

## Impact of Heads Attitude for Professional Growth of Teachers on their Performance at High School Level

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### Abstract

*This research explores the effect of head teachers' attitudes toward professional development on teacher performance at the secondary school level. The study aims to examine head teachers' attitudes toward professional development and teachers' performance. A quantitative descriptive design was used to conduct the research. Questionnaires were administered as the data collection instrument. Participants were conveniently sampled from public and private secondary schools in Lahore. The study population comprised teachers and students, with a sample of 250 teachers and students. Questionnaires were directly distributed at participating schools. Data were analyzed using descriptive statistics, including means, standard deviations, and percentages computed through SPSS 22. Linear regression analysis was also conducted to evaluate the effect of head teacher attitudes on teacher performance. Key findings indicate that head teachers expressed moderate to strong attitudes regarding professional development, while teachers demonstrated strong performance across various situations related to student learning. The study concludes that head teacher attitudes did not significantly influence teachers' professional development or performance.*

**Key words:** *Attitudes, Professional Development, Teachers' Performance*

### Introduction

As part of ongoing efforts to transform education, teacher professional development (PD) has undergone significant transformations. To maintain their teaching licenses, many regions no longer offer perpetual accreditation, instead requiring teachers to participate in continuous professional development once every few years (Guskey, 2000, 2002; Killion and Hirsh, 2001; Little, 1993). Teacher recertification in New York State, for instance, requires 175 hours of professional development every 5 years. This reflects the belief that teachers, like other professionals, must continuously enhance their abilities and keep up with industry developments.

Policymakers, researchers, and practitioners are increasingly agreeing that ongoing professional development is essential to educational reform and improved student outcomes as we enter the 2000s. Be that as it may, we should likewise plainly pass on to partners inside and past schools the worth of supported instructor development, both freely and cooperatively. Without substantial proof binds proficient improvement to scholarly accomplishment, educator learning gambles with spending plan cuts or turning into the most recent in a line of instructive crazes.

Research backs up the design principles for long-term, effective professional development. Creating indicators, keeping track of data, and evaluating it are all essential steps in the process of building a high-performance professional learning system. Various organizations and researchers have put forth standards and guidelines for effective professional development design, including the American Federation of Teachers, Lieberman's work examining teacher training models, the National Staff Development Council's principles for staff learning, the National Partnership for Excellence and Accountability in Teaching's standards for professional learning, and Darling-Hammond and Sykes' research on characteristics of high-quality professional development.

While structures are significant, applying these standards in genuine school settings is testing. To successfully implement them for specific teachers and settings, it takes coordinated effort.

The opportunities for staff and students to participate in professional learning are greatly influenced by school leaders. Establishing and supporting useful learning conditions is a center liability of chiefs and heads.

Teachers and principals have traditionally not been regarded as advocates for curricular, pedagogical, or transformative change in Pakistan. Instead, they heed directives from higher up. The most important factor in a school's performance, according to research, is a headmaster's dedication to management. In this way, school administration is the foundation of a school's triumphs and disappointments. To develop management principles tailored to Pakistan's educational culture, more context-specific research is required.

Many can't help thinking about why school sports create such nearby buzz. When school leaders' performance is examined, this frequently raises questions about head teachers' gender, qualifications, and experience. In spite of government schools getting more qualified educators, tuition based schools reliably beat them on tests. Issues are found every year that adversely influence understudies, however they may not understand it at that point.

In this way, I expect to concentrate on how educators' points of view on proficient advancement connect with their schools' presentation. This examination will reveal insight into the significance of value educator proficient advancement in Pakistani secondary schools. The objective is to investigate how institutional contexts are shaped by school leaders, their roles in continuous improvement, and how they can support teacher development. Head teachers address both themselves and their subordinates, as the two gatherings apply impact.

## **Literature Review**

### **Introduction to Attitude**

Attitudes are defined as the sentiments, beliefs, and behaviors held by individuals toward people, ideas, or things. Attitudes influence how people act in given situations. There are cognitive, moral, and emotional dimensions to attitudes in psychology (Bruce, 2008; Kamel & Haridi, 2020).

Attitudes can significantly shape a young person's thinking and self-presentation. Maintaining a positive attitude is considered essential for successfully handling life's challenges and making progress. There are four main types of attitudes: favorable/positive, unfavorable/negative, and neutral (Aminu, 2009).

A positive attitude aligns with a growth mindset. Recognizing the importance of a constructive outlook is critical for any endeavor to move forward. The benefits of positive thinking are numerous, affecting behaviors broadly. For instance, a positive-minded teacher can focus on the good in colleagues, regardless of their temperaments (Chandrasekaran et al., 2019). Such teachers are often described as professionals who regularly hone their skills and overcome obstacles. Confidence, as a facet of a positive attitude, is key for managing anxieties and advancing in one's career (Ualesi, 2018).

Conversely, negative attitudes have detrimental consequences. Individuals with pessimistic mindsets tend to fixate on failure chances rather than appreciate diversity. They avoid problems rather than devise solutions. Comparing oneself to others and dwelling on weaknesses is common. Overcoming self-doubt and distrust are barriers for these individuals (Vieten & Blokker, 2020). Frustration impedes progress when anger takes hold. Neutrality is another attitude involving detachment or apathy, rather than initiative for change (Wachtel, 2006). While attitudes are malleable, they significantly shape individuals.

### **Teacher Professional Development**

Professional development talk about to ongoing education and physical activity that helps teachers learn new different skills, stay current with drifts, and improve their careers. It motivates improvements in teaching and transforming learning environments by acquiring new knowledge and techniques. Analyzing gaps between student outcomes and goals, along with learning needs, is most effective (Villegas-Reimers, 2003). The goal is to apply fresh ideas for maximum professional impact. Establishing specialized skills and knowledge is central in professional growth. It enhances instructional capabilities, allowing teachers to educate future generations with updated content and methods, ultimately benefiting society (Odabasi & Kabakci, 2011).

Within education reform, teacher development is critical for maintaining student performance and learning sustainability. Expanding technical expertise and credentials maintenance are common definitions (Vonk, 1991). Teaching practice integrates personal experience with professional growth (Cruickshank et al., 1986). Trends in teacher training require real competencies enabling professional contributions individually and collectively (Opfer et al., 2011). Here, "professional development" refers specifically to enhancing analytical and creative thinking for improved performance (Bredeson, 1999). It encompasses diverse meaningful engagements within and beyond classrooms.

### **Teacher Performance**

Teacher performance refers to the skills displayed in carrying out duties and responsibilities. If goals align with standards, performance can be deemed effective and satisfactory. As education's decision-makers, teacher performance in their roles reflects this leadership position (Suharsaputra, 2013).

Performance broadly relates to successfully accomplishing organizational goals and objectives. Management monitors performance because it directly impacts outputs. Willingness and ability are key influencing factors. Lacking genuine motivation despite having skills results in poor performance. Thus, performance represents the accomplishments of individuals or organizations in meeting aims

(Susanto, 2016). For teachers, performance enables students to gain knowledge and skills, playing a vital educational role.

Managing employee performance is crucial for building individual and organizational success. This involves assessment based on established benchmarks to effectively and efficiently measure outputs, consumption, usage, and waste.

## Objectives

The objectives of this study are threefold:

1. To investigate head teachers' attitudes toward teacher professional development
2. To assess teacher performance at secondary schools
3. To determine the relationship between head teacher attitudes toward professional development and teacher performance

## Research Questions

There are following research questions of this study:

1. What are head teachers' attitudes toward professional development for teachers?
2. How can teacher performance be characterized at secondary schools?
3. What is the impact of head teacher's attitudes of professional growth on teacher performance?

## Methodology

This quantitative study utilizes a descriptive methodology to provide a comprehensive overview of all factors and collect numerical data. Questionnaires were administered to 500 participants - 250 head teachers and 250 teachers - from public and private secondary schools in Lahore in order to gather data. The questionnaires contained 30 and 35 questions for head teachers and teachers, respectively, using a 5-point Likert scale.

The questionnaire data was analyzed statistically using SPSS software. Percentage analysis was conducted to examine response trends. Additionally, linear regression analysis was applied to assess the effect of head teacher attitudes on teacher performance.

## Sample

The study sample consisted of 250 head teachers and 250 teachers from public and private secondary schools in Lahore, Pakistan. This sample was selected to be representative of the broader population of secondary school leaders and teachers in the region.

## Instrumentation

Two structured questionnaires were developed under supervisor guidance as the instruments for this study. The questionnaires employed five points Likert scale response selections of SA (strongly agree), A (agree), N (neutral), DA (disagree), and SD (strongly disagree).

## Data Analysis

The questionnaire data was evaluated by using SPSS v22. Descriptive statistics as well as means, standard deviations, and percentage distributions were calculated. Linear

regression analysis was also conducted to evaluate the impact of head teacher attitudes on teacher performance.

### Data Collection

The researchers directly distributed the questionnaires to respondents at sampled schools after instrument development. Participants were assured of confidentiality to encourage honest responses. The majority of teachers and head teachers cooperated in completing the questionnaires.

**Table No 1**

*Demographic Finding of Head teachers Attitude (N=250)*

Variables		N	%
Respondent Gender	Male	55	22.0%
	Female	195	78.0%
	<b>Total</b>	<b>250</b>	<b>100%</b>
Educational Sectors	Public	59	23.6%
	Private	191	76.4%
	<b>Total</b>	<b>250</b>	<b>100%</b>
Respondent Area of study	Science	123	49.2%
	Arts	127	50.8%
	<b>Total</b>	<b>250</b>	<b>100%</b>
Qualification	Graduate	84	33.6%
	Masters	121	48.4%
	MPhil	42	16.8%
	PhD	3	1.2%
	<b>Total</b>	<b>250</b>	<b>100%</b>
Respondents Experience (years)	1-10	172	<b>68.8%</b>
	11-20	33	13.2%
	21-30	29	11.6%
	31-40	16	6.4%

	<b>Total</b>	<b>250</b>	100%
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**Table No 2**

*Demographic finding of Teachers Performance (N=250)*

<b>Variables</b>		<b>N</b>	<b>%</b>
<b>Respondent Gender</b>	Male	164	65.6%
	Female	86	34.4%
	<b>Total</b>	<b>250</b>	<b>100%</b>
<b>Educational Sectors</b>	Public	161	64.4%
	Private	89	35.6%
	<b>Total</b>	<b>250</b>	<b>100%</b>
<b>Respondent Area of study</b>	Science	217	86.8%
	Arts	33	13.2%
	<b>Total</b>	<b>250</b>	<b>100%</b>

**Table No 3**

*Effect of Head teachers Attitude of Professional growth at High school Level*

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	<i>df</i>	<i>F</i>	<i>R</i> <sup>2</sup>
	<i>B</i>	Std. Error	Beta					
Heads Attitude	75.271	.261		288.922	.000	1	1.983	.008
Teachers Performance	.094	.067	.089	1.408	.160	248		

Dependent Variable: Teachers Performance

The impact of teachers' head attitudes on their performance in professional growth was examined using linear regression. According to Table 4.68, there was no statistically significant difference in head attitude ( $R^2 = .008$ ) at the  $p=0.05$  level of significance. The head's attitude toward teachers' professional development was not significantly predicted by

the performance of the dependent variable ( $=.089$ ,  $F=1.983$ ,  $p=0.160$ ). It is concluded that teachers' performance does not significantly influence their professional development.

#### Discoveries

With ( $R^2 = .008$ ) at a  $p < 0.05$  level of importance, it was found that the head disposition was not critical. The dependent variable did not significantly predict the effects of the head's attitude on teachers' professional development ( $=.089$ ,  $F=1.983$ ,  $p=0.160$ ). It is inferred that head disposition meaningfully affects the expert improvement of instructors' exhibition.

#### Conclusion and Discussion

This survey aimed to assess school principals' perspectives on teacher professional development. The study conducted to meet this objective shifted principals' previously "undecided" views on professional development. Attitudes toward professional development were notably impacted by both age and past professional training. Findings revealed that professionals with over 10 years of classroom experience either actively engage in professional development or state that the concept was not acknowledged. None of the demographic factors used as controls significantly influenced results, as teacher development appeared consistent across genders, grade levels, education backgrounds, growing teaching experience, and age. None of the demographic factors used as confounders significantly affected the results, as teacher growth appeared similar across genders, grade levels, educational levels, increased teaching experience, and age.

We believe that our findings and discussion will be extremely beneficial in promoting awareness of the important, beneficial dialogue among principals regarding teacher professional development. School leaders play an important role in teacher development.

First, professional development is an ongoing responsibility and an integral part of the work of educational leaders, not a discrete period or collection of activities. Second, while principals play an important role, teachers own their own professional development. Administrators can make a meaningful impact on teachers' professional development in four key areas:

- Head as supervisor and guide
- Fostering a supportive school environment
- Directly participate in the design, implementation and content of professional development
- Assessment of professional development outcomes

A recommended professional development course would enable older teachers in the Pakistan to healthier understanding their role as curriculum guides and advisory leaders. By doing this they will be capable to examine their own leadership, management and executive styles, why they use the methods they prefer, and how this affects school performance. Resources will be available from experts in leadership, decision-making, curriculum development, instruction, and school management, along with strategies appropriate to the context. Applying

theoretical knowledge to real-world situations will allow for critical thinking and productive peer interactions. This will highlight the importance of a positive mindset to improve classroom teaching.

Leaders act as role models, coaches, facilitators, guides and stewards of learning for both teachers and students. For high schools to mature and schoolchildren to reach their potential, teachers need right of entry to informal and formal learning prospects. To communicate their values and introduce new ways to communicate teacher learning, student achievement, and organizational outcomes, leaders collaborate with teachers on professional development design, delivery, content, and outcomes. Sustained, meaningful professional development that enhances staff leadership capacity is critical to creating, establishing, and sustaining a vibrant, innovative learning community over time.

In short, this study provides useful insights into principals' perspectives on teacher professional development and how principals can fulfill their important role in this process.

### **Recommendations**

- Conduct longitudinal analyses examining how professional development affects teacher retention, career progression, and long-term growth over time.
- Review findings from prior academic studies at various levels to understand how they have informed teachers' attitudes toward research and using evidence to advance professionally.
- Explore teacher perceptions of the value of different professional development opportunities through surveys and interviews.
- Investigate how professional development initiatives beyond basic requirements, particularly conferences, may positively shape teacher attitudes and engagement.
- Develop and evaluate professional development training programs on an ongoing basis to enhance teaching practices and student learning.
- Examine variations across academic disciplines, as teachers of different subjects may hold distinct perspectives on effective professional development.
- Analyze the impact of sustained professional development initiatives tied to pedagogical methods and instructional techniques.
- Study interactions between teacher characteristics, contextual factors, and program design features that influence professional development outcomes.
- Capture teacher and staff perspectives on administrators' stances regarding senior teacher roles and responsibilities.
- Survey community members interacting with schools to assess views on school leadership and educational priorities.
- Comprehensively investigate administrator attitudes and how they shape and could improve teacher mindsets.

- Examine professional development needs and experiences of head teachers at all career stages.
- Explore how head teachers can adopt a broader vision of quality education to enhance student learning and development.
- Evaluate mentoring/coaching support for newly appointed head teachers and implications for leadership growth over time.
- Research challenges, evolving trends, and training needs of senior teachers in high schools.
- Analyze how political involvement shapes head teacher attitudes and teacher participation in professional development.
- Evaluate structures and potential applications of professional development programs to boost teacher self-efficacy.
- Continue examining connections between head teachers and teacher effectiveness.

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