic knowledge and framework for LAI development. The LAI is validate and reliable instrument for measurement and assessment of leadership. It can be used for self-appraisal tool and in- depth study of leadership [4].

The trait approach to leadership theory is consistent with several research studies, which emphasized the significance of certain attributes and traits in the leadership development, and the capability of these attributes to be identified [5], [6]. Moss and Laing [7] laid this foundation for the trait or attribute approach in the abridgment of their research on leadership in the field of technical and career education. They found that it is a leader's behaviors that influence group performance, it is leader's attribute that shapes those behaviors" (p.11).

A number of studies have been conducted by various authors [4], [8], [9] to find out relationship between leadership attributes and gender which utilized the leader attributes Inventory as a questionnaire survey tool. All of above discussed studies have been conducted at universities and college level, but not at school level. It is initial study of its nature in school context. There was no study found in Pakistani circumstance that used 37 Leadership Attributes Inventory (LAI) [3]. This study is an effort to fill this gap. Further, this study might be helpful for the training, measurement, evaluation, curriculum development in

addition, hiring of future head teachers in school as well as development of individual leadership characteristic of head teacher.

LITERATURE REVIEW

The relationship between gender and leadership style, as well as the gender role-plays in access to leadership positions is common theme in leadership related literature. In this review, many prior studies pointed out the impact of leadership theories and leadership style on gender to enhance leadership qualities.

A very useful and practical study conducted by Wood in 2006 [10]. This study discusses the impact of leadership theories to enhance leadership abilities in female. According to Great Man theory, women are not considered as potential leaders as they cannot attain the leadership competency. The studies conducted during the Great Man theory era, all researches were man dominated. so it is clear that the role of this theory is least in development of female leader characteristic, thus Great Man theory is considered as a male oriented and the ratio of women in paid employment did not visible at that time [10].

Like Great Man theory, the nature of Trait theory was male dominant, and it defines the traits in male expressions. These traits are important for successful leadership. In first decade of 20th century, the arrival of women as a paid employ are in low ratio but the position of women are helping stage (secretaries or assistants) in organizations rather than leading. Koziara, Moskow and Tanner [11] described that mostly women work as teachers, secretaries, nurses and assistants where their role is helping instead of leading. In 1940 four percent women are in management and administration position (Peters & Waterman, [12]. Due to helping role, women could not play a vital role in leadership. So trait theory failed to support to enhance the leadership qualities in women.

In 1970, after the behavioral theories developed, the ratio of women was 16 percent in leadership role in the USA, which was highest at that time. Additionally, the role of women in leadership position did not enhance still 1980, no further achievement recorded as women role in leadership [13]. According to Kanter [14], the role of behavioral theory is remarkable as compare to Great Man and trait theories in developing leadership role in women. But women are not at leading position in the organization. Hence, the impact of behavioral theories was as restricted in promoted the role of women in leadership. Therefore, women role in leadership was still remarkable. The position of women in organizations is supporting rather than executive which indicates low influence of women in leading role in organization [14],[15].

Democratic style of leadership described the dominant influence of gender in leadership development; it is more positively associated with female traits as compared to men. Unfortunately, in spite of women increasing roles in organizations, the leadership role of women did not satisfy women as they were working still on helping position rather than any significant position. No single study found on female role in leadership till 1990 [16]. In laissez-faire leadership style, comparable to prior discussed theories about leadership, the tendency of laissez-faire leadership style was

intentional in the masculine background because a small number of female appeared in floor of management [17].

The transformational and transactional leadership styles are opposite to each other as compared to the impact and influence of leadership base on gender. Klenke [18] viewed about the transactional leadership style was more in support of male influence, which is more typical of male behaviors model. The motivation and training are common in these styles of leaderships to attain the objective of institutions [17]. Transformational leadership is largely considered female oriented model. It supports the role of women in leadership. Sheehy [19] reported that the score of masculine is least on transformational leadership scale as compared to feminine.

In an appraisal of gender related leadership research, Taylor [20] found that research has noted some different styles of leading an organization, any outcomes of these different styles of leadership on effective operations has not been recognized. Rose [21] found that women do have different leadership attributes than men.

It is amazing and questioning that no research found on gender leadership still 1970, because all earlier writer and scholars were men. So concept and tendency of leadership was male oriented. Therefore, at that time leadership was male practiced and they have written about leadership [22]. Initially, Stogdill [23] broke the ice on gender leadership concept in his book on leadership; he claimed that women have potential being as an effective leader. Similar things were discussed by Denmark [22], who pointed out that without gender as a variable the research on leadership cannot be completed. In 1970, gender base researches were reported where skills, behaviors, and traits wee compared between female and male respondents. The surveys on female and male heads in England do indicate that men and women see themselves as operating in broadly similar ways. The responses cannot divide along essentialist lines [24], [25].

Gregg [8] conducted a study to find out status of female leadership in Technical College of Georgia. All female management and leadership of Georgia College fall at high position as assessed by LAI. Their most potential areas of leadership were personal integrity, and committed to the common good, while attributes such as conflict management, tolerant of frustration, use of leadership styles and coaching are rated lowest. Gregg identified that there was no difference in the result of self-rated and observer rated scores of women on leadership attributes [8].

Following leadership attributes acknowledged as having significant differences in response rate of gender. " These were Adaptable open to change, Visionary, Confident accepting of self, Personal integrity, Intelligent with practical judgment, Ethical, Motivating others, Networking, Planning, and Appropriate use of leadership style". This high number of attributes significant differences attributes based on gender is notable [4]. Similar studies conducted by Best [9] and Gregg [8] found no significant differences attributes response on gender. Jones' (2001) study conducted using almost identical attributes found only one significant difference response on gender and that was on the attribute

"promotes multiculturalism" which is not a component of the LAI. This significant number of differences response on gender is a result of this study that may investigated by future research.

Cannon [4] reported in her study, that there were five attributes of leadership which were significant different based on position of leader in college; these were Energetic with stamina, Initiating, Time management, Confident, Accepting of self and Organizing". In all five instances, post hoc testing identified the differences between the responses of the board members and vice presidents. These five attributes considered to be in the management categories of leadership attribute [3]. One possible conclusion in the more focused approach and mindset is that a vice president might have responsibilities for specific aspects of a college, while board members are more closely aligned with presidents in responsibilities for a more holistic and forward thinking approach void of the need to concentrate on day-to-day operational responsibilities [26].

On executive leadership, Olmstead [27] is not agreeing to the statement that "leader is born not made". He expressed his point of view as visionary and effective headship is not a theme of intuition and inhabitant aptitude. Its basic features and characteristics may be evaluated, examined and measured in a scientific way. However, it is admitted fact that now, leadership capability and presentation can be enhanced by gaining the systematic information about leadership and their evaluation about leadership style and achievement.

The possibility of enhancing leadership traits through education and training can be increased [28]. This is important to identify trait which are taken important by head teachers. The results of this study will provide useful information to potential head teacher candidates as well as potential screening and interviewing committees and training institution such as Punjab Public service commission, Lahore (PPSC), which is responsible agency for the recruitment of head teachers in Punjab, and Directorate of staff Development (DSD) Lahore, Punjab that is responsible for pre service, in service and continuous professional leadership training of head teachers.

Moreover, the results will also be useful for current curriculum development in educational leadership programs to compare as reference for the development of future curriculum, particularly in the field of management and leadership. In curriculum development process, Wheeler and Lawton models are very famous and popular for developing curriculum. The first stages of these models are needs, aims and goals [29]. The LAI will provide the basic data and information for first stage of these models.

The future school head teachers must be one of these devoted, dedicated and well-informed persons. The identification of attributes related to leadership success will support in ensuring the filling of future school head teacher vacancies with qualified candidates ready to carry on the noble mission of national education as a career at public school education system in Punjab, Pakistan. With the present and expected urgent need for educational leaders in schools, the Education Department is quickly approaching the need to research and offer support in the education, selection, and identification of potential future presidential leaders is fundamental. The outcomes of this study will be used as an instruction for the training, measurement, evaluation, and hiring of future head teachers in School Education Department. This study will also be useful addition to the current research on leadership. The findings of this study might propose information and suggest criteria for examination and discussion when either preparing or choosing tomorrow's school head teachers. The researchers hope that findings of current research will helpful in schooling of leadership development program and continuous professional development.

METHODOLOGY
It was descriptive study that involved survey method to collect data from the respondents.

POPULATION
The population of the study included all head teachers of high schools in the Punjab province, Pakistan. According to Census 2013, the overall population is 6043 (male=3329, female=2714) head teachers of high school in Punjab province.

SAMPLING
The population of the present study included all male and female head teachers of high schools of four districts of province Punjab. Random Sampling technique as used. Initially, four districts (Gujranwala, Sahiwal, Vehari and Bahawalpur) were selected as clusters. Further, at second level, 560 schools were selected randomly with equal ratio from four selected districts; 560 questionnaires were administrated to collect the data form head teachers. 400 head teachers of public school from accessible population of 701 head teachers of Punjab province responded to the questionnaire.

INSTRUMENTATION
The Leader Attribute Inventory was selected as data collection tool. The First name of LAI was "Leader Attributes Questionnaire". It was developed by Moss et al [3] having 35 Attributes. It was latterly updated in 1994 with 37 attributes. Why it was considered to use Leader Attribute Inventory as an instrument includes two major reasons; first, it is helpful to measure the leadership qualities at a point, second it is valuable in assessment of variation of leadership behavior.

The survey included two parts. First part of the survey questionnaire asks personal and institutional demographic (gender, qualification, locality and position held) data of the respondents. Respondents were requested to provide information by writing in the appropriate spaces. Part II is the central and basic portion of survey instrument. Respondents rated themselves on each of the 37 leadership attributes listed to the degree to very undisruptive to very Disruptive of an effective school head teacher based on summary of definition of each attribute. The scale used to measure attributes having 6 point Likert type the respondents rating of each attribute as follows, Very Undisruptive = 1, Undisruptive = 2, Somewhat Undisruptive = 3, Somewhat Disruptive = 4, Disruptive = 5, and Very Disruptive = 6. The

respondents rated each of the 37 attributes by circling one of the six ratings.

The validity and reliability are the important features of a good questionnaire. In reference to face and content validity of Leader Attributes Inventory (LAI) discussion, there were no irrelevant attributes to conceptions of leadership reported. Content and face validity also concentrate during the

Table 1: Correlation coefficient based on gender

S.#	Attributes	r
1	Energetic with stamina	.04
2	Insightful	-.03
3	Adaptable, open to change	-.02
4	Visionary	-.04
5	Tolerant of ambiguity & complexity	.16*
6	Achievement-oriented	-.03
7	Accountable	.04
8	Initiating	-.01
9	Confident, accepting of self	.04
10	Willing to accept responsibility	-.01
11	Persistent	.05
12	Enthusiastic, optimistic	-.02
13	Tolerant of frustration	.03
14	Dependable, reliable	.05
15	Courageous, risk-taker	.04
16	Even disposition	.03
17	Committed to the common good	-.03
18	Personal integrity	-.01
19	Intelligent with practical judgment	-.02
20	Ethical	-.03
21	Communication	-.06
22	Sensitivity, respect	-.06
23	Motivating others	-.06
24	Networking	-.08
25	Planning	-.02
26	Delegating	-.07
27	Organizing	.01
28	Team building	-.11*
29	Coaching	.01
30	Managing conflict	.04
31	Time management	-.11*
32	Stress management	-.08
33	Stress management	-.02
34	Appropriate use of leadership styles	-.03
35	Decision-making	.12*
36	Problem solving	.02
37	Information management	.03

* Correlation is significant at the 0.05 level (2-tailed)

development of LAI by Moss, while significance of all attributes to leadership performance have been remarked by many other researchers. Migler [30] also verified validity of Leader Attributes Inventory, which confirmed that the

leadership inventory is booming tool to measure leadership behavior of respondents. Moss et al. [3] stated about concurrent validity of LAI by comparing the rating of Multifactor Leadership Questionnaire and Leader Effectiveness Index, the correlation coefficients were observed r =0.35 to 0.87 and mean was r = 0.73, which show higher level of relationship.

Previously reliability of LAI was established through the different types of reliability. First, test-retest measures the consistency of response of respondents. The coefficient of test-retest must be 0.47 and 0.70 is high. The coefficient of test-retest for LAI is 0.48 to 0.89, which ensure the LAI standard for measuring leadership qualities [3]. Secondly, Internal consistency reliability indicates the extent items to develop a require tool for leadership. It is measured through Cronbach Alpha to the assessment of consistency. The Cronbach Alpha was calculated 0.98 and 0.97 during two separate studies having a big sample n = 550 [3].

DATA ANALYSIS

This part discusses the results analyzed from 400 Leadership Attribute Inventory (LAI) survey instruments received from the respondents in this study. The findings related to question have been described below. The Cronbach alpha coefficient for internal reliability for this administration of the *LAI* was 0.87.

Table 1 indicates majority of the attributes did not correlate significantly with gender. However, four attributes significantly correlated with gender, i.e. team building (negative correlation, r = -.11), tolerant of ambiguity and complexity (r =.16), time management (negative correlation, r = -.11), and 'decision-making' (r =.12).

The researchers were interested to know whether male or female teachers significantly differed on these 37 attributed attributes. T test for independent samples revealed that female head teachers showed higher mean score on Team building (M= 5.169, S.D. = 1.926), $t(398)$ = 2.107, p= .0.036 with effect size 0.47, Time management (M= 4.590, S.D. = 1.166), $t(398)$ = 2.295, p= 0.022 with effect size 0.25 and Decision-making (M= 4.719, S.D. = 1.138), $t(398)$ = 2.431, p=0.015 with effect size 0.26. While in one attributes male head teacher showed higher mean score on Tolerant of ambiguity and complexity (M= 4.445, SD. = 1.207), $t(398)$ = 3.185, p=0.002 with effect size 0.31. (see Table 2)

Table 2: T-Test Results for Independent Samples Based on Gender (N=Male=171, Female= 229)(df=398), P<0.05

Attributes	Gender	Mean	SD	t	Sig.
Tolerant of ambiguity & Complexity	Female	4.029	1.399	3.185	.002
	Male	4.445	1.207		
Team building	Female	5.169	1.926	2.107	.036
	Male	4.458	1.171		
Time management	Female	4.590	1.166	2.295	.022
	Male	4.314	1.209		
Decision-making	Female	4.719	1.138	2.431	.015
	Male	4.423	1.249		

The researchers were interested to know whether the selected head and promoted head significantly differed on these four attributes. T test for independent samples revealed that selected heads teachers significant differed from promoted

head on Networking (M= 4.643, S.D.= 1.106), $t(398)$ = 2.240, p= .0026 with effect size 0.24, Intelligent with practical judgment (M= 4.734, S.D.= 1.129), $t(398)$ = 2.821, p= 0.023 with effect size 0.28, and Tolerant of frustration (M= 4.542, S.D.= 1.046), $t(398)$ = 2.398, p= .0017 with effect size 0.30. (see Table 3)

The researchers were interested to know whether rural and urban head teachers significantly differed on these 37 attributes. T -test for independent samples revealed that rural heads teachers significant differed from urban head teacher on Enthusiastic, optimistic (M= 4.11, SD. = 1.038), t (397) = 2.263, p= 0.024 with effect size 0.27, and Intelligent with practical judgment (M= 4.659, SD. = 1.132), t (397) = 1.993, p= 0.047 with effect size 0.31. (see Table 4)

Table 3: T-test results for Independent Sample (N= Selected Head=188, Promoted=212), (df=398)

Attributes	Head as	Mean	SD	T	Sig.
Tolerant of frustration	Selected	4.542	1.046	2.398	.017
	Promoted	4.273	1.180		
Dependable, reliable	Selected	4.505	1.047	2.291	.023
	promoted	4.250	1.167		
Intelligent / Judgment	Selected	4.734	1.129	2.821	.005
	promoted	4.410	1.158		
Networking	Selected	4.643	1.106	2.240	.026
	promoted	4.396	1.098		

Table 4: T-Test Results for Independent Sample, Based on School Location (df=397), (Rural n= 226, Urban, n= 174)

Attributes	Location	Mean	S.D.	T	p
Enthusiastic, optimistic	Rural	4.411	1.038	2.263	.024
	Urban	4.156	1.212		
Intelligent with practical judgment	Rural	4.659	1.132	1.993	.047
	Urban	4.427	1.172		

Table 5. T-Test for Independent Samples Based on Academic Qualification (N=B.A.=279, B.Sc.=121), (df=398) P<0.05

Attributes	Qualifi-cation	Mean	SD	t	Sig.
Insightful	B.A.	4.301	1.151	2.476	.014
	B.Sc.	3.983	1.238		
Visionary	B.A	4.713	1.081	3.947	.000
	B.Sc.	4.223	1.268		
Achievement oriented	B.A.	4.666	1.144	2.000	.046
	B.Sc.	4.413	1.208		
Persistent	B.A.	4.193	1.219	2.956	.003
	B.Sc.	3.793	1.296		
Optimistic	B.A.	4.376	1.095	2.006	.046
	B.Sc.	4.132	1.168		
Committed to common good	B.A.	4.731	1.132	3.404	.001
	B.Sc.	4.305	1.182		
Decision-making	B.A.	4.652	1.183	2.585	.010
	B.Sc.	4.314	1.245		

The researchers were interested to know whether heads teachers with science and arts background significantly differed on these 37 attributes. T-test for independent samples revealed that head teachers having BA degree significant differed from head teachers having B.Sc. degree on Insightful (M= 4.301, SD.= 1.151), $t(398)$ = 2.476, p= 0.014 with effect size 0.29, Visionary (M= 4.713, SD.= 1.081), $t(398)$ = 3.947, p= 0.000 with effect size 0.45, Achievement-oriented (M= 4.666, SD.= 1.144), $t(398)$ =

2.000, p= 0.046 with effect size 0.22, Enthusiastic, optimistic (M= 4.376, S.D.= 1.095), $t(398)$ = 2.006, p= 0.046 with effect size 0.23, Committed to the common good (M= 4.731, S.D.= 1.132), $t(398)$ = 3.404, p= 0.001 with effect size 0.39, and Decision-making (M= 4.652, SD.= 1.183), $t(398)$ = 2.585, p= 0.010 with effect size 0.29. While in one attributes B.Sc. head teacher showed higher mean score on Persistent (M= 3.793, SD. = 1.296), $t(398)$ = 2.956, p=0.003 with effect size 0.34.

FINDINGS
The findings of the study are as under:
- Four attributes of leadership were acknowledged as positive and significantly correlated with gender. The significant attributes were following, Tolerant of ambiguity and complexity, Team building, Time management, and Decision-making. Further data analysis show that there is significant difference between male and female head teachers based on these attribute. Female head teachers showed higher mean score on above four identified significant attributes than female head teachers.
- Selected head teachers demonstrated higher mean score on four attributes of leadership such as Networking, Intelligent with practical judgment, Dependable, reliable and Tolerant of frustration.
- Head teachers with Arts background qualification (BA) received higher mean score on seven attributes of leadership that head teachers with B.Sc. background; these attributed were Insightful, Visionary, Achievement-oriented, Enthusiastic, optimistic, Persistent, Committed to the common good and Decision-making.
- There was a significant difference between rural head and urban head teachers on two attributes such Enthusiastic, optimistic, and Intelligent with practical judgment.

DISCUSSION
The intention of present research was to compare the desirable leadership attributes of head teachers of public sector educational institutions and demographic (gender, qualification, school location, and position held). Four attributes of leadership were acknowledged as different for male and female head teachers. Previous research found that ten attributes of leadership were recognized as positive and significant different for men and women [4]. This large number of attributes with high significant and strong positive relationship in response of gender base is notable. Other studies carried out by Best [9] and Gregg [8], found no significant difference between male and female head teachers on these attributes. Jones [31] found time management as the only attribute on which male and female teachers differed. These small number of significant differences based on gender may lead for further research.

Head teachers also differed on four attributes based on their positions as selected or promoted. The selected heads show high level of social skill practices in leadership than

promoted head teachers. Significant difference in attributes base on position held are laying in main categories of management skills, and social skills & characteristics. Selected head teachers have higher mean score than promoted head teachers, meaning younger head teachers might assume more leadership attributes that promoted head teachers. This might be due to the reason that selected head teachers are younger teachers with updated knowledge of leadership as compared to promoted who perhaps lack in keeping them abreast with new knowledge related to leadership attributes.

Cannon [4] identified five leadership attributes were identified as having statistically significant differences based on position. These were "Energetic with stamina, Initiating, Confident, Accepting of self, Organizing, and Time management". These five attributes were considered to be in the management categories of leadership at tributes [3].

Seven attributes of leadership were found significantly different based on head teachers' qualification. In all seven instances the statistically significant difference was found to between arts graduate and science graduate. These significant attributes were Insightful, Visionary, Achievement-oriented, Committed to the common, Enthusiastic, optimistic, Persistent, good and Decision-making. This high number of attributes with statistically significant differences based on qualification is notable. Six out of seven statistically significant differences attributes are laying in social skills and personal characteristics categories [7]. Finding of this study indicated that arts graduate have high leadership skills and characteristics than teachers with science background. However, no research was found related to this demographic factor base on LAI.

RECOMMENDATIONS
This study leads the researchers to recommend the following:
- Diagnostic leadership training and refresher courses should be conducted to improve the leadership capacity in head teachers. Further, The Leadership Attributes Inventory could be utilized as an additional evaluation tool for potential candidates for school leadership.
- Female teachers are suitable and potential candidate for the recruitment of head teachers. They should be given preference in recruitment process. Further, the findings in this study could be used as a benchmark for comparing a potential candidate's responses with current desired leadership attributes of stakeholders in this study.
- The education department may hire new candidates instead of promotion of in-service teachers to fulfill the requirement of leadership gap in schools.
- The arts graduates are suitable and potential candidate for the recruitment of head teachers. They might be given preference in recruitment process. Further the findings in this study could be used as a benchmark for comparing a potential candidate's responses with current desired leadership attributes of stakeholders in this study.

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