

EFFECT OF NOVICE AND EXPERIENCED HEADTEACHERS WORK SANCTITY AND CONSEQUENT STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The role of head teachers is very important for the effectiveness of teachers working in the school. Head teachers' role can significantly influence the students' achievements. The study aims to find out the effect of novice and experienced head teachers work sanctity and consequent students' academic achievement. To achieve its objectives, the study uses data of 32 schools collected from district Okara. Out of 32 schools, 22 schools were high schools and 10 schools were middle schools. From each school one head teacher and ten school teachers were selected using simple random sampling. Questionnaire was used as an Instrument to collect data from school heads and school teachers. Twenty-two head teachers from high schools and 10 head teachers from middle schools were selected to fill the questionnaires. Two hundred twenty school teachers from high schools and fifty teachers from middle schools were selected for the study. They were asked to respond to the questionnaire about their head teachers as they were novice and experienced. Data were entered to SPSS grid sheet, further data were screened and cleaned for analysis. In the light of research objectives and research questions, data were analyzed. Descriptive and inferential statistics were applied. To find the effect of novice and experienced head teacher independent samples t-test was conducted on each statement of the questionnaire, subscale and overall on scale. Pearson product moment coefficient of correlation was calculated to find out the relationship between head teachers work sanctity and student academic achievement. The results of the study will be elaborated in the paper.

Keywords: Head teachers, Work sanctity, Academic achievement, Novice, Experienced

INTRODUCTION

Head teachers is a vital and main element in the school, and therefore their professional traits are a significant factor in the progressions of school transformation (Collinson *et al.* 2009). The specific atmosphere of a school may impact the role participants play in different ways through their vision, confidence inspiration, satisfaction, adjustment, conduct, learning, and performance. An able and visionary head teacher keeps a check and balance in all the segments of the school. The head's Cooperative and hardworking style plays a major role in the betterment, of the school (Howard, 2007). Teachers' performance is improved by the work

attitude of head teacher. If heads are hardworking, cooperative, and encouraging, they make teachers' performance good. head teacher assumes a fundamental part in the progression and perseverance of each association. Such relations are vital to building a positive culture of sharing between tutors. They firmly affect teachers' 'psychological well-being and attitude (Sallee, 2014). Experienced Head teachers always use good strategies and try to make a school environment healthy, because he has years of experience and he knows the worth of good relations. He shares visions and goals and develops healthy relationships with the

staff and adds worth to tutors 'job satisfaction. Eventually, such positive relationships seriously affect student academic achievement and organization (Leonard,2010).

The teacher who realizes that the abilities and nature of knowledge directly impact his/her students and the class environment take responsibility for his/her own abilities and knowledge creates positive relationships with students and can relay these to students in a well-organized manner (Ari, 2008).

At the same time, the novice teachers personally perceive the expansion of the skilled abilities that occurred primarily after the second term but not b/w the first and the second term. This is directly linked with the period of adaptation and the school establishment. when one's self-conception as a teacher is buildup, this is a time when new teachers become acquainted with their, mentors, learners, the colleagues, and the school as an organization and when the first problem in the teacher's job usually rise (Villani, 2002).

Taylor (1964) states that the value of the learner places upon his own worth that affects his academic achievement. In an educational organization, the achievement may be taken to desired behavior or outcome we want to see in students. The academic achievement of the learners refers to the knowledge they achieved and the abilities (skill) developed in the school subjects. So academic achievement means the achievement of learners in the academic subject. Some findings show numeral items to evaluate teachers' competence in which novices need to improve is exposed, comprising that of school administration and evaluating students' academic achievement (Shafa, M. D.2003). As they are new in the field, have no experience or less experience they face many difficulties in becoming aware of the headship when (Cooke and Pang ,1990) defined the challenges faced by the head teacher and proposed that the initial year of teaching is clearly the hard one.

LITERATURE REVIEW

Martin and Guillaume said head teachers play an important role in an organization. For example, they guide the employees to achieve the organizational goals. An experienced head teacher helps the teachers by providing within the workplace by supporting them. Head teachers can motivate teachers by strong interpersonal relationships and job

descriptions they can depend on (Martin, Guillaume, Thomas, Lee, & Epitropaki, 2016). Head teachers' relations with their subordinates can influence subordinates' ability to perform their work. (Kim, Liu, & Diefendorff, 2015).

Bestowing to Maina (2010), the head teacher is the most significant person in a school scenery. As the C.E.O. of a school, he/she is charged with the charge of managing the everyday dealings of the institution, and guaranteeing that all followers of the school community are moving in the correct direction. The head teacher shows through his work experience and actions concerning work, he not only speaks about his concept but also becomes a model of inspiration. The basis of a strong headship comprises a clear apparition and values, integrity, and assurance to working hard and persistent to learn (Shelton, M, 2002).

Good principals are the keystone of schools. Student achievement depends on effective leadership. Because of these factors, it is crucial that school systems and school districts ensure new principals receive the support they need to be successful (Olof ,2004). Systematic and comprehensive support and induction programs for new principals can provide the support needed to make the transition into the new role of the school principal (Villani, 2006).

The ISLLC standards define six areas of responsibility for the school principal (a) developing a shared vision of learning, (b) developing a culture of professional growth, (c) managing resources, (d) collaborating with families and the diverse needs of the community, (e) a commitment to acting with integrity and promoting equity, and (f) understanding and working within the political, legal, and cultural context of education (ISLLC, 2009). These standards illustrate that 21st-century school leaders "must lead from a higher plane" (Lovely, 2004).

It is significant to reflect role socialization in the procedure of inducting principals, because "principals must learn about the experiences, conflicts, and challenges that define the school culture before they can have a serious impact on school success" (Howard,2009). Researchers note that new principals pass through several stages as they grow into their new roles (Marzano,2003).

The reason of the school failure is that first person responsible for failure of is principal. The schools evaluated as how fine their achieved on annual state

tests. Leaders are key to the success of the school (Reeves, 2009).

Research observed head teacher efficiency directly influences school development and learner academic achievement. It is also clear that the job description of the head transformed intensely over the previous era. Productive heads used to be those who were concerned with learners' discipline and professionally achieved the objectives. Today's heads should have the ability to transform, devoted to nonstop development (St. Germain, L., & Quinn, D, 2005). They must be masters of HR, training, management, analysis of the data while managing the student's needs, healthy communications with the parents, the teachers, and the district officers (Clarke & Park, Datnow, Wildy, 2008; Wohlstetter, 2008). Real heads are the second only to the classroom teachers in their influence on the student achievement (Leithwood *et al.*, 2004). Actual principals also create a nation concentrated on the learning and high beliefs for all the students, which many advanced to as the educational press. These principals create an environment of relationship and endless progress amongst staff. The features of the active principal have been labelled in the several studies and the resemblances can be purified down to three essential areas that are the Vision, staff, and the systems. Operative leaders launch clear areas and transfer the vision for the school. They shape the capability in their workers, and they use and make the systems that serve the objectives of the school (Davis, 2005).

Novice principals in some U. S. school districts receive support, but that support is not always perceived to be adequate in meeting principals' needs. The design and content of beginning principal support systems are often a result of chance and improvisation, as opposed to careful planning based on a study of the literature (Monetti, Pate, Siegrist, & Raiford, 2009).

In the 1980s, it was sufficient for principals to serve as instructional leaders. Instructional leaders were expected to demonstrate a strong commitment to continuous improvement of teaching and learning in schools (Leonard, 2010). It was expected that principals would provide "efficient task-oriented, top-down" management (Lashway, 2002). In this environment, principals were the head teachers of the school, whose main responsibility was to pay

attention to instruction by overseeing curriculum, monitoring instruction, and evaluating teachers (Brown, 2005; Lashway, 2002)

Danielson, (2007) states novice head teacher teaching techniques to approach the classroom with pre-considered personal philosophies regards students and training. This deficiency in beliefs and attitudes translates into the classroom reality that doesn't meet the desired goals. The second significant result from these forty types of research was that novice head teachers don't have sufficient knowledge to comprehend the classroom procedures to know about the complicated interrelationship between management, conduct, and academic errands. This absence of the knowledge prevents the novice head teachers focus on student academic achievement instead, they are also anxious with their conduct as they try the different workable methods (Hornig, E.L., Klasik, D., & Loeb, S, 2009).

Correspondingly, educational organizations also run barely leadership. The leadership philosophies put on in an educational context. School is an instructive institution where the head of the school attains as a leader and teachers are the followers and stockholders in the organization. The head mentor has a vigorous role in an educational organization. He/she is obliged to establish the coaches and partners keeping in mind the end objective to achieve their shared devotions together. The head mentor can be an image of the shared involvement amongst the teachers, stakeholders, and society; the head of the institution needs to grow good relationships with them and he can do a good job in a school with their practical attitude. He needs to act obstinately yet insistently with an exact end goal to solve the problems of organizations (Purinton, 2013).

Mentoring and Training too, on a part of educators training which helps educators acquire from the best practices that reflect on their teaching. Thus, ongoing Professional development is an important part of the teaching-learning procedure. Good teacher training stresses updating teachers with the latest study in the field. Teachers should know how students learn, educators should know up-and-coming knowledge tools for enhanced the classroom experience. Educators must learn to innovate, collaborate and reflect and that's how professional growth comes to play (Kernniis, 2000).

Teacher support for counseling can also get extended to parents and others in the community. They facilitate relationship building between school and home. All parents want to see their children succeed in school. The head teacher can also plan and initiate a counseling program with the students and involve the parents when it is thought to be necessary. (Gladding, 2017).

Significance of the Study

The study would be significant because of its following parameters. It would help identify the work sanctity of experienced and novice head teachers. It will help the head teachers to increase their capabilities within the workplace by providing them support. It will help the head teacher to develop positive attitude towards work because it has a major impact on students' academic achievement. This study may help the head teachers to evaluate themselves personally to get rid of the odd contributing elements towards work sanctity and students' academic achievement. It would help identify the problems with work sanctity of head teachers along with the factors that affects students' academic achievement. Furthermore, it would be made known that how far the live factors stand contributive. The decisions made in identification of the factors may help weed out the prevalent cause of negative work attitude up to the possible extents.

METHODOLOGY

In order to provide solutions to the problem stated from the objectives of the study Researcher followed quantitative research which was descriptive in nature survey method to collect data from the head teachers and teachers was employed. A quantitative research design tells us what persists currently how and in what way we are going by the stipulated practices. To achieve the objectives of the study data from the sample of 32 schools were collected from district Okara. Out of 32 schools, 22 schools were high schools and 10 schools were middle schools. . Twenty-two head teachers from high schools and 10 head teachers from middle schools were selected to fill in the questionnaires. Two hundred twenty school teachers from high schools and fifty teachers from middle schools were selected for the study. The participant were selected by using random sampling. a rating scale to collect data from the head teachers

and teachers. The researcher developed a rating scale to observe head teachers time management, leadership role, guidance and counseling management of teachers, training, students' academic achievement, and decision making. Teachers were as head to evaluate their head teachers through the rating scale provided to them for the purpose. The normal way of data collection was used to collect data. Initially, the researcher visited CEOs of education department for seeking permission to collect data from all selected government schools. After seeking permission the researcher visited each school and visited headmistresses office to see headmistresses to explain the purpose of conducting research and seeking permission.

Data were entered into SPSS grid sheet, further data were screened and cleaned for analysis. In the light of research objectives and research questions, data were analyzed. Descriptive and inferential statistics were applied. Frequency, percentage of demographic data were calculated to explore distribution of type of teacher, local, gender, age, teaching experience and qualification. To find out the effect of novice and experienced head teachers independent samples t-test was conducted on each statement of the questionnaire, subscale and overall on scale. Pearson coefficient of correlation was calculated to find out the relationship between head teachers work sanctity and student academic achievement. Further Multiple regression was conducted to find the effect of work sanctity on academic achievement

RESULTS

This chapter highlights the result of the study work sanctity of head teachers were analyzed. Independent samples t-test was conducted on each statement of the questionnaire, subscale and overall on scale. It was found there was a statistically significant difference in work Sanctity of novice and experienced head teachers ($t=-3.004$, $p=.006$). The mean scores of novice teachers ($M=2.96$, $SD=0.84$) was less than mean scores of experienced head teachers ($M=3.77$, $SD=0.66$) on Work Sanctity. The result of this research found there was a statistically significant difference in Leadership Role, Guidance and counseling, Training, and Decision making regarding novice and experienced head teachers. The mean scores of novice teachers was less than mean scores of experienced head teachers on Leadership

Role, Guidance, and counseling, Training, and Decision making. There was no statistically significant difference in Time Management.

Information related to work sanctity of head teachers were analyzed. In order to meet the objective, we used Pearson coefficient of correlation to find out the relationship of novice and experienced head teachers' work sanctity with students' academic achievement. There was also significant positive strong correlation between Academic achievement and Leadership Role ($r=.606, p<.001$). It is found that experienced heads are more concerned with students' academic achievement than the novice. Work Sanctity of head teachers had a significant effect on students' academic achievement.

Result reflects there was an effect of the work sanctity of head teachers on students academic achievement. In order to meet the objective to find out the effect of novice and experienced head teachers work sanctity on students' academic achievement, for this, we show the summary of multiple regressions and found that there was a statistically significant effect of novice and experienced head teachers on academic achievement ($B=.183, p=.005$). The head teachers with an experience of 1 to 3, 4 to 6 and 7 to 10 years as compared to those head teachers whose experience was more than 10 years, the comparison of their result shows that the mean scores of novice teachers ($M=2.86, SD=0.70$) was less than mean scores of experienced head teachers ($M=3.86, SD=0.53$) on Academic Achievement. Achievement. Older and the more experienced teachers also reported the higher level of learner achievement than their younger and the less experienced counterparts. (Guarino et al., 2006).

DISCUSSION

The study of this research found there was a statistically significant difference in Leadership Role, Guidance and counseling, Training, and Decision making regarding novice and experienced head teachers. The mean scores of novice teachers was less than mean scores of experienced head teachers on Leadership Role, Guidance, and counseling, Training, and Decision making in contrast with Mumford, Zaccaro, Harding, et al. (2000), pointed out that the leaders can be helped through the challenging job assignments, in

mentoring, suitable hands-on experienced in solving the new and the unusual problems, In addition to the author think that the career experience can even +ve affect the individual characteristics of the leader. Furness (2006) found having the systems in place in to support teams (clear directions, information, data, resource, rewards and training) enables the team to become the more effective and achieve the performance goals.

The result of current study shows the academic achievement of the students will be high if the work sanctity of the head teacher is high. The mean score of experienced head teachers was greater than the mean score novice head teachers in regard to their leadership role, guidance and their concern to quality improvement of students in line with (Musungu, Lydia. 2009) findings showed that the principals used the teamwork, he measures to improve the quality, and ensured that the teachers were well acknowledged as organizational abilities that affect the learners' academic achievement. The head teachers role is involved in academic activities by monitoring the pupils and the educators' work, the discipline, and make certain it eradicates cheating in the examinations (Kaye, 2004).

The current study result reported there is a strong positive correlation is between students' academic achievement and head teacher work sanctity in line with the above-mentioned results these findings are however in contrast with Oduro (2008) findings that low-quality students' performance is linked with the poor management of the schools heads. In adding, he stresses that the heads supervisory roles have the effective application of the curriculum to make it certain that high learners' academic achievements in the internal and the y external examinations. The findings of our research results in contrast with (Martin, Guillaume, Thomas, Lee, & Epitropaki, 2016) finding reported an experienced head teacher helps the teachers by providing them support on the workplace. Head teachers can motivate teachers by strong interpersonal relationships and job descriptions they can depend on (Martin, Guillaume, Thomas, Lee, & Epitropaki, 2016).

Result reflects there was an effect of the work sanctity of head teachers on students academic achievement. In order to meet the objective to find out the effect of novice and experienced head teachers work sanctity on students' academic

achievement, for this, we show the summary of multiple regressions and found that there was a statistically significant effect of novice and experienced head teachers on academic achievement. Achievement. Older and the more experienced teachers also reported the higher level of learner achievement than their younger and the less experienced counterparts. (Chen, 2011).

RECOMMENDATIONS

Following recommendation are made on the basis of findings and conclusions.

Comprehensive training of novice teachers should be arranged with the focused on.

Novice head teachers may train on evaluating the students' performance and share it with stakeholders for improvement of school and evaluating the teacher performance according to "dastoor-ul-amal" given by the government regarding novice and experienced teachers because Experienced head teachers are better performing than Novice head teachers.

Novice head teachers may be trained on solving the issues they face towards work in order to improve students' academic achievement and enablement of teachers to personally assess students' performance in order to secure academic goals because Experienced head teachers are better performing than Novice head teachers.

Novice head teachers may train on Guidance and counseling management of teachers.

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