

Role of Head Teacher as Counsellor for Improving Teachers' and Students' Performance at Elementary Level

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ABSTRACT

Aim of the Study: This study explored the role of head teachers as counsellor for improving teachers' and students' performance at elementary level. Major objectives of this study were to study the role of head teachers as counsellors for teachers, to examine the factors that contribute in creating positive environment for counseling between head teachers and teachers, to identify the role of head teachers as counsellors for improving students' performance.

Methodology: The study followed descriptive qualitative research design. The population of the study included elementary school teachers of district Rajanpur and DG Khan. 345 teachers were selected as sample through simple random sampling. A 48-item self-structured questionnaire was used. The descriptive and inferential statistical techniques were used to analyse data.

Findings: Findings showed that head teacher's role as a counsellor is very effective and helps to improve teachers' pedagogical skills, behavior, and overall academic performance. Through counselling services, the head teachers help students in a number of ways to improve their performance.

Conclusion: It was concluded that the head teachers' counselling of their teachers and students, boost teaching learning process which ultimately play a role in enhancing their performance.

Keywords: Head Teacher, Counsellor, Teachers' Performance, Students' Performance, Elementary Level.

1. INTRODUCTION

Counselling has become an integral aspect of the contemporary educational system within schools in the 21st century. "Counselling" refers to a pedagogical process that typically takes place within an interactive dynamic with the objective of assisting the students and teachers in gaining a deeper understanding of themselves. Head teachers, as counsellors, offer counselling to professionals like teachers and promote the identification and implementation of data-driven strategies. The objective is to reduce obstacles to learning and enhance support for students' academic, social, and emotional growth (Lauterbach et al.,

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2018). Head teachers inside educational institutions assume multiple responsibilities. The position of head teacher as counsellor is considered one of the responsibilities assumed by teachers in their capacity as educators. The perception of the school within the community is contingent upon the head teacher's effective leadership as counsellors. According to Mushtaq et al. (2023), it is imperative for the development model to consider the role of the school, with a special emphasis on the head teachers as counsellors. Head Teachers as counsellors provide multiple functions inside educational institutions and frequently engage in various counselling domains. The major objective of Head teacher as counsellors is to improve the educational achievements of school students by providing assistance in their academic, social, emotional, and postsecondary growth.

Tahira and Haider (2020) examined the role of head teachers as counsellor in the overall growth of schools and students also. Given that elementary school serve as the final phase of transition into adulthood for students, it is essential to provide them with the necessary support to facilitate the formulation of constructive and well-informed decisions. Head teachers as counsellors hold a key role in facilitating the successful transition of students into the realms of employment, successful development, adjustment in society, selection of subjects for further education, and many more goals of life. The primary objective of head teachers as counsellors is to prioritize the assistance and direction of students. The purpose of the head teacher counselling program is to support students in managing the various obstacles related to their psychological development and personal worries and to enhance the learning process (Aluede & Adubale, 2020; Nazir et al., 2023; Emetavigho, & Ekundayo, 2024).

Similarly, Hassan et al. (2022) asserted that head teachers, as counsellors, have a crucial role in providing support to students through many means, such as early interventions, group counselling, conferences, and management. Head teachers as counsellors engage in collaborative efforts with various stakeholders to promote the holistic development of students in academic, professional, social, emotional, and personal domains. The individual proceeded to establish a more precise delineation of the duties and responsibilities of counsellors, with the aim of enhancing students' academic performance and overall outcomes. According to Ampofo et al. (2019), schools have the potential to improve when teachers receive professional development and coaching from head teachers. This allows teachers to learn what they are expected to do and why they should do it (Nawaz & Yasin, 2015).

According to Solehuddin et al. (2023), counselling program provides students with guidance regarding suitable career and topic selections, as well as addressing issues related to discipline, education, social dynamics, and psychological well-being. Additionally, it aims to facilitate students' overall adjustment to the school environment. Moreover, Head teachers as counsellors possessed the necessary skills to effectively utilize approved counselling programs, employ contemporary theories and methodologies, and formulate diagnoses, interventions, and group counselling strategies for student performance development in their studies. According to the findings of Nyirenda (2022), the position of the school head teacher, or school counsellor, is inherently intertwined with that of the head teacher, who is commonly regarded as the counsellor of the school. The effectiveness of the educational institution and the general welfare of its students depend on role of the head teachers' counselling at elementary level.

Since the establishment of Pakistan, the education sector has been the most neglected area. No government has made substantial endeavors to enhance the quality and standards of education, save on paper. The issue of aligning quality education with well-trained school administrators has not received sufficient attention in Pakistan, regardless of whether the schools are public or private. The majority of schools in Pakistan do not offer any kind of counselling service to their students, and the few high schools and universities that do offer this service do so mostly with the intention of assisting students in developing their careers. However, it is essential to have an understanding that prior to putting an emphasis on students' job options, it is frequently necessary to address the unique needs of students, such as anxiety, melancholy, shyness, stammering, violence, and so on. Only after this is accomplished can the preparation of their individual personalities be done in an efficient manner.

1.1 Statement of the Problem

Elementary level education plays a vital role in providing a strong base. But unfortunately, in our country, Elementary level education is facing lot of problems and challenges which hinder teachers as well as students' progress. such as low quality of teaching learning activity, communication gaps, follow-up and monitoring issues, lack of confidence in students, improper mechanism, disruptive behavior, increasing dropout ratio, lack of motivation in students as well as teachers, child abuses, less partnership between teachers and students, lack of positive environment, classroom management difficulties, unfavorable school culture, dissatisfaction from jobs and school environment, lack of parental involvement and less focus on each students requirements and needs and many more. The researcher proposed to study the role of head teacher as counsellor in improving teachers' as well as students' performance at elementary level. The job of the head teacher as counsellor is vital in shaping the psychological, social, emotional, and educational skills and performance of teachers and students, which are crucial factors in determining their future success.

1.2 Objectives of the Study

1. To explore the role of head teachers as counsellors for improving teachers' performance.
2. To identify the role of head teachers as counsellors for improving students' performance.
3. To identify the factors that contributes in creating positive environment for counseling between head teachers and teachers.

2. LITERATURE REVIEW

2.1 Role of Head teachers as Counsellors

The most important duty of head teachers as counsellors is to actively engage in addressing pedagogical, psychological, and social challenges inside schools through three key activities: providing support, fostering growth, and implementing preventive measures, as well as strategizing and assessing outcomes. The school counselling service endeavors to assist all members of the educational institution, including students, instructors, administration, and parents, through the implementation of three primary actions while fostering collaboration with them. In Slovenia, the concept of school counselling has always extended beyond supporting students in their personal growth and education (Šteh et al., 2023).

In this connection, Mikuš Kos et al. (2017) stated that student counselling not only provides direct assistance to students in their learning and development but also plays a crucial role in planning, implementing, and evaluating daily educational activities in schools. Additionally, it is responsible for creating and maintaining a safe and supportive educational environment that enables students to achieve their maximum potential. The role of head teachers in supporting students is not fully fulfilled unless they engage in classroom work and consult with teachers, school management, parents, and the external environment. This is because the majority of protective factors are present in the daily activities and overall culture of the school.

Head teachers, who also serve as counsellors, are considered the primary sources of comprehensive and responsive support services for students. The classroom community is a crucial aspect of an educational institution, serving as the setting for everyday educational activities and processes. As a result, it is imperative for head teachers, who also act as counsellors, to establish a high level of collaboration with teachers (Gregorčič Mrvar et al., 2019; Slijepčević & Zuković, 2021).

Head teachers as counsellors have crucial roles as leaders in schools. It is essential that they work together in a collaborative manner rather than separately to guarantee that schools function well and maintain a healthy environment. According to Young, the initial stage in establishing a productive and cooperative educational setting involves school counsellors and principals cultivating a relationship based on trust and a comprehensive comprehension of each other's responsibilities. One of the main reasons why head

teachers and school counsellors fail to collaborate effectively is their insufficient comprehension or misconceptions about each other's responsibilities. Head teachers who simultaneously serve as counsellors can have differing perspectives on their own jobs, which can make it challenging to align goals and work towards a common purpose for school reform (Robertson et al., 2016). Furthermore, the establishment of a productive partnership between head teachers as counsellor and teachers fosters the advancement of ongoing and enduring methods for enhancing school performance (McConnell et al., 2020).

In modern times, head teachers are assigned more clearly defined duties, resulting in increased responsibility towards the state in terms of accountability as well as heightened moral obligations towards teachers, students, parents, and the local community (Podgornik & Vogrinc, 2017). Head teachers who serve as counsellors should have faith in the power of collaborative efforts among educators to yield superior answers compared to individual efforts. Head instructors should possess the belief that they are capable of contemplating topics, analyzing and defining challenges, and demonstrating confidence, professional responsibility, and teamwork. The backdrop emphasizes the significant role of school-based counsellors (McCarty et al., 2014).

2.2 Head Teacher as Counsellor in improving Students' Performance

According to Lambwe (2017), the life of a student is becoming increasingly complicated on a daily basis. There is a need for counseling in order to assist students in achieving their full potential and adjusting appropriately to the many different life circumstances they face. In addition, she makes the observation that the need analysis of students in schools reveals the necessity of counseling services in the areas of education, profession, vocation, social, health, moral, personal, and marital matters. In order to cater to the diverse requirements of the educational system, the administration, and the students themselves, it is imperative that more and more educational institutions have counseling programs.

2.3 Head Teacher as Counsellor in improving Teachers' Performance

The current demand for assistance and counselling among teachers is highly intricate. The inclusion of counselling within the comprehensive education system is crucial since it plays a vital role in facilitating the attainment of holistic educational objectives (Wijaya et al., 2019). Eger et al. (2017) highlighted the important role that head teachers' counselling plays in turnaround schools and offer specific recommendations on how they can collaborate with other teachers and professionals to improve student achievement in such school settings. They also bring attention to the fact that head teachers' counselling plays a critical role in the turnaround process. It is essential that head teachers, as counsellors, collaborate in order to effectively affect the students and schools that they serve (Rock et al., 2017). Furthermore, according to Duslak and Geier (2016), successful collaboration between head teachers as counsellors who are tasked with the responsibility of leading the whole school in which teaching and learning processes are carried out or in which interaction takes place between the teacher who is imparting the lesson and the student who is receiving the lesson is referred to as head teacher counseling (Niswaty et al., 2019).

It is essential for head teachers, who have diverse professional profiles, to collaborate with one another as a team. In the context of the school setting, the role of the head teachers as counsellors and the teachers themselves, with a particular emphasis on the characteristics of their complementary partnership, The premise that head teachers as counsellors play a significant role as bridge builders between all individuals involved in school life is the beginning point for this discussion (Bryan, 2022). According to Slijepčević and Zuković (2021), head teachers as counsellors play a significant role in the holistic development of pupils, as well as contributing to the professional development of instructors and the overall development of the school as a whole. According to Supriyanto et al. (2019), head teachers as counsellors are educators who possess the necessary skills to succeed in their roles as educators. Pedagogical competence, personal competence, social competence, and professional competence are the competencies that school counsellors need to possess. Head teachers as counsellors are required to cultivate the ability to develop

their competency in the context of self-development in order to assist students. This skill is referred to as the competency of head teachers as school counsellors.

2.4 Head Teachers' Counselling in health or Mental Health

Head Teacher, acting as school counsellors, offer mental health assistance to students in their schools (Sanchez et al., 2018). Psychological wellbeing requirements among students of school age Given that kids devote a significant portion of their day to attending school, it is evident that schools have a profound influence on the social, emotional, and mental well-being of students (Moon et al., 2017). Head teachers, serving as school counsellors, are typically the sole personnel in school environments who possess formal mental health training, but this may differ based on location. Researchers have emphasized that excessively high ratios of head teachers to pupils serve as a significant obstacle to providing sufficient mental health assistance to kids (Carlson & Kees, 2013).

2.5 Head Teachers' Counselling improves Self-Efficacy and confidence

Counselling self-efficacy (CSE) refers to the belief in one's own abilities to provide counselling. The authors have defined counselling self-efficacy (CSE) as consisting of three sub-domains: the perceived competence to (a) execute fundamental helping abilities, (b) handle session tasks, and (c) navigate difficult counselling settings and present concerns. Head teachers in the role of counsellors must possess a comprehensive awareness of the most effective methods for cultivating essential internal abilities that seem to enhance counsellor self-efficacy. Hence, it is crucial for head teachers, who are also counsellors, to prioritize the development of cognitive and affective empathy in counselling students. This objective can enhance their selfconfidence in counselling and contribute to improved academic performance in schools (Chao et al., 2016; Watson, 2003).

2.6 Head Teachers' Counselling in Grief

The failure to properly manage a student's grief might have a damaging and unfavorable effect on the student's academic performance (Kiambi & Mugambi, 2017). The following characteristics are likely to be present in children who have restricted access to education: increased school absenteeism, decreased school and class involvement, lack of concentration, and an inability to complete school homework, as stated by Hulukati (2020). Counselling for head teachers is responsible for handling all of this. Head teachers are the ones who provide counselling for this circumstance using dialectical behavior therapy.

2.7 Head Teachers' Counselling on Students' Discipline

Head teachers are responsible for establishing clear standards for the behavior and discipline of students within the community of the school. In addition to describing the standards of conduct and the repercussions for incorrect behavior, they communicate these expectations to the students, teachers, and parents of the kids. In order to effectively handle the disciplinary needs of students, head teachers collaborate with other teachers, parents, and outside organizations. They maintain consistent communication with instructors in order to identify emergent behavioral trends or concerns and to build proactive measures for intervention and prevention. In addition, they encourage parents to assist in the development of their children's behavioral skills and, when necessary, seek guidance from outside sources (Sigurðardóttir et al., 2024).

2.8 Head Teachers counselling in Pakistan

The role of the head teacher in the complete school development as counsellor is highly significant and central. The function of the head teacher is fundamental to all the activities of school growth. The head teacher's dynamic and effective job translates the ideals of whole-school development as counsellor into tangible results (Akram et al., 2022). The head teacher has a crucial role in establishing specific objectives, efficiently managing time, successfully utilizing both instructional and noninstructional resources, engaging the community and families to enhance the overall well-being of the child, and disseminating successful strategies from other institutions to improve the entire school. However, the

presence of both human and material resources, along with their ample availability, is essential for the realization of the complete school development theme (Tahira, & Haider, 2020).

Unfortunately, the situation in Pakistan is really grave. The phrases instructional leadership and pedagogical leadership are commonly used in Western contexts, although their meaning is unclear in Pakistan. When a head teacher grasps the importance of comprehensive school reform and the strategies involved, executing this approach becomes a simple undertaking. The main duty of the head teacher in school development is to offer support and promote the professional advancement of teachers and students (Bryk, 2010).

In Pakistan, head teachers have a varied job that goes beyond administrative duties. They also serve as counsellors, playing a vital part in helping students' academic achievements and personal growth. The Pakistani education system has various obstacles, making the job of head teachers as counsellors especially important. Head teachers provide direction and act as mentors. Head teachers supported equal access to quality education and professional development of teachers and students.

3. RESEARCH METHODOLOGY

This study utilized a descriptive quantitative research design. The population of this study was all Elementary school teachers in district Rajanpur and District D.G Khan, Pakistan. A sample of 345 (228 male and 117 female), Elementary School Teachers (ESTs) were selected using simple random sampling technique. The questionnaire was developed based on a review of the literature and validated by a panel of experts. Cronbach's Alpha's values of 0.812 confirmed the reliability of the instrument. The data collected through the questionnaire was analyzed using descriptive and inferential statistics. The demographic information was analyzed using frequency distributions and percentages.

4. FINDINGS

Both descriptive and inferential analyses were applied on the data collected. Only findings of inferential analysis are given here. Independent samples t-test was performed gender, teaching sector, school location, district, teaching area, and ANOVA is performed on teaching experience, academic qualification, and professional qualification.

Table 1 *Gender-based Differences in Teachers' Perception*

Variable	Category	N	Mean	SD	Df	t-value	Sig. value
Counselors for Teachers	Male	228	44.29	6.61	343	3.73	.000
	Female	117	41.55	6.17			
Counselors for Students	Male	228	46.98	7.05	343	0.451	.652
	Female	117	46.63	6.09			
The factors for a positive environment	Male	228	35.43	6.40	343	1.735	.084
	Female	117	34.23	5.47			

The result in Table 1 shows that the mean scores of teachers who are male ($M = 42.29$, $SD = 6.61$) are less than those who are female ($M = 41.55$, $SD = 6.17$). For the role of head teachers as counselors for teachers ($t = 3.73$, $\text{sig} = .000$), it is concluded that there is a statistically significant difference in terms of the gender regarding the role of head teachers as counselors for teachers.

The mean scores of teachers who are male ($M = 46.98$, $SD = 7.05$) are greater than those who are female ($M = 46.63$, $SD = 6.09$) for the role of head teachers as counselors for students ($t = 0.451$, $\text{sig} = .652$). It is concluded that there is no statistically significant difference in terms of the gender regarding the role of head teachers as counselors for students.

The mean scores of teachers who are male ($M = 35.43$, $SD = 6.40$) are greater than those who are female ($M = 34.23$, $SD = 5.47$). For the factors for a positive environment ($t = 1.735$, $sig = .084$), it is concluded that there is no statistically significant difference in terms of the gender regarding factors for a positive environment.

Table 2 *Location Based Differences in Teachers' Perception*

Variable	Category	N	Mean	SD	df	t-value	Sig. value
Counselors for Teachers	Urban	200	43.37	6.79	343	0.009	.993
	Rural	145	43.36	6.32			
Counselors for Students	Urban	200	47.23	7.16	343	1.197	.232
	Rural	145	46.35	6.09			
The factors for a positive environment	Urban	200	35.40	6.41	343	1.317	0.189
	Rural	145	34.52	5.67			

The result in Table 2 shows that the mean scores of teachers who are from urban area ($M = 43.37$, $SD = 6.79$) are greater than those who are from rural area ($M = 42.36$, $SD = 6.32$). For the role of head teachers as counsellors for teachers ($t = 0.009$, $sig = .993$), it is concluded that there is no statistically significant difference in terms of the school location regarding the role of head teachers as counsellors for teachers.

The mean scores of teachers who are from urban area ($M = 47.23$, $SD = 7.16$) are greater than those who are from rural area ($M = 46.35$, $SD = 6.09$) for the role of head teachers as counsellors for students ($t = 1.197$, $sig = .232$). It is concluded that there is no statistically significant difference in terms of the school location regarding the role of head teachers as counsellors for students.

The mean scores of teachers who are from urban area ($M = 35.40$, $SD = 6.41$) are greater than those who are from rural area ($M = 34.52$, $SD = 5.67$). For the factors for a positive environment ($t = 1.317$, $sig = .189$), it is concluded that there is no statistically significant difference in terms of the school location regarding factors for a positive environment.

Table 3 *Teaching Area Based Differences in Teachers' Perception*

Variable	Category	N	Mean	SD	Df	t-value	Sig. value
Counselors for Teachers	Science	218	43.60	6.82	343	0.864	.388
	Arts	127	42.96	6.17			
Counselors for Students	Science	218	47.30	6.81	343	1.584	.114
	Arts	127	46.11	6.56			
The factors for a positive environment	Science	218	35.35	6.42	343	1.285	.200
	Arts	127	34.47	5.54			

The result in Table 3 shows that the mean scores of teachers who have a science area of teaching ($M = 43.60$, $SD = 6.82$) are greater than those in the arts area of teaching ($M = 42.96$, $SD = 6.17$). For the role of head teachers as counselors for teachers ($t = .864$, $sig = .388$), it is concluded that there is no statistically significant difference in terms of the teaching area regarding the role of head teachers as counselors for teachers.

The mean scores of teachers who have in the arts area of teaching ($M = 47.60$, $SD = 6.81$) are greater than those a science area of teaching ($M = 46.11$, $SD = 6.56$) for the role of head teachers as counselors for students ($t = 1.584$, $sig = .114$). It is concluded that there is no statistically significant difference in terms of the teaching area regarding the role of head teachers as counselors for students.

The mean scores of teachers who have a science area of teaching ($M = 35.35$, $SD = 6.42$) are greater than those in the arts area of teaching ($M = 34.47$, $SD = 5.54$). For the factors for a positive environment ($t = 1.285$, $sig = .200$), it is concluded that there is no statistically significant difference in terms of the teaching area regarding factors for a positive environment.

Table 4 *Professional Qualification Based Differences in Teachers' Perception*

Variable	Category	N	Mean	SD	df	t-value	Sig. value
Counselors for Teachers	B.Ed/BS.Ed	191	43.89	6.05	343	1.661	.098
	M.Ed/MPhil.Ed	154	42.71	7.17			
Counselors for Students	B.Ed/BS.Ed	191	46.45	6.32	343	-	1.279
	M.Ed/M.Phil.Ed	154	47.38	7.20			
The factors for a positive environment	B.Ed/BS.Ed	191	34.39	5.67	343	-	2.172
	M.Ed/M.Phil.Ed	154	35.82	6.56			

The result in Table 4 shows that the mean scores of teachers who have B.Ed/BS.Ed ($M = 43.89$, $SD = 6.05$) are greater than those of M.Ed/M.Phil.Ed ($M = 42.71$, $SD = 7.71$). For the role of head teachers as counsellors for teachers ($t = 1.661$, $sig = .098$), it is concluded that there is no statistically significant difference in terms of the professional qualification regarding the role of head teachers as counsellors for teachers.

The mean scores of teachers who have B.Ed. or BS.Ed. ($M = 46.45$, $SD = 6.32$) are less than those of M.Ed. or M.Phil.Ed. ($M = 47.38$, $SD = 7.20$) for the role of head teachers as counsellors for students ($t = -1.279$, $sig = .202$). It is concluded that there is no statistically significant difference in terms of the professional qualification regarding the role of head teachers as counsellors for students.

The mean scores of head teachers who have B.Ed. or BS.Ed. ($M = 34.39$, $SD = 5.67$) are less than those of M.Ed. or M.Phil.Ed. ($M = 35.82$, $SD = 6.56$). For the factors for a positive environment ($t = -2.172$, $sig = .031$), it is concluded that there is a statistically significant difference in terms of the professional qualification regarding factors for a positive environment.

Table 5 *Teaching Experience Based Differences in Teachers' Perception*

			Sum of Squares	df	Mean Square	F	Sig.
Counselors for Teachers	Between Groups		202.045	3	67.348	1.559	.199
	Within Groups		14731.665	341	43.201		
	Total		14933.710	344			
Counselors for Students	Between Groups		93.714	3	31.238	.687	.560
	Within Groups		15497.608	341	45.448		
	Total		15591.322	344			
The factors for a positive environment	Between Groups		144.647	3	48.216	1.292	.277
	Within Groups		12722.119	341	37.308		
	Total		12866.765	344			

The result in Table 5 indicates the perceptions of teachers for counselors for teachers that the F value is 1.559, with a significance level of .199. The mean square for between groups is 67.348, and the mean square for within groups is 43.201. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between roles of head teacher counselors for teachers based on their teaching experience.

The perceptions of teachers about counselors for students that the F value is .687, with a significance level of .560. The mean square for between groups is 31.238, and the mean square for within groups is 45.448. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no

statistically significant difference between roles of head teacher counselors for students based on their teaching experience.

The perceptions of teachers for factors for a positive environment that the F value is 1.292, with a significance level of .277. The mean square for between groups is 48.216, and the mean square for within groups is 37.308. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between roles of head teacher factors for a positive environment based on their teaching experience.

Table 6 *Academic Qualification Based Differences in Teachers' Perception*

				Sum of Squares	Df	Mean Square	F	Sig.
Counselors for Teachers	Between Groups			247.475	2 342	123.737	2.881	.057
	Within Groups			14686.235		42.942		
	Total			14933.710	344			
Counselors for Students	Between Groups			175.910	2 342	87.955	1.951	.144
	Within Groups			15415.411		45.074		
	Total			15591.322	344			
The factors for a positive environment	Between Groups			54.170	2	27.085	.723	.486
	Within Groups			12812.595	342	37.464		
	Total			12866.765	344			

The result in Table 6 indicates the perceptions of teachers for counselors for teachers that the F value is 2.881, with a significance level of .057. The mean square for between groups is 42.942, and the mean square for within groups is 123.737. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between roles of head teacher counselors for teachers based on their academic qualification.

The perceptions of teachers for counsellors for students that the F value is 1.951, with a significance level of .144. The mean square for between groups is 87.955, and the mean square for within groups is 45.074. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between roles of head teacher counsellors for students based on their academic qualification. The perceptions of teachers for perception of teachers regarding head teachers counseling: the F value is 1.071, with a significance level of .344. The mean square for between groups is 31.569, and the mean square for within groups is 29.469. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between the roles of head teachers and teachers' perceptions regarding head teacher counseling based on their academic qualification.

The perceptions of teachers for factors for a positive environment that the F value is .723, with a significance level of .486. The mean square for between groups is 27.085, and the mean square for within groups is 37.464. Furthermore, the degrees of freedom are (3, 341). The study's findings indicate that there is no statistically significant difference between roles of head teacher factors for a positive environment based on their academic qualification.

5. DISCUSSION

The first objective of the study was to study the role of head teachers as counsellors for teachers and it was found that the head teacher's role as a counsellor is very effective and helps to improve teachers' social skills, behavior, and performance development. Through counseling services, the head teacher addresses teachers' complaints and issues. The result is in alignment with the studies of Lauterbach et al. (2018), Wijaya et al. (2019) and Yasmin, and Sohail (2017) who stated that teachers are encouraged by head teacher counseling to promote a positive school environment with a high-quality teaching and learning process. Head teachers' counseling and monitoring is one of the things that helps teachers. The

study's second objective was to identify the role of head teachers as student counselors. Based on the findings, it was concluded that the head teacher develops a helpful atmosphere that encourages each student to talk honestly. The head teacher provides constructive feedback to each student regarding their academic performance. The results of Hassan et al. (2022) and Mikuš Kos et al. (2017) also highlighted that student counselling by head teachers, provides direct assistance to students in their learning and development. The study's third objective was to identify the factors that contribute to creating a positive environment for counseling between head teachers and teachers. Based on the findings, it was concluded that the hat head teachers and should behave equally to promote organizational culture and foster a positive environment with students. These findings positively correlates with the findings of Majid et al. (2022) Tahira and Haider (2020) and Mushtaq et al. (2023). Constructive head teachers' counselling is essential for maintaining a positive environment among head teachers, teachers and students.

6. CONCLUSION

The study attempted to explore various aspects of head teachers' role as counsellor. Head teachers hold a vital position in the educational system being responsible for formulating strategies, supervising various initiatives, and carrying them out in order to ensure the growth and development of the school. Head teachers, as counsellors, offer counselling to teachers and promote the identification and implementation of data-driven strategies. The objective is to reduce obstacles to learning and enhance support for students' academic, social, and emotional growth. The idea of the role of head teacher as counsellor for student' development refers to the process of establishing an ideal setting that is capable of meeting the physiological, psychological, and social needs of students in an efficient manner. Utilizing counseling services provided in elementary schools can positively impact the enhancement of children's cognitive capacities and can also resulted in improved learning outcomes. Moreover, counseling is considered an essential component in addressing the behavioral issues that are associated with students, such as absenteeism, a lack of financial support, and disruptive behavior that may result in students dropping out of school. The provision of help to students who are struggling with personal issues that are interfering with their ability to learn was considered by head teachers to be the most important function of school counseling. Furthermore, head teachers as counsellor provide clear direction which create positive environment between them and students also. In addition to it, head teachers' counselling has a beneficial impact on teachers' professional growth.

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