

# Exploring the Relationship among Teachers' Morale and the Leadership Practices of Head Teachers at Schools of Secondary Level

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## **Abstract**

Leaders have a significant impact on people around them and devote much time and effort to fostering a sense of trust among their subordinates and subordinates' subordinates. The following objectives to find out the relationship between teachers morale and the leadership practices of Head teachers, to measure the impact of head teachers' leadership practices on the teachers' morale and to find out the difference of mean of the teachers opinion on the basis of gender regarding the teacher morale and leadership practices of head teacher at secondary level were designed. This study intended to use descriptive correlational research design. All the ten thousands (10000) Teachers of Secondary level Schools of Public sector of District Lahore were the population of the study. According to the purpose of the study, four hundred (400) SSTs' were selected as a sample through random sampling technique. The validated questionnaire was used for collecting the data. It was concluded that majority of the secondary school teachers did not favour that teachers participate in decision making in this school and the head teacher promotes a sense of belonging among the teachers in the school and majority of the secondary school teachers did not favour that the head teacher cares about teacher's need and concerns and the head teacher tries to make me feel comfortable while visiting my class and the comments of head teacher provide energy to the staff. On the basis of findings and conclusion, some recommendations were given by the researcher that the head teachers may employ the democratic style of leadership for achieving the desires goals of the institutions. The head teachers may provide the chance for teachers to be involved in different matters concerning school progress.

**Keywords:** Teachers' morale, Leadership Practices, Relationship, Head teachers

## **Introduction**

## Exploring the Relationship among Teachers' Morale and the Leadership Practices of Head Teachers at Schools of Secondary Level

According to Leithwood, Harris, and Hopkins (2008), may have a positive impact on student achievement by incentivizing positive behaviour among their employees and creating a positive work atmosphere. A research by Davis, Darling Hammond, LaPointe and Meyerson (2005) found that school administrators play an important and all-encompassing role in defining the direction for schools that are good and satisfying work environments for teachers and productive learning environments for students. Furthermore, according to Amodio (2015), school principals can have an impact on student achievement by establishing clear values and goals that place an emphasis on the acquisition of foundational skills, coordinating and participating in staff development and in-service training programmes, acting as a consistent and decisive disciplinarian, and collaborating with teachers to achieve the shared values and goals of the school. Teachers who want to be successful in their jobs need to be capable leaders themselves. When it comes to leadership, Deal and Peterson (1999) argues that a leader who lacks these competencies would fail. Kelly, Thornton, and Daugherty (KTD) (2005) argue that morale will be negatively affected if instructors observe inconsistent leadership styles from their administrators since teachers and staff members want a demanding and supportive work environment. Indeed, according to Rammer (2007), principals must exhibit particular abilities, attitudes, behaviours and duties such as delegating assignments and honesty, dedication, inventiveness, and excellent communication in order to be successful leaders. Because the term "leadership" has been incorporated into the technical lexicon of organizational studies, it's difficult to prescribe effective leadership qualities for school administrators (Yukl, 1999). To make matters more complicated, there are almost as many meanings of the term "leadership" as there are researchers who have studied the subject. As a starting point, it is possible to define a successful leader by looking at certain common qualities. It's a social process in which a person or group affects behaviour toward a shared purpose, according to Northouse (2010) leadership occurs in groups while includes shared goals. To put it another way, a good leader is someone who has the ability to motivate others to work toward a shared objective. According to Washington and Watson (1976), administrative priorities do not place a high value on teacher morale. They claim that the role of the principal in maintaining and enhancing high teacher morale is crucial. Managing and maintaining strong teacher morale needs time, effort, and organization, according to Washington and Watson (1976) in their paper "Positive teacher morale-The principal's job." Teachers with high morale are constantly glad to be in the school, show care for school programmes, are proactive in their participation in school activities, are willing to do additional work, are delighted to be a teacher, and collaborate with the school in the school-community interaction. Students in this research will look at how head teachers' leadership techniques affect teachers' morale in secondary schools. Teachers' work happiness is said to be strongly influenced by today's principals, and studies done to determine what makes a successful school have found that all successful schools have good leaders ( Begley, 2000).

### **Objectives of the Study**

1. To find out the relationship between teachers morale and the leadership practices of Head teachers.
2. To measure the impact of head teachers' leadership practices on the teachers' morale at secondary level.
3. To find out the difference of mean of the teachers opinion on the basis of gender regarding the teacher morale and leadership practices of head teacher at secondary level.

### **Research Questions**

1. Are the head teachers' leadership practices correlated the teachers 'morale'?
2. Is the teachers 'morale affected by the head teachers 'leadership practices at secondary level'?
3. What is difference of mean of perception of the teachers on the basis of their gender toward teacher's morale and leadership practices of head teachers at secondary level?

### **Review of Related Literature**

Defining and evaluating leadership may be a challenge. The subject of leadership has received a lot of attention throughout the years. As Burns (1978) points out in his book *Leadership*, leadership is one of the most seen and least understood phenomena on earth. Burns consulted a slew of materials in his quest to nail down the precise description, many of which focused on elucidating the characteristics of the ideal leader. Principals that demonstrate integrity, character, and strong values for their students and staff are examples of moral leadership and servant leadership (Sergiovanni,1994). When leaders make choices based on their convictions about right and evil and their understanding of company values, Barth (1988) defines moral leadership. Leaders' principles and views are intrinsically personal. Personal morality may be more important than corporate ideals in certain cases. As Dinham (2007) points out, leaders have a significant impact on people around them and devote much time and effort to fostering a sense of trust among their subordinates and subordinates' subordinates. Confidence, consistency, caring, honesty, and congruity are the five essential aspects of trust, and candor is the most important: when we are truthful about our shortcomings, or acknowledge that we do not have all the answers, we earn the understanding and respect of others .However, he cautions leaders: “we can provide meaning, build trust, and foster hope, but all of that count for little unless an organization produces results” . Principals' activities have a direct impact on teachers' morale. Teachers were more likely to be satisfied, according to a study by Perie, Baker and Bobbit (1997), when they were recognized for their hard work, trust on their caring and support, principal leadership practices feedback were also involved in the schools decision making. As part of their investigation into why teachers leave the classroom, researchers evaluated data from teacher surveys. As a result of a lack of support and a lack of recognition from school administrators, many teachers resigned from the field (Perie & Baker). Many new teachers leave

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the profession during their first five years, according to Fullan (2007). According to Fullan's recommendations, administrators should concentrate on successful recruiting methods, followed by mentorship programmes that help teachers transition into the field and invest in their professional growth over two years.

The East Asian Region Consortium of Schools (EARCOS) undertook an important research to monitor teacher turnover in order to develop a model to explain teacher turnover. A total of 32 school heads and 744 instructors from EARCOS schools participated in the survey. From 2009 to 2010, they found that the average turnover rate was 32%. This study found the most significant correlations between turnover and employee satisfaction with pay and the sense of a supportive principle. When it comes to defining supportive leadership, teachers' descriptions aligned with those of transformational and dispersed leadership (Roberts, Mancuso & Yoshida, 2010). Principal leadership and teacher morale are linked in several studies, and an evaluation of the characteristics of great school leaders seems to be critical in determining whether or not a school is successful (Dinham, 2007; Margolis & Nagel, 2006). Teachers' motivation, self-esteem, and effectiveness rise when they get praise from their principal, according to Blase & Blase (1994). Leaders that demonstrate care for their subordinates' emotions by treating them with respect and dignity have a beneficial effect on their subordinates' motivation and acceptance. When employees have "relational trust," according to Bryk and Schneider (2002), they are less likely to feel exposed and vulnerable to the rising demands of the workplace. "Relational trust" is made up of four components: esteem, competence, concern for others and integrity. Tschannen-Moran (2007) takes a closer look at leadership and how it relates to trust-building. In order to build trust, a person has to be kind; honest; open; trustworthy; and competent. She argues that collaborative structures in schools will have trouble identifying and addressing complicated issues if there is no trust between members of the group. Teaching is an ever-evolving profession that requires teachers to adapt and evolve. They must take use of the amount of information and skills provided in professional learning communities in order to satisfy the expectations of accountability. Developing and creating the collaboration necessary to accomplish these goals requires trust. The actions of the administrator should be examined to see whether they motivate educators to collaborate in their quest for new methods to meet the needs of all pupils. This section gives an overview of the methodology, which includes a discussion of the theoretical traditions and sampling approaches used to locate the study's subjects and participants. Teachers' morale may be affected in a variety of ways, and no one style of leadership is more suited to every setting than another. It was mentioned by Ozigi (2000) that if you can make your workers happy and devoted to the institution while they are still in school, you can do a lot to keep them there longer. So it follows that in elementary schools, the kind of leadership that's needed to support teachers' work morale is the kind that fosters a positive work environment and positive relationships between teachers and their leaders. Pareek(2007) identified four major qualities through which leaders might succeed or fail (paraphrased). Personality qualities include a sense of self-control and calmness, as well as a

willingness to accept criticism and learn from it. This implies that maintaining a sense of calm, self-assurance, and predictability, especially in times of stress, increases productivity and effectiveness by reducing conflict with employees and fostering relationships with them, as well as by encouraging employees to own up to and learn from their mistakes.

### Research Methodology

The study was conducted in a descriptive manner. For the purpose of fact-finding, descriptive studies are a good choice, since they may help develop new theories and discover solutions to complex issues (Orodho.2003). This study intended to use descriptive correlational research design to explore the relationship among teacher’s morale and the leadership practices of head teacher at secondary level schools of Lahore. All the ten thousands (10000) Teachers of Secondary level Schools of Public sector of District Lahore were the population of the study. According to the purpose of the study, four hundred (400) SSTs’ of Public Sector Secondary schools were selected as a sample through random sampling technique from Twenty Five (25) secondary level schools of public sector of District Lahore including thirteen (13) Male and Twelve (12) Public Sector Secondary Schools. To collect the necessary data and information for the study, a self-made questionnaire was developed under the guidance of the supervisor. The questionnaire was consisted of thirty (30) statements. The entire questionnaire was designed according to the Likert Scale. The research instrument (Questionnaire) was validated by taking the expert opinions. The guidelines given by the experts were followed and few statements were modified. The suggested statements were incorporated in the research instrument. Reliability of research instrument was ensured by pilot testing. The reliability of this questionnaire was .78 which was acceptable. The collected data will be analyzed by using SPSS software and findings were drawn. The analysis of the questionnaire allowed me to make the conclusion regarding the research topic and objectives of the study.

### Correlation

**Objective 1:** Explore the relationship among teachers morale and leadership practices of head teachers.

**Research Question 1:** Are the head teachers’ leadership practices correlated the teachers ‘morale?’

**Table 1**

		<b>Correlations</b>	
		HTP mean	TM mean
HTP mean	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.000
	N	400	400
TM mean	Pearson Correlation	.813**	1
	Sig. (2-tailed)	.000	
	N	400	400

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\*\* . Significance of correlation is at the level of 0.01 (2-tailed).

Table 1 shows the results of correlation between two variables. In this analysis the independent variable was "Head teachers' leadership practices" and dependent variable was "Teaching morale" of teachers at secondary level. It was decided to use Pearson's r test to examine whether there was any connection between the two variables. The results of the test show that two variables have a substantial correlation. The p-value is 0.000, which is lower than 0.01 and the Pearson correlation value is 0.813 in the preceding table. There is a strong link between the two factors.

#### 4 Regression

**Objective 2:** To investigate the impact of head teachers leadership practices on the teachers' Morales at secondary level.

**Research Question 2:** Is the teachers 'morale affected by the head teachers 'leadership practices at secondary level?

**Table 2**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.765 <sup>a</sup>	.613	.631	.50861	.633	63.904	1	417	.000

**Table 3**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.531	1	16.531	63.904	.000 <sup>b</sup>
	Residual	107.872	398	.259		
	Total	124.403	399			

**Table 4**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B

		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.372	.185		12.788	.000	2.007	2.736
	HTP mean	.376	.047	.365	7.994	.000	.283	.468

Tables 2, 3 and 4 provide the results of a regression analysis, as seen in the figures. A regression analysis was carried out to see whether the leadership styles of secondary school principals had any effect on the morale of their staffs. According to the data, teacher morale has improved by 63%. The p-value of 0.000 0.005 indicates that head teachers' leadership techniques have a beneficial influence on secondary-level teachers 'Morales.

### Test of Significance

**Objective 3:** To find out the difference of mean of the teachers opinion on the basis of gender regarding the teacher morale and leadership practices of head teacher at secondary level.

**Research Question.3** What is difference of mean of perception of the teachers on the basis of their gender toward teacher's morale and leadership practices of head teachers at secondary level?

**Table 5** Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
TM Mean	Male	200	3.8370	.59681	.03592
	Female	200	3.8492	.43150	.03608

**Table 6**

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HTP Mean	Equal variances assumed	3.579	.059	1.510	417	.132	.08228	.05448	-.02481	.18937

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	Equal variances not assumed			1.438	251.674	.132	.08228	.05721	- .03040	.19496
TM	Equal variances assumed	10.328	.001	-.217	417	.811	-.01219	.05627	- .12281	.09842
	Equal variances not assumed			-.239	373.509	.811	-.01219	.05092	- .11231	.08793

It is shown in the following tables 5 and 6, which illustrate the statistical mean difference for all variables relevant to study. The results of a t-test demonstrate that there was no significant difference in the average opinion of male and female instructors on any of the issues tested. HTP has a p-value of 0.132, which is higher than the threshold level of significance of 0.05. There is a larger than 0.05 P-value for TM. In terms of perceptions of induction training and its impact on the teaching practices of newly hired secondary school teachers, the findings show no gender differences.

### Conclusion

Majority of the secondary school teachers did not favour that teachers participate in decision making in this school and the head teacher promotes a sense of belonging among the teachers in the school, Head teacher increases cooperation among teachers and Teachers are free to criticize on administrative policies of head teacher. Majority of the secondary school teachers favoured and recommended that all the power is centralized to the head teacher and the work of teacher is appreciated and commented by the head teacher, the head teacher makes the work of teachers easier and more pleasant and Leadership style clearly influences teachers working morale, The head teacher creates a happy atmosphere in the school and Teachers' opinions are considered very important by the head teacher, the work of teachers is judged fairly by the head teacher and the leadership style of respecting affects teacher's morale. Majority of the secondary school teachers did not favour that the head teacher cares about teacher's need and concerns and the head teacher tries to make me feel comfortable while visiting my class and the cooperativeness of head teacher helps make my work more enjoyable and the comments of head teacher provide energy to the staff.

### Recommendations

There were following recommendations of present study on the basis of findings and conclusion:

1. Democratic style of leadership may be upheld and used by all Head Teachers of secondary schools in Lahore in order to influence teachers working morale. The style



- seems to have more advantages especially in enhancing teachers' morale and their efficiencies in performing their duties.
2. Subordinate teachers may be involved by the head teachers in decision-making of various issues in school. They may consider teachers' needs and concerns in order to achieve easily school objectives as well as to raise teachers working morale.
  3. School authorities may provide the management and leadership skills to the head teachers. This would empower and enable the Head Teachers to lead well their schools.
  4. Regular inspections of schools by the Ministry of Education may be used to assess the leadership styles of Head Teachers and their influence on the morale of teachers in their jobs. As a result, only positive leadership styles would be taught at educational institutions. They would also be in a position to suspend instructors with destructive teaching techniques before they could burn them working morale and school performance in general.
  5. The head teachers may employ the democratic style of leadership for achieving the desires goals of the institutions.
  6. The head teachers may provide the chance for teachers to be involved in different matters concerning school progress.
  7. The teachers may be involve in the administrative polices and plans of the educational institutions by the head teachers for getting fruitful results.
  8. The autocratic style of leadership may be condemned in the educational institutions because it affects the teachers' morale badly.
  9. Delegation of power to subordinates in schools may be ensured for good administration.
  10. The head teachers may enhance the morale of the teachers through applying their motivational attitudes in educational institutions.

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