HEADS' PROFESSIONAL ATTITUDE AS PERCEIVED BY TEACHERS AT SECONDARY LEVEL

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ABSTRACT

The purpose of the study was to know school heads' professional attitude at the secondary level in Bannu division. The population of the study consisted of all the secondary school teachers who teach to 9th and 10th classes in Bannu division. The researcher randomly selected 320 teachers from 1917 SST teachers. For the collection of data, a self-developed questionnaire was used. Mean and Standard Deviations were used to analyze objectives 1st and 2nd while Independent sample t-test was used for analysis of objectives 3rd and 4th whereas person correlation was used for the statistical analysis of objective 5th. On finding Mean scores of all domains of school heads, professional attitude was positive in all aspects such as leadership domain of heads' professional attitude; academic supervision; management domain of heads' professional attitude, communication domain of heads' professional attitude and domain of professional development and co-operation. The male and female secondary school teachers both have similar viewpoints about all domains of heads professional attitude. Both SST teachers have similar views about all domain of the heads professional attitude. The views of urban and rural secondary school teachers about heads' professional attitude were positive.

Keywords: Professional Attitude, Heads, Teachers, Secondary School

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INTRODUCTION

The role of a school head is very significant. The successes of any organization depend on its head. The leader of a school copes will function in a successful way. The head of the school is considered as one of the most significant and impressive officials in the school who makes easy every task and assignment growth within the school and gives the guarantee of teachers' knowledge what they need so that they bring changes in directions that will help out students in their studies. (Brailsford, 2001)

The prime responsibility of school principal to help in the education and knowledge development (O'Donnell and White, 2005). It was acknowledged that a responsible principal keeps a vigilant performance which directly affects all the teaching staff and students as well. (Ogawa and Bossert, 1995). Educationists and researchers have pointed out some particular behavioristic instructional rules for improving their learning process. (Blase and Blase, 1998).

The School Principal supports his staff members through proper guidance and all essential skills along with his pragmatic performance. The improving struggle of teachers' role in the four walls of school. Actually, professional development means to bring changes in learning process, attitude, understanding and the behaviors of people (Directorate of Staff Development, 2007).

Attitude is a complicated state of beliefs, values and mind setup to work. Feelings, values, and dispositions are the key attributes of attitude. It's the practical representation of your own to the people events. (Masters, and Wallare, 2010). The head plans for the improvement of school through his decisions and programs. The principal is the supreme leader and acts like a beacon light in the informative structure in Pakistan (Khan U.A, 1991). His practical reciprocal influences and subordinate staff inject their positive senses in his capabilities. He can raise the value and the performance of teachers which indirectly takes the educational environment and learning output to the peak in a true sense.

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The school principal is by himself a practical model to manage the roles of the teachers and keep them busy in fruitful teaching activities and the performance of every teacher depends upon the guidance, advice and feedback of the principal. (Hemenmen and Milanion, 2004). Every business, whether it is it is teaching or else, has some basic and specific set of standard talents as well as understanding given to the research (Bandura,1997; Hrberman, 1999; Paynter, 2003; and Stotko, 2007).

Purpose of the Study

The key purpose of the study was to know heads' professional attitude perceived by teachers. Heads' professional attitude constituted five domains: (i) Leadership (ii) Management (iii) Supervision (iv) Co-operation and v) Communication.

SIGNIFICANCE OF THE STUDY

The study is justified on these grounds:

1. The study is very significant for the leaders to inspect their influences and encourage directions in their concerned departments and to find substitutes aimed at the finest specialized progress of their teachers.

2. The study is very important to support the instruction and establishing ideals for the head of the department as instructional frontrunner which is suitable for teachers.

3. The results of study delivered evidence which can be rummage-sale to emphasize and may be supportive for the development of subordinate.

4. This study delivered info around the heads' instructional management of Secondary schools which was very suitable for the improvement of educators' presentation.

5. The study may be very significant the school heads to positively enhance their professional attitude in a true sense.

6. The study may be very useful for the policy makers, parents and as well as public at large scale.

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REVIEW OF RELATED LITERATURE

Professional improvement includes a modification in information, behavior, understanding and state of mind of human beings. Efficient professional advancement increases the chance to apply on learning and to rehearse the new aptitude with input. Instructional administration practices identify with advancing proficient development and instructors' advancement shows valuable results to classroom instructions especially principals, who educate their teachers about the new patterns of pedagogy and frame culture of participation and learning in the classroom successfully. It enhances the learners' performance.

Leadership has been characterized by numerous researchers and professionals. The meaning of successful leadership is normal on the ground that each scientist who has examined the idea, has characterized it (Lunenburg and Ornstein, 2004). The capacity to impact, inspires and empower others to add to the productivity and accomplishment of the associations of which they are individuals. An ongoing theme between different meanings of leadership is social impact (Kreitner and Kinicky, 2004). To lead is one of the developments hinders for administration achievement that enhanced the comprehension in the past couple of years (Sweeney & McFarlin, 2002).

(Casimir, 2001) characterized authority style as a framework of accentuation, ordered by the normality or energy of particular leadership practices which a pioneer puts on the assorted leadership capacities. The pioneers in fruitful circumstances exertion and offer their shrewdness with others to stir and attempt conditions which bolster up endeavors of instructors yearningly. They settle on critical choices for normal inspiration, individual maintainability, shared ethnicity and present instructional administration (Leithwood and Riehl, 2003). The achievement of understudies is credited to most intense financial

position and appraisal of incomparable foundation issues identified with their execution (Gorard and Taylor, 2001; Leithwood and Jantzi, 2000). Notwithstanding, there is a need to find clear connection between the results of understudies and community oriented, vote based, and circulated initiative practices (Harris, 2004). The directors with a perfect administration style altogether influence workers' activity fulfillment concerning confidence, openings, and viewpoints with work, sense of pride, reasonable managing, and investment (McKee, 1991).

Being social foundations schools are associated deliberately with examples of energy in authentic and social knowledge. As leadership is the blend of impact and power, the idea of school change studies may aggravate to a great degree on the off chance that we disregard it. So its examination is should have been researched with its related ideas of authenticity and master (Fleisch and Christie, 2004). The pioneers who are real and conferred, rouse their teachers and learners, and hold proficient scholastic condition in their associations (Barker 2001; Fernandez 2000). Initiative effectiveness is evaluated by workers' sense of duty regarding pioneer, gather cohesiveness, pioneer's ability to progress, and subordinates' improvement (Sweeney and McFarlin, 2002). In the literature, two general types of leadership are formal and casual. In formal shape, a man is chosen to lead a gathering and formally gives the power and expert to manage and coordinate others in the association. It might be casual and appears inside the places of the gathering with the assertion of gathering individuals. It informally agrees a man the specialist and impact to control and direct their exhibitions (Khanka, 2007; Moorhead and Griffin, 1998)

Supervision proposes a pundit by which technique and result can be judged. The main must have an unmistakable thought of what can be unsurprising under the current conditions, and this thought should exist in the

meantime in the psyches of the instructors. The principle for judgment ought not to be some shrouded baffling things which just the principal knows, however it ought to be roughly which has been created and which exists in the minds of the instructors. (Sergiovanni, 2006). The head assumes an exceptionally crucial part in the administration of an instructing unit. The head is an imperative connection between the workforce and supervision. He assumes his part as a director and in addition an employee. The head invests the greater part of his energy in administrative obligations. (Smith, 2002) For the usage of a data framework, it is basic that the ideal individuals must convey the correct data, at the correct period and through the correct media (Bake house and Doyle, 2007).

RESEARCH METHODOLOGY

Design of the Study

The study was survey type in nature.

Population of the Study

All teachers (N = 1917) of Public Sector Secondary Schools teaching at 9th and 10th level in district Bannu were the population of the study.

Sample of the Study

The total number of respondents (n = 320, Public Secondary Schools Teachers) teaching to class 9th and class 10th classes in Bannu Division were taken as samples of the study. Stratified random sampling technique was used and John Curray formula (1984) was given first priority regarding selection of sample size.

Data Collection Instrument

Data was collected through self-developed questionnaire of five points scale "Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree" carrying values 5, 4, 3, 2 and 1 respectively. The questionnaire contained 34 items by covering five domains i.e. Leadership Management of Physical Facilities, Academic Supervision, Communication and Co-operation.

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RESULTS

Table 1: Item Wise Mean of Leadership Domain of Heads' Professional Attitude (N=320)

S.N	Items	Mean	Std. Deviation
1	School Heads have qualities of leadership.	4.7062	.48290
2	School heads carefully plan to achieve their goals pertaining their schools.	4.5500	.52283
3	School Heads equally treat their subordinates in school matters.	4.6406	.55897
4	School heads maintain unity among their teachers for the better performance of their schools.	4.5938	.51066
5	Heads use democratic power and encourage their teachers to positively perform their duties in their schools.	4.6844	.51657
6	School heads lay stress on their teachers to maintain the principles of team work in their schools.	4.5625	.56199
7	School heads solve conflict among staff members.	4.6500	.57862
8	School heads show flexibility in their management styles.	4.4531	.77033
9	School heads ensure the availability of drinking water in their schools.	4.7094	.48801
10	School heads ensure the availability of electrical facilities in their schools.	4.6344	.53768
	Total	46.1	5.52856

Note: Mean of total items= 43

Categorization of Mean: 1. 0-2.49 =Below Average, 2. 2.50-3.49 = Average

3. 3.50-5.00 = Above average

Table 1 shows Item wise Mean of leadership domain of heads' professional attitude. The Mean values are 4.70, 4.55, 4.64, 4.59, 4.86, 4.56, 4.65, 4.45, 4.70, and 4.63 for each item. All these values fall in the above average Mean category. This means that heads' professional attitude on leadership domain is up-to-the mark.

Table 2: Item Wise Mean of Management of Physical Facilities Domain of Heads' Professional Attitude (N=320)

S.N	Items	Mean	Std. Deviation
11	Heads ensure first-aid medical facilities in their schools.	4.6750	.56602
12	School heads manage well furnish furniture for their students and teachers.	4.5750	.62397
13	School heads maintain well equipped latest science laboratories in their schools.	4.5156	.88513
14	School heads' use CCTV cameras for security purposes in their schools.	4.6188	.55846
15	School heads ensure clean and clear washroom facilities in their schools.	4.6969	.55435
16	School heads establish advanced scientific laboratories in their schools.	4.4375	.84681
	Total	27.48	4.03474

Table 2 shows item wise Mean of management of physical facilities domain of head Heads' professional attitude. . The Mean values are 4.67, 4.57, 4.51, 4.61, 4.69 and 4.43 for each item. All these values fall in the above average mean category. This means that heads' professional attitude is up-to-the mark on management of physical facilities domain.

Table 3: Item Wise Mean of Academic Supervision Domain of Heads' Professional Attitude (N=320)

S.N	Item	Mean	Std. Deviation
17	School heads direct teachers to follow syllabus of every subject.	4.7406	.46667
18	School heads check teachers' performance on the basis of their students' performance.	4.6094	.54907
19	School heads give feedback to teachers during classroom observation.	4.7406	.46667
20	School heads monitor discipline in their schools.	4.6375	.55975
21	School heads check teachers' punctuality in their schools.	4.7156	.49803
22	School heads encourage teachers to use latest teaching methods.	4.5969	.59517
23	School heads visit classrooms regularly in order to check students' attendance.	4.7281	.49241
	Total	32.73	3.62777

Table 3: indicates the Mean scores on the domain of academic supervision. The mean values 4.74, 4.60, 4.74, 4.63, 4.71, 4.59, 4.72 mentioned for each item respectively. All these values fall in the Above Average Mean Category. This means that academic supervision of head professional attitude is up-to-the mark.

Table 4: Item Wise Mean of Communication Domain of Heads' Professional Attitude (N=320)

S.N	Item	Mean	Std. Deviation
24	School heads attend all meetings in their schools.	4.6156	.54779
25	School heads inform parents about students' performance.	4.7375	.46827
26	School heads use formal and informal ways of communication to discuss problem with teachers.	4.5906	.55813
27	School heads regularly arrange parents-teachers meeting.	4.7250	.50016
28	School heads invite teachers to give feedback.	4.6344	.51383
	Total	23.28	2.58818

Table 4 illustrates item wise Mean of communication domain of heads' professional attitude. The Mean values are 4.61, 4.73, 4.59, 4.72 and 4.63 for each item respectively. All these values fall in the Above Average Mean Category. This means that communication of heads' professional attitude is up-to-the mark.

Table 5: Item Wise Mean of Co-Operation Domain of Heads' Professional Attitude (N=320)

S.N	Item	Mean	Std. Deviation
36	School heads co-operate their staff members regarding school related problems.	4.6250	.53994
37	School heads arrange make-up classes for academically weak students	4.5875	.80661
38	Head co-operate with parents when their young one have any problem in school	4.6344	.50769
29	Head guide the teachers in development of syllabus	4.7469	.45657
30	Head shows sympathies with orphans	4.6812	.49918

31	Head does financial co-operation with poor students	4.7687	.44400
32	School head co-operate with monitoring team	4.6500	.50947
33	Head co-operate with university research students when they come to school for data collection	4.7906	.40750
	Total	42.1	4.23846

Table 5: illustrates item wise Mean of Co-operation Domain of heads' professional attitude The Mean values are 4.71, 4.59, 4.70, 4.59, 4.72, 4.63, 4.71 for each item respectively. All these values fall in the Above Average Mean Category. This means that professional development domain of heads' professional attitude is up-to-the mark.

DISCUSSION

Mean score of leadership domain of heads professional attitude. The Mean values 4.70, 4.55, 4.64, 4.59, 4.86, 4.56, 4.65, 4.45, 4.70, 4.63, were mentioned for each item of leadership domain respectively. The Mean value for whole of the domains was 4.61 concluded that heads' leadership domain was positive on all aspects.

Mean scores of management of physical facilities. The Mean values 4.67, 4.57, 4.51, 4.61, 4.69, 4.43, were mentioned for each item respectively. The Mean value for whole of the domains was 4.58; this means that management of physical facilities domain of head professional attitude was positive on all its aspects.

Mean scores on the domain of academic supervision. The Mean values 4.74, 4.60, 4.74, 4.63, 4.71, 4.59, 4.72 were mentioned for each item respectively. The Mean value for whole of the domains was 4.67, shows that

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academic supervision domain of head professional attitude was positive on all aspect.

Mean scores communication domain of head professional attitude. The Mean values 4.61, 4.73, 4.59, 4.72, 4.63, were mentioned for each item respectively. The Mean value for whole of the domains was 4.65, means that communication domain of heads' professional attitude was above average.

Mean scores on the domain of co-operation heads professional attitude. The mean values 4.62, 4.58, 4.63, 4.74, 4.68, 4.76, 4.65 and 4.79, were mentioned for each item of the domain respectively. The Mean value for whole of the domains was 4.68, shows that co-operation domain of heads' professional attitude was positive on all aspects.

Head play a very significant role in any institution without leader any institution cannot get the target .so first objective was to explore the level of professional attitude of secondary school heads. The table 4.1 indicate that mean scores of all the items of all the domain of head professional attitude fall in above average mean category (3.50-5.00) showing that positive on all aspects. The school principal supports this learning staff with guidance and all the essential skills along with his pragmatic performance simply we can say that is the improving struggle of teachers 'role in the four walls of school. Actually, professional development means to bring a change in learning process attitude, understanding and the in the behaviors of the people (Directorate of the Staff Development, 2007). The prime responsibility of school principal is to help in the education and knowledge development. (O'Donnell and White, 2005). Wanzare (2002) has also emphasized the role of head teacher in evaluation of teacher performance by entrusting him the prime responsibility holder of internal inspection of teaching and teachers.

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