



RESEARCH PAPER

Role of Academic Head in Sharpening Leadership Traits Among Teachers and Students in Girls Secondary Schools

¹Dr. Jam Muhammad Zafar* ²Dr. Naeem Ullah ³Ayesha Sadia Azhar

1. Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan, Punjab, Pakistan

2. Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan, Punjab, Pakistan

3. M. Phil Scholar, Department of Education KFUEIT, Rahim Yar Khan, Punjab, Pakistan

*Corresponding Author: dr.zafar@kfueit.edu.pk

ABSTRACT

It has been demonstrated that, "Leaders who form effective management teams have a more pervasive influence than those who rely on their own personal efforts. Study entitled, "Role of academic head in sharpening leadership traits among teachers and students in girls secondary schools" has been conducted with objectives, to analyze the role of academic head in sharpening leadership traits among teachers and students in girls' secondary schools, to identify the challenges of academic head in sharpening leadership traits among teachers and students in girls' secondary schools and to recommend appropriate strategies for effective role of academic heads at secondary level. Study was descriptive in nature, survey method and quantitative approach was adopted. Population of the study comprised headmistresses of all secondary schools of Tehsil Rahim Yar Khan. Simple random sampling method was used. It was found that, headmistresses of secondary schools had traits and were playing role of a good academic leader. It has been concluded that majority of headmistresses were honest with their profession.

KEYWORDS Academic Head, Sharpening, Leadership, Traits

Introduction

The primary goal of administration is to engage in the predetermined desires of any organization by methodically arranging and directing the people and material resources available to that enterprise. The system is referred to as Educational Administration when it is used to execute on the college equipment. The necessity to get things done in order for the mentioned objectives to be achieved is the simple controllable aim. The process of bringing people and resources together for effective and practical instruction and learning inside the school is known as educational administration. The improvement of coaching and learning is the consciousness of instructional management. Coaching and learning are improved through instructional management (Betz, 2007). Educational management is a systematic process employed by school administrators to establish and coordinate the available instructional resources, aiming to effectively achieve the goals and objectives of the educational institution. To explain industrial sports, a historical period called management and management is used. Management is a social practice that involves involvement in, participation in, and action for a specific or predetermined purpose or goal. Etymologically, it refers to dealing with, directing, managing finances, and leading (Choi, 2013).

The educational control is an integrative device that criminal people use to establish, maintain, and run an organization in the direction of the selection and realization of its objectives. The coordination of all a company's resources via the use of machinery for planning, organizing, directing, and managing in an outstanding way to achieve goals is known as school control (academic). It is the guiding or directing of people toward organizational goals and objectives. Control is, in fact, the effective arrangement and use of human and material resources in a chosen device for the accomplishment of predetermined goals (Rue, 2000).

Management and administration are often used interchangeably. However, administration is a subset of management. Educational administration is the art of preparing and presenting complex policy documents for consideration by political decision-makers. It is also concerned with the formation of plans, programs, and policies. Management, on the other hand, is responsible for the execution of these plans, programs, and policies. Educational administrators are implementers, while managers are formulators. Educational administration, like management, includes planning, organizing, programming, staffing, budgeting, coordinating, reporting, and evaluating. However, it does so on a smaller scale than management. Organization and control are the essential functions of educational administration. They involve overseeing the work of others and ensuring that the resources available are used to achieve the desired outcomes. Administration is also an essential part of any organization (Fouad, 2010).

Literature Review

Elements of Educational Management

The school is a business inside the corporation, and in order to effectively manage the school, the school leader has to be informed about the theories, practices, and headmistresses of school control as a manual for action at the same time as being crucial (Gati, 2001).

The school uses five things as leverage.:

1. Planning
2. Organizing,
3. Commanding
4. Coordinating
5. Controlling (POC3)

Leadership abilities in academia

In reality, academic management is a skill that is given to the headmistress, which allows her to obtain compliance and output from the students. This authority or power may come from various following elements.

Genuine power

The adherents of the philosophy believe that a leader has the right to create her own private innuendoes. These rules and regulations can be followed by anyone who so chooses and is competitive enough to do so. He is able to provide and receive any submission from others.

Leadership skills, Referent power, Coercive power, Reward power Expert power, Personal power

Technical Skill

The capacity to use knowledge gained via experience, education, and training to carry out specific activities using significant methods, procedures, and systems.

Human Skill

Only when a frontrunner possesses the necessary aptitude for interacting with people, including knowledge, drive, and the use of effective management techniques, can they be considered frontrunners.

Skill with Concepts

He must comprehend complex organizational issues. For an effective instructional supervisor, the following five major competencies are needed (Rue & Byars, 2000).

Ethical

It is built on the tenets of dedication, collaboration, timeliness, patience, watchfulness, honesty, and fairness beneath the inexperienced management of a college.

Perceptiveness

A good sense of judgement is necessary. The following three competencies — making decisions, resolving conflicts, and supervisory skills should be practiced.

Professional knowledge

The skills needed for a college head were determined to include: financial control training approaches, current laws, rules, and regulations. Institutional planning information gathering and disseminating human contributors to personal engagement in family and community.

Technical Knowledge

A college administrator should be very skilled in managing, manipulating, renovating files, and financial matters.

Manipulative Skills

As the person or woman with an in a role expert conduct does effectively for her university, manipulation standards talents need to aspirations to boost the texture of judgement, workout of moral values (Keller, 2008). It should be the duty of the college president to monitor student behavior and instructor quality. He needs to be aware of any shortcomings, whether they are in the professors or the university students. He ought to explain how to solve the riddles to them as well. They could find the technicality helpful in their efforts to resolve the problems with their method of analysis and instruction. By learning about repercussions and balancing a better dialogue with parents and society, they become conversant with college students. He must work to make her institution a replica of one of a kind schools in the district, and he wants to attend all of her administrators' meetings. To further ensure the welfare of the university, he should also include parents, network members, and instructors (Blustein et al. 2002).

Making arrangements for who will be responsible for what tasks to prepare the artwork is still to be done. It is desirable to select a qualified group of people for the business. The act of organizing involves setting up sports so that they are connected to one another, assigning roles, and gathering resources. The company's chief aims to secure the targeted venture. It's imperative that the superiors and the employees communicate well. As a result, received and planned goals can provide the business with appropriate results (Wherton, S. C., & Keller, B. K., 2004).

Traits of Academic Leaders

The headmistress is open to taking suggestions from staff, students, and parents to improve the school. She can also share important issues with them to manage the school in a more effective way. To make the process more efficient, she can establish school management committees and identify teacher training programs.

1. Truthful
2. Inspiring
3. Intelligent
4. Competent
5. Forward looking
6. Imaginative Broad minded
7. Courageous
8. Fair-minded
9. Straightforward

Her conceivability may be somewhat out of control. Her revisions arrive on time. He is currently in the present to reach the destination. Sometimes it is said that bureaucratic or traditional business models result in "organizations without people." The focus shifted to a formal organizational structure, and the hierarchy-based manipulation of people appeared to take on that form under the organization's rules. However, it is frequently stated that human family members' thoughts deal with "people without enterprises.". The classical and neoclassical management approaches are often seen as being at opposite ends of the spectrum, with one being too task-oriented and the other being too individual-oriented. The behavioral or social era approach, on the other hand, seeks to strike a balance between these two extremes. It aims to explain and predict human behavior in the context of formal organizations, and to use this knowledge to create a better fit between the needs of the organization, the needs of the individual, and the demands of the situation (Rogers, 2011).

Social as a social organization

Schools are social agencies that are designed to achieve common goals. They exist over time and on an ongoing basis, and they have a longer lifespan than the individuals who work in them. As a social agency, the school is an extension of the larger society. It has both forward and backward linkages with the society, meaning that it both influences and is influenced by the society: (Hou, C., Wu, L., & Liu, Z., 2014).

1. Dealings
2. Interrelationship
3. Interdependence
4. Cultural Entity
5. Internal shape

Hypothesis

H₁: There is a significant role of headmistress in developing leadership qualities among students.

Material and Methods

The study entitled, "Role of academic head in sharpening leadership traits among teachers and students in girls secondary schools" has been conducted. Quantitative approach has been adopted to conduct the study. It was descriptive and nature. Survey method was used to collect the data. Combined (QUAN-qual) quantitative and qualitative methodology was used. It employed the explanatory sequential strategy. Population of the study were, Headmistresses of public sector secondary schools, Teachers of secondary students in public sector schools and Students of 9th and 10th class of public sector secondary schools. Simple random sampling was used to collect data. This means that each member of the population had an equal chance of being selected. Sample was 16 headmistresses of public sector secondary schools, 64 secondary school teachers of public sector schools and 224 students of 9th and 10th class of public sector secondary schools in Tehsil Rahim Yar Khan. Questionnaire was developed as research tool for data collection from

Headmistresses, secondary school teachers and students of 9th and 10th classes. Tool was presented to experts for validation. The validity of the questionnaire was ensured through expert opinion and reliability of the questionnaire was calculated through SPSS using Chronbach's Alpha.

Table 1
Part 1 - Traits of a Good Leader

Sr. No.	Items	Stat.	Responses					Total	SD	Mean
			SDA	DA	UD	A	SA			
1	Honest	f	0	0	7	80	217	304	1.75	3.37
		%	0	0	4	20	76	100		
2	Dutiful	f	1	7	10	72	214	304	0.42	4.69
		%	1	1	1	23	74	100		
3	Noble	f	0	3	19	95	187	304	0.50	4.50
		%	1	4	5	25	65	100		
4	Competent	f	0	3	19	114	168	304	0.50	4.50
		%	0	1	4	38	57	100		
5	Capable	f	0	1	17	83	199	304	0.50	4.60
		%	0	1	4	30	65	100		
Total		f	1	14	72	444	985	1520	3.17	4.30
		%	0	1	2	31	66	100		

Table 1 represents 66% of respondents strongly agreed that they had traits of a good academic leader, 31% of respondents agreed, 2% of respondent undecided, 1% respondent disagreed. Collectively, 97% (31% + 66%) majority of respondent agreed that headmistress had traits of a good academic leader. The standard deviation was 4.30, mean score was 3.17 and supported the statement.

Table 2
Part 1 - Traits of a Good Leader

Sr. No.	Items	Stat.	Responses					Total	SD	Mean
			SDA	DA	UD	A	SA			
1	Well-planner	f	0	0	14	76	211	304	0.50	4.60
		%	0	0	4	30	66	100		
2	Environment	f	1	1	28	83	191	304	0.60	4.50
		%	0	1	7	26	66	100		
3	Hard-working	f	0	0	11	70	223	304	0.50	4.70
		%	0	1	2	25	72	100		
4	Goal-achiever	f	0	0	20	98	186	304	0.54	4.60
		%	0	0	4	30	66	100		
5	Responsible	f	0	0	10	79	215	304	0.47	4.73
		%	0	1	4	20	75	100		
Total		f	1	1	83	406	1026	1520	2.61	4.62
		%	0	0	4	29	67	100		

Table 2 represents that 67% of respondents strongly agreed, that she was honest with her profession, 29% respondents agreed, 4% of respondent undecided. Collectively, 97% (29% + 67%) majority of respondent agreed that headmistress was honest with her profession. Mean score was 2.61, standard deviation was 4.62 and supported the statement.

Table 3
Part 3 - Traits of a Good Leader

Sr. No	Items	Stat.	Responses					Total	SD	Mean
			SDA	DA	UD	A	SA			
1	Distributing-duties	f	0	1	16	78	209	304	0.58	4.6
		%	0	1	5	21	74	100		

2	Impartial-decision	<i>f</i>	15	18	35	74	162	304	0.7	4.42
		%	3	3	7	25	62	100		
3	Students' promotion	<i>f</i>	0	0	16	108	180	304	4.5	4.6
		%	0	0	3	34	63	100		
4	Teachers' promotion	<i>f</i>	1	2	22	106	173	304	0.5	4.5
		%	1	1	3	31	64	100		
5	Open-minded	<i>f</i>	2	6	62	101	133	304	0.7	4.2
		%	1	6	13	32	48	100		
Total		<i>f</i>	58	63	131	408	766	1258	6.98	22.32
		%	1	2	7	28	62	100		

Table 3 represents that, 62% of respondents strongly agreed, 28% agreed, 7% of respondent undecided, 2% respondent disagreed and 1% of respondents remained strongly disagreed. Collectively, 90% (28% + 62%) majority of respondent agreed that headmistress was honest with her profession. The standard deviation was 6.98 and mean score was 22.32 and supported the statement.

Table 4
Part 4 - Traits of a Good Leader

Sr. No	Items	Stat.	Responses					Total	SD	Mean
			SDA	DA	UD	A	SA			
1	Broad-minded	<i>f</i>	1	2	38	88	174	304	0.72	4.49
		%	1	0	10	27	62	100		
2	School development	<i>f</i>	2	0	21	101	180	304	0.6	4.6
		%	1	0	3	31	65	100		
3	Courageous	<i>f</i>	2	0	18	101	183	304	0.58	4.6
		%	1	0	4	30	65	100		
4	Straight-forward	<i>f</i>	2	1	13	85	203	304	0.5	4.6
		%	0	1	3	27	69	100		
5	Imaginative	<i>f</i>	4	13	49	100	138	304	0.8	4.3
		%	1	3	13	32	51	100		
Total		<i>f</i>	11	16	139	475	878	1520	2.6	17.99
		%	0	1	7	30	62	100		

Table 4 represents that, 62% of respondents strongly agreed, 30% of respondents agreed, 7% of respondent remained undecided, 1% of respondents disagreed and 0% of respondents were strong disagreed. Collectively, 92% (30% + 62%) majority of respondent agreed that headmistress was honest with her profession. The standard deviation was 2.646, mean score was 17.99 and supported the statement.

Findings

Study entitled, "Role of Academic Head in Sharpening Leadership Traits among Teachers and Students in Girls Secondary Schools" has been conducted in Tehsil Rahim Yar Khan. Study emphasized various aspects of academic leadership. Study affirmed that the headmistresses of secondary schools had traits and were playing role of a good academic leader. It was found from the data received from the respondents that headmistresses were honest, dutiful, noble, competent, capable, well planner, environmental, hardworking and goal achiever with their profession.

Conclusions

The study concluded that majority of headmistresses of secondary schools had traits of a good academic leader. Majority of Headmistresses promoted broad-mindedness among her staff, organized things properly, always coordinated with teachers and majority of headmistresses were honest with their Profession.

Recommendations

- Professional trainings may be conducted for the teachers to motivate them towards their studies.
- Headmistresses need to manage the meetings frequently with their teaching and non-teaching staff.
- Leadership trainings may be held for teachers to refine their qualities / capabilities and to maintain their existing standard of nobleness.
- Special awards, increments and promotions should be given to head mistresses and female teachers.
- In-service trainings, workshops should be arranged for headmistresses.
- Standard selection criteria must be followed for selection of headmistresses.
- Special budget should be provided to headmistress for daily use.
- Co-curricular activities must be conducted in schools to develop confidence in students.

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