Pakistan Journal of Applied Social Sciences
Vol. 13(2), 2022, pp.125-138, ISSN: 2409-0077(Print), ISSN: 2663-8894(Online)

Principals and Teachers as a Change Agent

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Abstract

Research over the last millennium has focused on identifying the traits and characteristics that make for influential leaders and the types of change agents they should be. Second-grade teachers are expected to meet the emotional, social, physical, and biological needs of their students. The secondary school principal sets the tone and promotes their development. The principal must provide data to teachers in order for them to improve their instruction and curriculum assessment. This study aims to assess their attitudes that have been identified as productive concerning the skills and qualities they believe are essential to their success as evolving operatives in their school systems. Those specific problems to be studied include any differences that are important for successful principal leaders in the school's socio-economic context, gender, and the role that the demographic composition of the student population can play. The study looked at secondary school principals in different districts of Karachi. The questionnaire was divided into four sections that focused on the demographics of principals and their schools, abilities and characteristics assessed using the Likert Scale, and significant school changes. The prominent gender, the socio-economic context in schools, and schools with diverse demographic compositions were among the areas that yielded positive results. In conclusion, school size and teachers' level of education had a more significant influence on teacher perceptions of secondary school principals' leadership behavior than any other variable. Surprisingly, secondary school principals' gender, age, qualification, or professional education had little influence on how teachers perceived their leadership. Although the level of education of principals was significant in influencing teacher perceptions of principals' adaptation of recognized leadership skills to meet the needs of children, the size of the school and teachers' qualifications were the most influential in shaping teacher perceptions of middle school principals' leadership behavior. This could be of interest to teachers' communities, department heads looking to hire principals, and universities are developing programs for teaching staff.

Keywords: Teacher Perception, Leadership, Principal, Agent of Change

Introduction

In contrast to secondary school principals, any analysis of the secondary school principal's leadership style must consider a plethora of traits specific to addressing the emotional, societal, corporal, biological, and intellectual demands of young teenagers. The secondary school principal establishes the vision and attempts to foster collaborative growth of that goal or the school's communal vision. The principal is in charge of overseeing the professional development process

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within a school and ensuring that teachers have access to the learning they need to make changes in teaching and curriculum assessment that will impact student learning. The middle school principal is also the school's primary advocate, and he or she must foster internal consensus while also garnering community support to ensure that everyone understands the goals and how the school is constantly improving itself. The secondary school principal encourages the community to participate in problem-solving and celebrate the school's successes. The secondary school principal ensures that the team prepares all classroom choices and that conferences remain focused on increasing learning. The principal's leadership behavior at any level school should reflect thinking and actions consistent with the ultimate goal of meeting the specific and comprehensive needs of that school's population of students, parents, teachers, community members, and other stakeholders (Jackson and Davis, 2000). Teachers perceive female principals to be more entangled in personnel issues, more visible in the school building, and more persona1ly convoluted in matters about the school programed. According to research, these behaviors contribute to women principals being perceived as better principals (Lee et al., I993). According to research, women principals are more dynamic, interested, and involved in leading schools (Mahjabeen, 1982). Female teachers welcome female leadership and involvement, whereas male teachers appear threatened by women's leadership. The mean score for male and female teachers was higher when working under the supervision of female principals when certain actions of teacher perceptions were investigated - self-efficiency, the focus of regulation, staff influence above policy. Teachers perceive differences in male and female principals' leadership styles and, more specifically, respond more positively to female principals' participatory style, despite male teachers' perceptions of female principals' comparatively less effective leadership. Many other studies have found that leader gender is significantly related to the style of leaders' conduct and effects (Eagly & Johnson, 1990). The selection of the school's principal is a predetermined process. He or she will be unable to direct the school's various features in the desired direction results on his or her behalf. Principals are in charge of creating a learning environment that allows students to receive the best education possible. Being an educational leader entails taking part in various activities and dealing with a variety of stakeholder populations with varying objectives. According to Daresh (2001), effective principals instill a sense of adventure in their educational institutions, are interested in employee involvement, support and manage guidance, and are hardworking. Effective principals establish a vision for the organization, communicate effectively, establish trust, focus on achievement, and lead to self. Successful principals are passionate about teaching and learning. They can differentiate between short-term and long-term academic goals and adapt to and participate in long-term approaches. Though there is some overlap among the items listed above daily, a school counsellor cannot argue with excellent and effective leadership. Anyone who has tried to implement change

knows it is fraught with conflict. Because the task environment at the school is constantly changing, the principal must act as a change agent. Because it is part of a principal's job description, the implementation of educational change is a legal activity. The success of change will be determined by how well leaders understand the major issue, recruit and organize interested parties, incorporate discoveries, set goals, control costs, and gather requirements (Ubben et al., 2001).

Purpose of the Study

The purpose of this research is to learn much more about viewpoints of prosperous guiding principles for teachers' skills (expertise) and attributes (characteristics) which they believe critical factors about their achievement as transformational leaders in their respective fields and respective schools. Other questions to consider are whether the school's socioeconomic context, the principal's gender, and the demographic background of the student population play a role in what successful principals consider to be important abilities and characteristics to become effective transformational leaders. The research questions are addressed in the discussion part.

Literature Review

According to Lynch (2012), effective school leadership is comprised of three sets of behavior: (a) possessing a clear grasp of the characteristics and needs of children and translating that grasp into a vision of a properly planned and effective level school; (b) planning the school programed and developing implementation strategies in such a way as to produce a unique and effective learning environment based on the characteristics of young adolescents, and (c) evaluating the resulting learning environment. Every secondary school, sooner or later, adopts the characteristics of its leadership (Spillane et al., 2001). Although leadership theory defines leadership as "a behavior or set of behaviors that contribute to the mission of the organization" (Leithwood & Riehl, 2004), according to one study of effective school principals' leadership behavior must address the following: (a) familiarity with and affinity for the characteristics and needs of young adolescents; (b) understanding of the school's purpose and concept; and (c) the school's commitment to the personal and educational needs of children. A thorough understanding of the school concept is essential to the school principal's leadership effectiveness. This topic has been chosen as the starting point for our journey through related literature. The literature is replete with advice for principals on how to initiate and manage change (Bradshaw, 1999), establish effective schools, practice transformational leadership (Ubben et al., 2001), communicate effectively with a wide range of stakeholders (Katz, 2004), and remain in their current position. Defining the concept and purpose of secondary-level schools is a complex process that necessitates the consideration of several components.

Purposes, separation, organization, curricula, and programs are examples. Many educators were concerned earlier in the twentieth century because students spent too much time in secondary school, leaving little time to be exposed to the more difficult subjects required to attend college. These educators advocated teaching several subjects normally reserved for high schools, such as algebra, geometry, natural science, and foreign languages, to students at a younger age (Bolden et al., 2015). Many years later, in the 1960s, when the secondary level grade school was established, it pioneered the teaching of more difficult subjects like these, but it also emphasized guidance, exploration, independence, and responsibility. Setting the context and climate for (a) incorporating learning experiences, responding to student's questions, and focusing on real-life topics important to the student; (b) actively involving students in problem-solving and accepting individual diversity; (c) promoting teamwork, cooperation, and community; and (d) pursuing the development of decent people who are compassionate for others, democratic values, and ethical wakefulness (Ahmadi & Lukman, 2015). Some of the more common programs include different age groups for extended periods, cross-age mentoring, collaborative learning, practical and student-centered activities, block time and flexible work schedules, and positive feedback. Learning activities are age-appropriate and tailored to the needs of the individual. Young adolescents must be exposed to various school electives and extensive developmental-appropriate physical activities. Many effective secondary schools provide exploratory courses such as sports, debate, and so on and introductory/exploratory courses in the content areas. Because young adolescents require emotional security and a sense of self-worth. Academic recognition must work in tandem with critically needed recognition for creativity, appropriate social interactions, and physical advisory programs, a common component of secondary school programs, assigning a small group of students to a common adult advisor. These advisory programs provide counselling groups for various needs, including bereavement and attitude adjustment. These groups frequently result in young adolescents' having a more positive self-image. Teaching through teamwork and exploration reduces size, initializes the environment, improves communication between students and teachers, and reduces tension (George et al. 2002). Team building provides features to support two important aspects of secondary level education: a positive psychological environment that allows for flexibility and variety a mixed grouping of students and a structure to design and deliver a curriculum that balances academic and compassionate factors (Ahmadi & Lukman, 2015). Many researchers agree that empowering teachers fosters dialogue, interpersonal interactions, and improved student achievement (Nelson & Sassi, 2005). Moreover, secondary school teachers are empowered when the principal promotes high academic standards. Setting reasonable performance expectations for teachers enables them to experience the rush associated with effective instructional delivery. Secondary

school teachers serve as role models for social skill development, promoters of self-esteem and personal growth, and enablers of optimal student achievement.

Method of the Study

The participants in this study (study population) are secondary school principals and teachers from seven districts of the metropolitan city of Karachi including District East, West, South, Central, Malir, Kemari and District Korangi [www.kmc.gos.pk/contents]. The investigator has selected twenty schools from each district for this study. To facilitate the computation the found number of 140 schools is selected. These schools are selected on the basis of randomly stratified sampling catering to district-wise distribution of the schools as well as other strata such as management, sex, composition, urban-slum location and socio-economic status of the areas where the schools are located, and the size of the school on the basis of the strength of the school.

Population and Sample

Those who have been designated as remarkable and significant change agents based on the criteria outlined to be included in this study. Principals must have been in their posts for at least five years, must have implemented an innovative change in their school. The investigation is based on the answers of 100 secondary school principals and teachers while only 78 (seventy-eight) teachers were submitted their surveys.

Instrumentation

A researcher-created self-administered survey was used in this study. The demographics of the study are as follow; principal's sex, age, qualification, and professional education while twenty-eight questions were made according to five grade scale measuring from 1 to 5 indicating 1 as the strongly agree, 2 as the agree, 3 as the unsure, 4 as the disagree, 5 as the strongly disagree.

Data Analysis

The survey yielded 78 responses. The data were analyzed with SPSS and presented in descriptive statistics. By tabulation format, validity and averages were measured for organizing and summarizing information.

Findings: Item Analysis

Table 1:

S.N.	Item No.	A	A	U	D	D	Mean
1	The principal Stimulates us with visions of what we might achieve if we worked together to modify our practices.	37.8	28.1	21.7	70.1	50.2	65.9
2	The principal regularly motivates us to assess our progress in meeting the school's objectives.	29.4	29.0	25.2	11.2	20.5	58.4
3	The principal almost never considers our viewpoint while making judgments	20.6	26.2	37.0	15.4	10.9	46.8
4	The principal leads and Guides through 'performing' rather than 'speaking'	34.9	28.3	21.6	80.2	70.1	63.2
5	The principal Provides support to improve me in boosting my profession	31.3	37.7	18.l	80.7	40.2	69.0
6	The principal motivates me to relook some of my basic ideas about my work.	46.6	32.0	12.4	50.6	30.4	78.6
7	The principal promotes the development of a common set of teaching and learning-related values, beliefs, and attitudes within the school.	35.5	26.3	24.0	80.0	70.1	61.8
8	The principal distributes leadership evenly across staff members, with leadership roles reflecting a range of perspectives.	57.9	25.9	80.9	30.5	30.9	83.8
9	As professionals, Principal has great expectations of us.	27.7	31.8	23.1	10.2	70.2	59.5
10	The principal maintains a negligible gross margin	33.2	25.4	17.5	13.8	10.1	58.6
11	The principal includes assisting with a framework for developing goals of school	33.0	31.I	22.l	10.5	30.4	64.1
12	The principal is an amazing source of fresh notions for my career development.	47.8	27.2	16.0	05.6	63.4	70.2
13	The principal has high expectations for his or her pupils.	23.2	26.8	26.4	14.5	09.1	50.0
14	The principal provides us with a feeling of the larger purpose	13.7	10.5	19.5	24.2	32.1	24.2

15	The principal Considers my viewpoint before making activities that influence my work	33.3	36.2	20.1	06.1	04.3	69.5
16	By treating us like professionals, principal shows respect for employees.	22.6	40.1	21.2	11.3	40.7	62.7
17	The principal tries to encourage me to reflect on the work I perform for my learners.	45.7	38.5	10.8	3.6	10.4	84.2
18	The principal assures that we have an appropriate role in programs and instruction-related decision-making	23.6	31.l	25.0	13.6	60.8	54.7
19	The principal assists in the establishment of an efficient committee framework for decision-making	21.2	30.2	25.9	12.6	10.1	51.4
20	The principal makes an effort to get acquainted with students (e.g., visits classroom, acknowledges their efforts)	30.8	33.0	19.0	10.4	06.8	63.8
21	The principal establishes a tone of respect for interactions with pupils.	36.1	23.2	18.6	11.l	11.1	59.3
22	The principal encourages me to seek my own professional growth targets.	15.8	27.9	31.6	15.8	80.8	43.7
23	The principal motivates continuous collaboration between teachers for installing new systems and practices.	42.5	30.4	15.0	05.7	60.4	75.0
24	The principal contributes to the clarification of the school's vision's precise meaning in terms of its practical consequences for programs and teaching.	36.8	27.5	23.6	70.1	50.0	64.3
25	The principal encourages us to develop/analyze personal professional development objectives that are compatible with our school's mission and priorities.	23.0	27.3	23.4	14.0	12.l	49.5
26	The principal expects us to endure our professional development	45.7	24.5	15.l	06.1	80.6	72.9
27	The principal exhibits vigor and passion for own profession	33.7	25.4	16.5	15.4	09.0	59.1
28	The principal is unaware of my requirements and skills	26.5	29.4	21.5	14.0	08.6	55.9

Interpretation and Discussion

1:- Do secondary school teachers perceive that their principals facilitate professional development that addresses best practices for teaching young adolescents?

This question was measured by items 3, 15, 18, 19, 24. This question is best responded by discussing the research and data analysis from teachers' retorts to the six items that addressed this query and the qualitative data. The results from the study indicate that middle school teachers did perceive their principals as leaders who facilitate professional development that addresses best practices for teaching young adolescents. According to this study professional development for teachers of young adolescents is evidenced by their principals.

2:- Do secondary school teachers perceive that principals allocate appropriate time and attention to effective leadership behaviors such as parent meetings, monitoring the building, classroom visitations, etc.?

This question was measured by Items 12, 23, 27. This question is best responded by discussing the research and data analysis from teachers' retorts to the four items that addressed this probe and the qualitative data. The results from the study indicate that secondary school teachers did perceive their principals as leaders who allocate appropriate time and attention to effective leadership behaviors such as parent meetings, monitoring the building, classroom visitations, etc.

3:- Do secondary school teachers perceive that secondary school principals implement programs that are germane to the secondary school concept, i.e. advisory groups, interdisciplinary teaming, heterogeneous grouping and differentiated instruction?

This question was measured by Items 1, 2, 5, 16, and 22. This question is best answered by referring to the research and data analysis from the responses to the five items that address this query and the qualitative data. This study found that secondary school teachers did perceive that secondary school principals implement programs that are germane to the secondary school concept i.e. advisory groups, interdisciplinary teaming, heterogeneous grouping, and differentiated instruction.

4:- Do secondary school teachers perceive that secondary school principals empower teachers by encouraging them to participate in making key decisions that affect the daily instructional program?

This question was measured by Items 13, 14, 20, 21, and 25.This question is best responded by referring to the research and data analysis from the responses to the five items that clear this query and the qualitative data. Of all research

questions, teacher agreement regarding this question of teacher empowerment was the weakest although they did perceive that their principal empowers teachers by encouraging them to participate in making important decisions that affect the daily instructional program.

5:- Do secondary school teachers perceive that secondary school principals' model effective instructional strategies encourage the best secondary school practices and create forums for continuous dialogue for the purpose of optimal achievement outcomes?

This question was measured by Items 10, 11, 17, 26, and 28. This question is best responded to by discussing the research and data analysis from the responses to the five items that addressed this problem and the qualitative data. This study found that secondary school teachers did perceive that secondary school principal's model effective instructional strategies, encourage the best secondary school practices, and create forums for continuous dialogue for the purpose of optimal student achievement outcomes.

6:- Do secondary school teachers perceive that secondary school principals adopt proven leadership practices to fit the needs of young adolescents?

This question was measured by Items 4, 6, 7,8, and 9. This question is best responded by referring to the research and data analysis from the responses to the five items that address this query and the qualitative data. The results of this study indicate that secondary school teachers did perceive that secondary school principals adopt proven leadership practices to fit the needs of youngsters.

7:- Do secondary school principals' gender, age, professional experience or level of education, influence teacher perceptions of secondary school principals' leadership?

This question was measured by demographics. This question was best answered by reference to the research and data analyses. Neither principal's gender, age; nor years in professional education significantly influenced teacher perceptions of secondary school principals' leadership behavior. Principals' level of education; however, was statistically significant for its influence on teacher perceptions as they applied to item analysis. These items measured teacher perceptions of secondary school principals' adaptation of proven leadership practices to fit the needs of young adolescents.

Conclusion

School size and teachers' level of education influenced teachers' perceptions of secondary school administrators' leadership style more than any other factor.

Surprisingly, secondary school principals' age, gender, education level, or years in graduate practice had no bearing on how teachers perceived their leadership. However, the level of education of principals had a significant impact on teacher perceptions of administrators' use of established leadership techniques to meet the needs of children. Younger teachers were more positive in their perceptions of secondary school principals' leadership behavior. The responses appear to have become less favorable as the teachers grew older. This has far-reaching implications for teacher education and adult education. Professional development facilitators may want to look at the learning styles and needs of these seasoned teachers because it is possible that as teachers get older and have less favorable perceptions of the leadership of their secondary school principals, teacher efficacy decreases. This is also true for teachers who have a higher level of education than a bachelor's degree. The level of education of principals was also statistically significant. Secondary school principals with master's degrees were rated higher than principals with doctorates. This could be significant for principals who want to continue their education beyond the master's level.

Recommendations for Future Research

This research discovered that teachers consider secondary school administrators to exhibit leadership behaviors associated with the achievement of good school leadership. Future studies will examine the similarities and differences between high school administrators and the concepts of charter, community, and postsecondary schools. Surprisingly, the gender, age, level of education, or years in the professional education of secondary school administrators had minimal effect on how teachers perceived their leadership. Although principals' level of education had an effect on teacher perceptions of principals' adaptation of proven leadership skills to meet the needs of young adolescents, school size and teacher level of education had the greatest impact on teacher perceptions of school principals' leadership behavior.

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