

Investigating School Principals' Impact On Teachers' Morale At Secondary Level

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Abstract

The purpose of the study was to investigate the influence of school principals upon the morale of secondary school teachers, the school heads who work for individuals and worried about fulfilling the requirements of teachers may have an atmosphere where the teachers sense an assured self-confidence and self-esteem, have its place to that organization. Various factors are involved to get the highest competence and output from the teachers i.e. service safety, positive institutional atmosphere, and job satisfaction. Self-confidence and morale of teachers play an important role to give the students quality education. This study identified the school heads' role, and examined the influence of principals on morale of teachers. Qualitative approach was used to perform the study. Interviews were conducted with school principals and teachers to get deep collect data. The population of the study was school principals and teachers in Gadoon area of Swabi. The sample was 3 principals and 3 teacher from three school in the area, using convenient sampling techniques. Data was analyzed with interpretative phenomenological analysis (IPA). The results displayed that school principals have great influence on the morale of teachers at secondary schools.

Keywords: School principals, Teacher Morale, secondary level

Introduction

Leadership is an inspiration of individual authority that constructs an increasingly progressing followers to achieve a shared goal. Leadership consists of explaining principles and taking action. Leadership "is an interpersonal skill that is essential in almost any situation where two or more people intend to perform a particular task." Leadership is defined as the long-term impact of human influence. In modern concepts, leadership serves as the means by which the organization achieves its goals.

In this case, the success of the principal is in line with the overall performance of the team for the value of the team (Li, Sun, Taris, Xing and Peeters, 2021).

Leadership is the ability to influence, motivate and train followers to do their part in achieving goals and doing something for the benefit of employees. It is to encourage, empower and empower employees to contribute from their strengths to the development of communities within the organization. School leadership significantly affects morale, self-efficacy, stress management, and commitment of the teachers for achievement of targets within school. It is the capacity of encouragement of followers to achieve their goals, and display of straightforwardness (Wuryani, Rodlib, Sutarsib, Dewib, & Arifb, 2021).

School principals' leadership behavior has a significant effect on school learning culture. Most of the secondary school principals in the province of Khyber Pakhtunkhwa use leadership competencies in administrative and academic areas of their concerned institutions. Research study reveals that a good quality connection between schools' principals and staff leads to constructive schools' educational performance. It was found that strong connection guarantees principal's cognizance of instructors. Teachers become the agent of change, cooperative and improve pedagogical skills due to the disciplined and benevolent attitude of the principal. A strong and significant positive association between teachers' commitment and school principals was documented among academic staff (Kamal, Mahmood & Ishaq, 2020). Increased morale not only makes them loyal and devoted but also makes them to give more energy and achieve better for their respective organizations (Soetjipto, Priyohadi, Sulastri, & Riswanto, 2021).

The situation of an individual's strength, discovered by self-assurance, contentment, submission, and readiness to accomplish positive actions is decency. Decency is a sagacity of trust, self-assurance, eagerness, and grace in instructors. Instructor determination is the proficient curiosity and eagerness that instructors display in attaining discrete and cluster objectives in a working place. Morality is the emotion that an individual feels for his or her work grounded on how the persons perceive themselves in organization and the degree to which the institution views the individual for fulfilling his or her own desires, requirements, and prospects. When there is a healthy and encouraging atmosphere, as a result, the teacher's morale rises greatly and the teacher feels superior and at the same time feels the effectiveness and success of the profession. Instructor self-assurance is examined on the basis of five moral factors: head-to-teacher relationship, teacher-to-teacher relationship, teacher satisfaction, teacher status, and teacher burden in terms of their relevance (Lin, 2021).

Statement of the Problem

This study aimed to investigate school principals' impact on the morale of the teachers for the achievement of institutional goals. Empirical studies showed the positive influence of school principals on augmenting morale of teachers. Teachers' morale, is the crucial construct for organizational development. In this regard the role

of school principals has a paramount importance, therefore it requires further research and a big gap is still there to be filled by research studies.

Objectives

The objective of the study was;

1. To investigate school principals' impact on teachers' morale at secondary level

Research Questions

1. What are the practices of principals for improving morale of teachers for ensuring school performance?
2. What difficulties do school principals face during practices for influencing teachers' morale?
3. What are the factors which impact teachers' morale?

Significance

The significance of this research work is multi-dimensional. This study attempt will make a unique contribution to the growing literature on school leadership and teachers morale. The study will be significant in investigating school principals' role in influencing teachers' morale for school development, particularly team effectiveness, career development, psychological well-being, and working environment at the school level. It will be very beneficial for school principals to employ their skills for the improvement of teachers. It will be helpful for teachers to boost up their morale for the grooming of the next generation. The study will also be productive for future school leaders, educational planners, unit writers, and future research scholars to get assistance for future road map.

Review of Literature

Generally, Leadership may be defined as a practice by which an individual puts an impression on other persons or an assemblage of persons for the attainment of a collective goal. Numerous features of the leadership phenomenon. Some of these features include: (a) it is considered a continuous process, (b) this phenomenon impacts other people, (c) leadership is associated with collective behavior, (d) it is associated with the achievement of certain goals, and (e) attainment of objectives, as a result, leadership are common for the group leader and its participants. Being a process, leadership is not such a feature or trait, transmitted by inheritance. As a practice, leadership is a transferable process between the group leader and the subordinate group members (Badura, Grijalva, Galvin, Owens, & Joseph, 2020).

Leadership is also regarded as an influential phenomenon, which influences group members, peers, and the leader itself in a directorial environment. Indeed, influencing and leadership are mutually associated. Leadership functions in an assemblage of people having common goals and objectives. Achievement of certain goals is the outcome of leadership. Leadership gives a direction to people towards the

completion of admission. It provides a strategy for reaching a goal through a fair approach. Leadership involves a mutual interactive procedure, so leaders not only direct their potentials for the accomplishment of a certain task, as well as strengthens their team members (Leithwood, Harris, & Hopkins, 2020).

Darmiati, Kristiawan, and Rohana, (2020) describes that the present age is a golden period in terms of school leadership. Keeping in view the significance of leadership, many governments in the world are investing funds and resources for researching this field. Workshops and training agendas are arranged on this theme for school organizers. For example, England is very seriously working on this. They have established a reputable institution for effective training of educational leadership, namely, NCSL (National College for School Leadership). These institutions are running different programs for the proper training of organizers and leaders. They are also working on the modernization of their existing methods in this context.

Gurr, and Drysdale, (2020) believe that school leadership plays an effective role in schools. Education and classroom instruction has a primary position in schools, while educational leadership is vital for the healthier achievement of these goals. Research conducted in the United Kingdom describes that out of every one hundred (100) healthy managed educational institutions, 93 educational institutions have first-class achievements. In the same way, out of every 100 schools that are not supervised well, only one has a good level of student achievement.

Leithwood, Harris, and Hopkins, (2020) explained that the training of cognitive competency is mainly influenced by the educational environment. Cognitive competencies include the management of universal values, concepts, philosophies, and laws. Predominantly noteworthy cognitive competencies are: Diagnostic ability, Creativeness, Rational mentality, Tactical thinking, Logical mind, Divergent thinking; and Mathematical aptitude.

Individual and Social qualities are those traits that allow a person to create and preserve a relationship with other individuals. Particularly, significant personal and social competencies are: Self-determination, Social skills, Collaborative proficiency, Consideration, Integrity / Honesty, Organizational skills, Individual and communal standards, and Moral magnitude, Character, originality, and empathy (Leithwood, Harris, & Hopkins, 2020).

School Leadership is carried out by school principals. The range of role of the principal is from the management of the school business to community-school relations. The prime role of the principal is not only the curriculum supervision but also the management of material resources. A great controversy exists regarding the role of the principal among different scholars. Some scholars consider him as an administrator, while others declare him as a leader (Leithwood, Harris, & Hopkins, 2020).

The leadership role is crucial in the school academic environment. Development and nourishment of the vision, encouraging a safe and well-managed school, sustaining consistency expansion, utilizing a data-driven plan for enhancement of students' performance, using quality assessments techniques,

monitoring plan, handling school resources, and productive communication with other stakeholders are the signs of the strong school leadership. The assistance of the upper level in favor of school leadership and facilitate them to framework a policy, preparing plan, and proper resource. The leadership of low academic achieving school needs to work in partnership with teachers to progress educational attainment and stimulate the ethos of engaging teachers in decision- making process to shape a novel role. Based on his research, it was found that students improved the performance in schools when certain practices were implemented. One of these practices was transforming schools through active engagement and principal leadership (Lambrecht, Lenkeit, Hartmann, Ehlert, Knigge, & Spörer, 2020).

As an effective leader, the school principal put the school in the right direction, and allows the distributive nature learning community for improvement of a "common culture of expectations." In consequence, the principal school leader can tie together the "power of collective intelligence" and to reinforce the proficient learning community in its sagacity of purpose and mission to assemble the teachers' needs of learning and as well as of students (Leithwood, Harris, & Hopkins, 2020).

It is worthy to mention that the school principals, whether administrators or leaders, are the motivating strength behind effective schools. Learning Teaching process is carried out with different methods of effective schools. The school principal supervises the overall school programs and responsible for the whole school performance, expertise, and efficiency. Being head of the school and an administrator, the principal must be an effective and responsible person. He is accountable for encouraging effective teaching in the school as a leader of the teaching faculty. All these are done by him by appointing qualified employees and competent teaching staff in the school. Besides these responsibilities, the head of the school should also be an extremely proficient and skillful person in contemporary approaches of classroom management, classroom teaching and allocation of duties, human resource management, and communication (Leithwood, Harris, & Hopkins, 2020).

The school principal has an important position in influencing the human aspects of morale in maintaining human relations with the community. For getting support for the school programs, he must keep in mind the community and social settings such as power structure and pressure groups. The head of the school must be answerable to the community. He will be aware of the procedure and tactics of making them interested in what their offspring are doing in the school environment (Leithwood, Harris, & Hopkins, 2020).

Teachers' self-perception and ability play a great role in incorporating such techniques in their instruction successfully.

Factors Affecting Teacher Morale

Abazaoglu, and Aztekin, (2016) believe that certain factors are believed to affect teachers 'morale. These factors include the institutional environment, teachers 'perceptions of students and student learning, administrative support and leadership, and favorable workplace conditions. A healthy institutional atmosphere is associated

with high morale in teachers, where there is a positive atmosphere. They believe that the atmosphere created by organizational leadership has a significant impact on employee motivation and behavior. It has also been found that stress is a factor that can affect teachers' morale. They further described that stress can result in emotional and physical fatigue, which can lead to decreased workplace motivation, involvement, and satisfaction. The main and fundamental reason for low morale is the lack of a constructive institutional atmosphere. A careful and supportive environment increases teachers' morale and endows them with high self-esteem. Insufficient support from subject counselors, peers, management, and the community, administrative issues, including appointment to senior positions without consideration of merit, favoritism, educational workload, and relationship problems, include staff lethargy; lack of unanimity among teachers; jealousy at a professional level.

Effects of Teachers' Low Morale

Wadesango (2012) contended that low instructor self-assurance manifests when there is little interest and enthusiasm for work, while high morale is evident when teachers are interested and enthusiastic about work. Teachers with low morale see that their professional lives make little sense out of frustration and inability to change the disadvantaged situation. He branded ten dimensions that can drive to truncated confidence among teachers, such as overwhelming office duties, lack of support and cooperation from administration, lack of collaboration with staff, and excessive educational workload. He told further that low levels of instructor self-assurance can lead to decreased teacher productivity, loss of anxiety about learners, distancing from classmates, downheartedness, and amplified illness, which can lead to absenteeism, general fatigue, and burnout on some workdays.

Effects of Teachers' High Morale

Great instructor self-assurance is linked with internal prizes i.e. student attainment, recognition of others, acquisition and advancement, and constructive dealings. Teachers' great optimism can be professed by displaying more behaviors. The moral behavior of teachers is manifested when teachers are eager to go to toil in the dawn and are in no haste to give up their jobs in the eleventh hour, instructors who recognized ten dynamics are concerned about the direction of institutional programs and actively participate in committees. Organizations perform a variety of tasks in addition to the assigned tasks, and gain satisfaction as a fellow of the institution and the instructional occupation. Furthermore, there is a great optimism in instructors who upkeep the institution, its aims and values, and are keenly involved in refining communal associations. A researcher linked the great optimism of instructors to the fact that the administration valued teachers, the administrator's trust in teacher competence, administrative support, and teacher participation in institutional policy making, appropriate teaching loads and tasks, fair curricula distribution, tasks, training and staff development. Instructor self-assurance has sweeping suggestions not only for student learning but also for the vigor of the institute and the strength of

instructors. As stated by Abazaoglu, and Aztekin(2016), instructor self-assurance proceeds elsewhere mere educator production or learner performance. Furthermore, instructor self-assurance helps to establish the nature of the institution. The school atmosphere provides an appropriate learning environment that positively influences teachers 'morale and supports enhanced teaching and learning (Eboka, 2016). Teachers 'morale is greatly enhanced by a positive institutional atmosphere. Teachers feel more at work if they recognize the significance of their involvement and the support of their views which has noteworthy relationship with performance. A decent atmosphere in the higher education encourage instructors to face outward force. Gratiated instructors mount the morale of the organization as well as other colleagues. Great instructor self-assurance is linked with internal prizes i.e. student attainment, recognition of others, acquisition and advancement, and constructive dealings. Teachers 'great optimism can be professed by displaying more behaviors. The moral behavior of teachers is manifested when teachers are eager to go to toil in the dawn and are in no haste to give up their jobs in the eleventh hour, instructors who are concerned about the direction of institutional programs and actively participate in committees. Organizations and organizations perform a variety of tasks in addition to the assigned tasks, and gain satisfaction as a fellow of the institution and the instructional occupation. Furthermore, there is a great optimism in instructors who upkeep the institution, its aims and values, and are keenly involved in refining communal associations. A researcher linked the great optimism of instructors to the fact that the administration valued teachers, the administrator's trust in teacher competence, administrative support, and teacher participation in institutional policy making, appropriate teaching burdens and tasks, fair curricula distribution tasks, training and staff development. Instructor self-assurance has extensive inferences not only for student knowledge gain but also for the wellbeing of the institute and the wellbeing of instructors (Maria Cristina, Viotti, Guidetti, & Converso, 2016). Conferring Abazaoglu, and Aztekin, (2016), instructor self-assurance drives yonder mere instructor efficiency or learner performance. Most prominently, instructor self-assurance helps to establish the nature of institution. The school atmosphere provides an appropriate learning environment that positively influences teachers 'morale and supports enhanced teaching and learning (Erichsen, & Reynolds, 2020). Teachers 'morale is greatly enhanced by a positive school leadership.

Research Methodology

A qualitative approach will be used for this study. The purpose of this approach is to get a fuller picture of the school leadership context and its impact on student behavior in the learning environment. Modern education is one of the five approaches highlighted by Creswell and Poth (2016) to gain a deeper understanding of school leadership through participant lenses. That is the reason for taking this approach. An appropriate sampling method was found to collect data from participants to present details and express their real ideas to explore the impact of leaders on teacher behavior in the Gadoon area in Swabi.

Participants

The respondents were all school principals and teachers of District Swabi who are performing their duties as heads will be chosen. Convenient sampling techniques was used to select a sample of 06 participants [03 principals and 03 teachers].

Instruments for gathering Data

In-depth interviews with contributors was the research instrument. A phenomenological approach was adopted as a significant acticto gather data (Thompson, Burdine, Thorne, & Sandhu, 2021).

3.4 Analysis of Data

Data were analyzed with interpretative phenomenological analysis tool. The statements of the participants were recorded and transcribed according.

Akhtar told;

As a school principal, I always focus on the quality of instruction and concentrating the boosting of teachers' morale. I show increased responsibility in this regard. I use my ability in shaping school performance, student achievement, and teacher efficiency and improves morale of teachers. I face many challenges in bringing improvement. I think school leadership has great impact on teachers' morale. My duties are multi-dimensional. I am taking interest in instructional leadership, school climate, teachers' improvement, teachers' evaluation, school management and administration, community relations, and students' achievement. I entered the education as CT teacher and wished to bring positive change in teachers and learners. I have experience of 28 years in instruction, I became principal through Public Service Commission and desired to accomplish more than the work that I could do within my school. I was an exceptional instructor, and my early leadership place as an educator of teaching was commensurate with my abilities. My academic experience has provided me with a solid foundation to guide academic efforts in my school. He walks in class every day, supervising teaching, teacher impact, and student reading. My observations helped me to identify the needs and strengths of the class. I work regularly with a group of teachers to monitor student needs and identify strategies and resources that can support students and faculty effectively. And I continue to meet with students to discuss their academic goals and progress. In short, I am committed to making teaching and learning in my school the best experience to be gained by elevating my teachers and through boosting morale of my teachers.

Qazi expressed his opinion;

As principal, I focus on building and maintaining school vision, sharing leadership, leading a learning organization, using data to make teaching decisions, and overseeing the learning and teaching process. I also play a moderate role in school conflicts, organize training and professional development programs for teacher development and do everything I can to improve students. I need to have a positive vision for my school. I strive to ensure the quality of teaching in my school. I hope teachers and students fulfill the mission of the school. I am confident that my school can achieve

its goals. I focus on improving my school. I would like to inform all stakeholders that learning in school is an important goal.

Jadoon said;

For the last one year, being appointed as a principal, I established the leadership and influence of the school teachers to work together to achieve the school's goals. I can fulfill this role by providing individual support, challenging teachers to evaluate their work, and ensuring the best products work. In addition, I have developed and relied on leadership contributions from a number of stakeholders, including educators and parents. As a senior mentor, I share my leadership with educators to promote collaborative thinking and research to improve learning and learning. Afterwards, the teachers lead the change from class to class by asking questions related to school improvement and feeling empowered to help find the answer.

Mumtaz described;

Being educator for the last 25 years in education department, I have seen so many effective principals as well as the worst principals. Today, I am PhD in Islamiyat due to my favorite and honest principal who always boosted my confidence and morale for higher education. I remembered 4 principals who have improved my instructional strategies, co-operation with students, good relationship with other teachers, sympathetic relationship with supporting staff and menial staff. But some of them were only those who were feathering their own nests with school funds and doing nothing for the teachers' professional development and students' achievement. But overall, I have a very good experience with principals and toady what I am, it is due to these effective principals

Nazir told in these words;

I think there is a strong bond between school principals and teachers' morale. I have seen school leaders speak to teachers, train staff, and always support learning and learning. They also provide opportunities for teachers to work collaboratively and exchange teaching activities with each other. Intelligent leaders realize that they cannot achieve educational goals on their own. I believe that achieving school goals requires the responsibility of one person. Well-educated leaders believe that staff should work together and openly discuss teaching and program management among all stakeholders. Leaders who distribute leadership in their schools contribute to sustainable development within the school community. Senior development leaders are developing and relying on the expertise of teachers to improve school values. Leaders must provide opportunities for teachers to work together.

Ahmad said;

As a supervisor of teachers at the school, I believe that school principals should use the expertise of teachers in their schools to improve performance and outcomes. Leaders must act as the main teaching leaders in their schools while balancing multiple responsibilities. However, improving the quality of student education requires participatory leadership. Maintaining staff about research and day-to-day activities and having a belief system that schools are learning communities is critical to school success. School leaders use multiple staff development tools to focus on

research-related strategies that will help improve teaching. In an effort to broaden the teaching curriculum among the professional faculty, the teaching principle of teaching should be expanded beyond that of increasing student learning. Leaders must gather the energy and opportunities of teachers. This requires changing the learning culture of schools, opportunities that effective leaders have mastered.

Discussion

The research work aimed to examine the impact of the school principals on the morale of teacher at secondary level. The results of current research have maintained Erichsen, and Reynolds, (2020) that teacher morale was essential factor for individuals' improvement at secondary level. The findings of the study showed that school principals have great impact on the morale of teachers in schools. Teachers agreed that their heads were supportive and guiding. This showed that these front-runners displayed backing for teachers and were also anxious about the well-being of their teachers. The head is more supportive than guiding, because in schools, teachers have noticed that their head behaviors are both guiding and direct supportive. Qualitative data revealed that esteem is a key factor in raising moral standards. The finding of the study that there is a significant relationship of school principals with teacher morale, agrees with (Abazaoglu, & Aztekin, 2016), who stated that the positive atmosphere is characterized by increased staff performance, higher faculty confidence, and better student performance. Instructor self-assurance can only be enhanced and maintained in a constructive school atmosphere. The results of the findings also showed that one of the examined teacher self-insurance factors, the teacher workload reached the least at the level of teacher self-insurance compared to the teacher self-insurance factors.

Conclusion

The results showed that the school principals are co-operative, supportive and focus on teacher morale and that is a positive attitude. Teachers working in schools have a high level of morale. The effect of administrative atmosphere on instructor self-assurance was substantially important. Taking into account the moral aspects of teachers, the qualitative data showed that the morale teachers and recognition of their work resulted in the highest level of instructor self-assurance. Teachers argued that self-esteem was a key factor in raising moral standards. Analysis of the data showed that a highly supportive principals play an important role in raising morale of teachers, so it is recommended that principals may offer a supportive atmosphere to increase teacher morale. As learning outcomes have shown that institution leaders directly influence teachers' organizational and academic performance, which can affect their morale, and student performance. School principals can train to increase and maintain the moral level of teachers. The results showed that school principals have multifarious duties and challenges to boost up teachers' morale, so it is recommended that management create autonomy for teachers to take initiatives and give them the opportunity to participate in important tasks. The study maintained that

the gay reception program played an important role in raising instructor self-assurance from the beginning, and therefore suggested that educational institutions organize some welcome programs for teachers to feel special from the beginning.

The results showed that school principal encouragement automatically affects teacher morale, performance and grooming. Each school may initiate the creation of its own multiple counseling services in the school atmosphere, as well as teacher counseling services, as an integral part of professional development of teachers. In this respect, an inter-institutional network with prominent schools would be very suitable for involving inter-institutional teachers programs and disseminating quality education and information flow.

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