



The Relationship between Head Teacher Leadership and Teachers' Adherence at secondary level

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ABSTRACT

The relationship between head teacher leadership and teachers' adherence is vital for maintaining a positive and effective school environment. Strong leadership fosters clear communication, support, and professional development, encouraging teachers to adhere to policies and practices. When head teachers lead by example, they inspire teachers to follow suit, promoting consistency and a shared commitment to educational goals. The objective of the study was to find out the effect and relationship between head teacher leadership and teachers' adherence at secondary level. Multistage sampling techniques was used. The sample was consisted of 300 teachers and 50 head teachers. Questionnaire was used to collect the data. SPSS was used to analyze the data. Pearson r and regression analysis was used. The findings of the study was revealed that there was highly significant effect and relationship between head teacher leadership and teachers' adherence at secondary level.

Keywords: Head teacher leadership, Teachers' adherence, adherence to profession, adherence to teaching, adherence to school, adherence to students, secondary level

Introduction

The relationship between head teacher leadership and teachers' adherence is multifaceted and influenced by various leadership styles and mediating factors. Instructional, ethical, and transformational leadership styles each play a unique role in shaping teachers' adherence to policies, practices, and professional standards. By fostering a positive school culture, ensuring effective communication, and providing necessary support systems, head teachers can enhance teachers' adherence and commitment, ultimately contributing to the overall success and improvement of the educational institution (Mahaputra, & Saputra, 2021). Understanding and leveraging this relationship is essential for creating a thriving educational environment where both teachers and students can excel. The relationship between head teacher leadership and teachers' adherence is a pivotal aspect of educational success. The role of the head teacher extends beyond administrative duties to influence the school's ethos, culture, and the professional behavior of teachers (Nordin, Mustafa, & Razzaq, 2020). This relationship can be explored through various dimensions, including instructional leadership, ethical leadership, and transformational leadership, each contributing uniquely to teachers' adherence to policies, practices, and professional standards (Berkovich, & Bogler, 2021).

In order to accomplish predefined goals, leadership, according to Uhbiyati, (2021), is any action taken by an individual or group to organise and give guidance to other individuals or groups that are members of a particular forum. What we mean when we talk about leadership is the capacity to persuade and guide others towards the objectives that the leader wishes. The ability to excite, inspire, and persuade people to the point that they are prepared to take activities intended to achieve objectives is known as leadership. To do this, one must possess the courage to decide what each person should and should not do (Robbins & Judge, 2017). Principle leadership is defined by the efforts and results that the principle can achieve, as well as by the way that school administration is implemented. The accomplishment of educational objectives in a way that is responsible, productive, and efficient is known as principle leadership. Thus, in order to supervise the entire school and continuously seek to raise the bar for instruction, the principal should be a strong leader with excellent managerial skills (Suryapermana, & Eulis, 2018).

According to Nawawi (1997), leadership is the ability to inspire, empower, and influence others to the point where they are prepared to take actions intended to achieve goals by having the guts to choose what they participate in. Leadership and discipline are crucial components (Suryandari, Subyantoro, & Sabihaini, 2023). The role of the principle is crucial in order to improve the degree of discipline in the school setting that he is responsible for. The ability to develop policies for the academic institution and progress the school is a must for the principal of a school, who plays a crucial role in guaranteeing the success of an educational establishment (Wulandari, Dwi Sartika, & Perawati, 2018; Susanti, Ma'as, Wandra, & Bismark, 2024). The principal's leadership is the most important component in determining the effectiveness of education in schools since it helps to fortify teacher discipline and the general administration of the educational system (Juniarti, Ahyani, & Ardiansyah, 2020).

A closer examination of the literature reveals a threefold gap, despite prior research (e.g., Sebastian and Allensworth, 2012; Supovitz Sirinides, & May, 2010) clearly supporting the relationship between leadership and teaching. First, our understanding of how school administrators create a climate that motivates instructors to modify their methods is quite limited. Due to its specific focus on building school capacity for organisational change, transformational leadership (TL) is preferred in the discourse among researchers, policymakers, and practitioners (Leithwood and Jantzi, 2006; Marks and Printy, 2003). However, not much research has been done to empirically validate its effects on teacher innovative practices (TIP) (Moolenaar et al., 2010; Vermeulen & Scheepers, 2020). Second, while prominent researchers in the field of educational leadership have long bemoaned the lack of studies on the institutional or contextual factors that may influence school leadership practices (Banks, Gooty, Ross, Williams, & Harrington, 2018; Harris, Jones, & Hashim, 2021; Leithwood and Jantzi, 2008), at this time we do not have enough data to make firm judgments regarding the significance of these factors. Therefore, we included trust in the principal as a moderator in our measurement model, given its critical role in school improvement research, to test whether and to what extent it influences school principals' behaviours in assessing teachers' commitment to and use of innovative practices. Third, the majority of research on the relationship between teaching and leadership originates in Western nations (e.g. Geijsel, Slegers, Stoel, & Krüger, 2009).

"The individual's psychological attachment to an organisation - the psychological bond linking the individual and the organisation" is what is meant to be understood when one speaks of organisational commitment (O'Reilly and Chatman, 2020). Strong engagement with the organization's aims and values is anticipated of a committed employee, and this is likely to translate into increased contributions to the achievement of those goals (Cook and Wall, 1980). The three aspects of identification, participation, and loyalty were used in our study to conceptualize TC (Anselmus Dami, 2024). While involvement relates to an employee's contentment with their work or function within the organisation, identification refers to the process of internalizing the organization's aims and values. A high sense of belonging is shown by an employee's intention to remain with the company, which is addressed by loyalty. The topic of teacher commitment has been the subject of interest for academics studying education. They have conceptualized it using the framework of organisational behaviour research and have connected it to teacher efforts to enhance teaching methods (e.g. Ross, 2006). A significant body of research has recently been published on the subject of TC, indicating that teachers who exhibit greater levels of dedication to their work and school are more likely to enhance their content knowledge and instructional skills in order to raise the calibre of instruction (Amels, Krüger, & van Veen, 2023; Park, 2005). For example, a recent study discovered that dedicated educators are more likely to participate in professional development, leading to more efforts to alter teaching methods (Bellibaş, Kılınç, & Polatcan, 2021).

Objectives

- 1- To find out the relationship between head teacher leadership and Teachers' Adherence at secondary level.
- 2- To find out the effect of Head teacher leadership on Teachers' Adherence at secondary level.

Research Gap

While extensive research has been conducted globally on the relationship between head teacher leadership and teachers' adherence, there is a significant research gap within the Pakistani context, especially at the secondary level. This gap is multifaceted, encompassing cultural, structural, and contextual nuances unique to Pakistan's educational landscape. One of the primary research gaps is the influence of cultural and societal norms on leadership styles and teachers' adherence in Pakistan. Pakistani schools operate within a context where hierarchical structures and respect for authority are deeply ingrained. However, the extent to which these cultural norms affect the efficacy of different leadership styles (instructional, ethical, and transformational) and teachers' adherence to policies and practices remains underexplored. Existing research often generalizes findings from Western contexts, which may not be entirely applicable to Pakistani schools where cultural expectations and social dynamics significantly differ. The structural and policy framework within which Pakistani secondary schools operate presents another research gap. Pakistan's education system is characterized by diverse school types, including public, private, and semi-government institutions, each with varying levels of resources and administrative support. Research is needed to investigate how head teachers'

leadership styles influence teachers' adherence within these different types of schools. Additionally, understanding how national and provincial education policies impact the implementation of leadership practices and teachers' adherence at the school level is crucial.

Methodology

The design of the study is descriptive in nature. This study was quantitative research which helps in evaluating the relationship between head teacher leadership and teacher adherence. The philosophical paradigm of quantitative research is positivism. The population was comprised of all public schools of Lahore district. The total no of schools was 383 in which teachers are 2835 and head teachers are 383 (SIS, 2024). Sample was chosen by using a multistage sampling technique. The researcher used the cluster sampling technique to divide the entire population into five clusters based on according to tehsils.

Table 1 Detail of population

Tehsils	Schools	Teachers
Cantt	50	265
City	138	1153
Model town	83	600
Rawind	33	239
Shalimar	79	578

From each cluster ten schools was selected by using simple random sampling. From each school six teachers and one head teacher was selected by using simple random sampling technique. A sample of 300 teachers and 50 head teachers was selected. The instrument of the study was questionnaires. Statistical package for social science (SPSS) was used for data analysis. Pearson r and regression analysis was used.

Data analysis and interpretation

Table 2 Relationship between head teacher leadership and teachers' adherence

		Head teacher Leadership	Teachers' adherence	Mean	S.D.
Head teacher Leadership	Pearson Correlation	1	.487**	3.7843	.87314
	Sig. (2-tailed)		.000		
	N	300	298		
Teachers' adherence	Pearson Correlation	.487**	1	3.9440	.60284
	Sig. (2-tailed)	.000			
	N	300	298		

** .Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 2 Pearson product correlation among Head teacher Leadership and Teachers' adherence were all shown to be moderate positive and statistically significant ($r=.487$, $p>.000$). This means that Head teacher Leadership increase Teachers' adherence.

Factor wise Analysis

Table 3 Relationship between head teacher leadership and teachers' adherence to school

		Head teacher Leadership	Adherence to school	Mean	S.D.
Head teacher Leadership	Pearson Correlation	1	.559**	3.7843	.87314
	Sig. (2-tailed)		.000		
	N	300	298		
Adherence to school	Pearson Correlation	.559**	1	4.0712	.69787
	Sig. (2-tailed)	.000			
	N	300	298		

** .Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 3 Pearson product correlation among Head teacher Leadership and teacher adherence to school were all shown to be moderate positive and statistically significant ($r=.559$, $p>.000$). This means that Head teacher Leadership increase Teachers' adherence to school.

Table 4 Relationship between head teacher leadership and teachers' adherence to students

		Head teacher Leadership	Adherence to students	Mean	S.D.
Head teacher Leadership	Pearson Correlation	1	.482**	3.7843	.87314
	Sig. (2-tailed)		.000		
	N	300	298		
Adherence to students	Pearson Correlation	.482**	1	4.1589	.58975
	Sig. (2-tailed)	.000			
	N	300	298		

** .Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 4 Pearson product correlation among Head teacher Leadership and teacher adherence to students were all shown to be moderate positive and statistically significant ($r=.482$, $p>.000$). This means that Head teacher Leadership increase Teachers' adherence to students.

Table 5 Relationship between head teacher leadership and teachers' adherence to teaching

		Head teacher Leadership	Adherence to teaching	Mean	S.D.
Head teacher Leadership	Pearson Correlation	1	.517**	3.7843	.87314
	Sig. (2-tailed)		.000		
	N	300	298		
Adherence to teaching	Pearson Correlation	.517**	1	4.1440	.64245
	Sig. (2-tailed)	.000			
	N	300	298		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 5 Pearson product correlation among Head teacher Leadership and teacher adherence to teaching were all shown to be moderate positive and statistically significant ($r=.517$, $p>.000$). This means that Head teacher Leadership increase Teachers' adherence to teaching.

Table 6 Relationship between head teacher leadership and teachers' adherence to profession

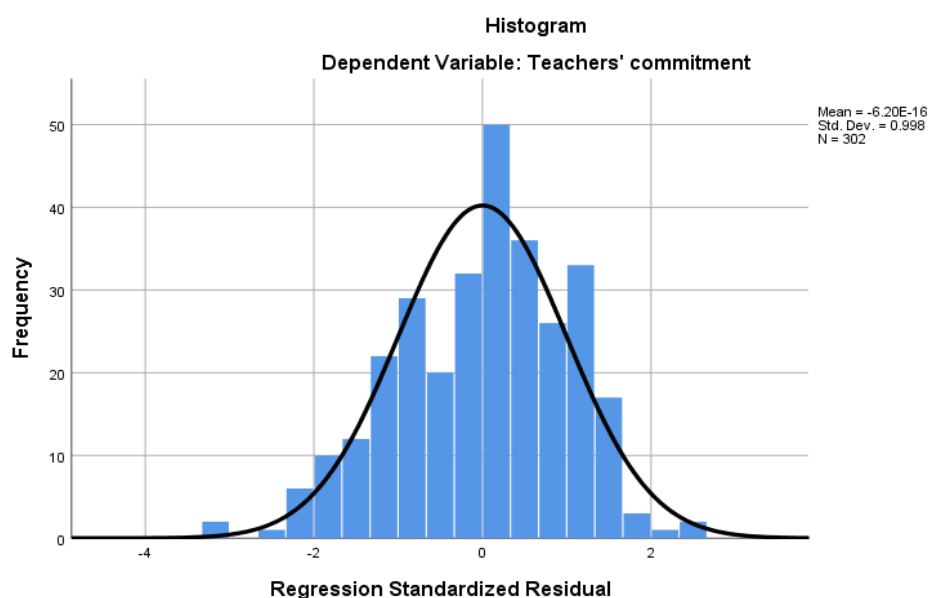
		Head teacher Leadership	Adherence profession	Mean	S.D.
Head teacher Leadership	Pearson Correlation	1	.132*	3.7843	.87314
	Sig. (2-tailed)		.021		
	N	300	298		
Adherence profession	Pearson Correlation	.132*	1	3.4018	1.27666
	Sig. (2-tailed)	.021			
	N	300	298		

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 6 Pearson product correlation among Head teacher Leadership and teacher adherence to profession were all shown to be very weak positive and statistically significant ($r=.132$, $p>.021$). This means that Head teacher Leadership increase Teachers' adherence to profession.

Table 7 Effect of head teacher leadership on teachers' adherence

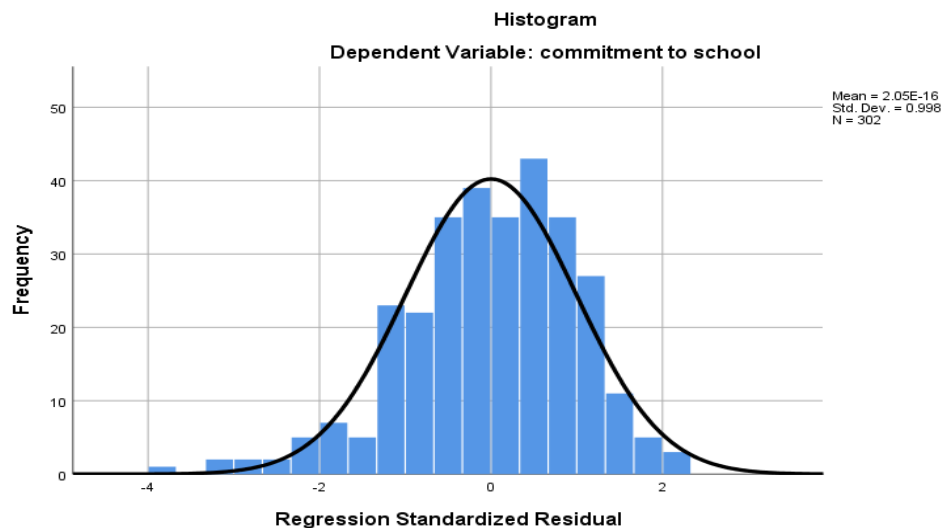
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Head teacher Leadership		2.670	.135	.487	19.757	.000
a. Dependent Variable: Teachers' adherence		.337	.035		9.669	.000



The above table illustrates that effect of head teacher leadership on teachers' adherence. Significant differences existed between the groups, $t(300) = 9.669$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.337). Therefore, there was statistically significant effect of head teacher leadership on teachers' adherence at secondary level.

Table 8 *Effect of head teacher leadership on teachers' adherence to school*

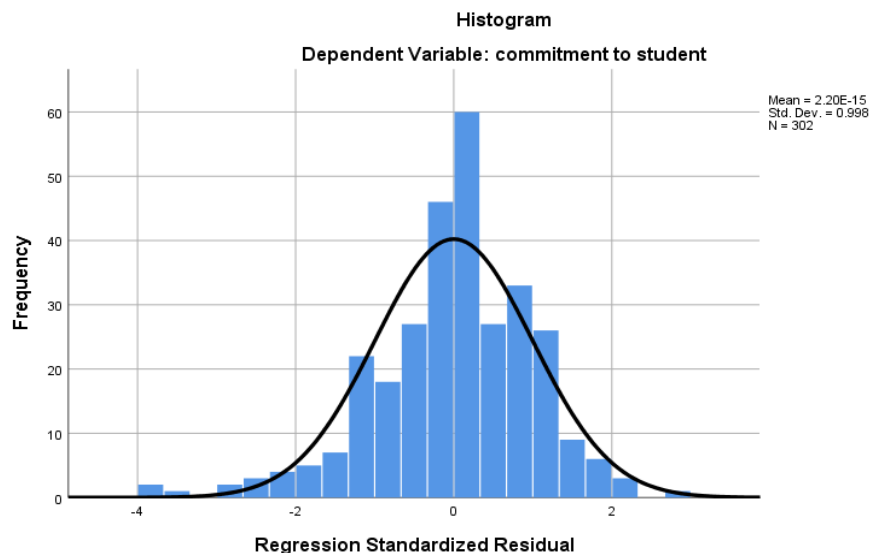
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Head teacher Leadership	2.381	.149	.559	16.022	.000
a. Dependent Variable: adherence to school	.447	.038		11.668	.000



The above table illustrates that effect of head teacher leadership on teachers' adherence to school. Significant differences existed between the groups, $t(300) = 11.668$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.447). Therefore, there was statistically significant effect of head teacher leadership on teachers' adherence to school at secondary level.

Table 9 *Effect of head teacher leadership on teachers' adherence to students*

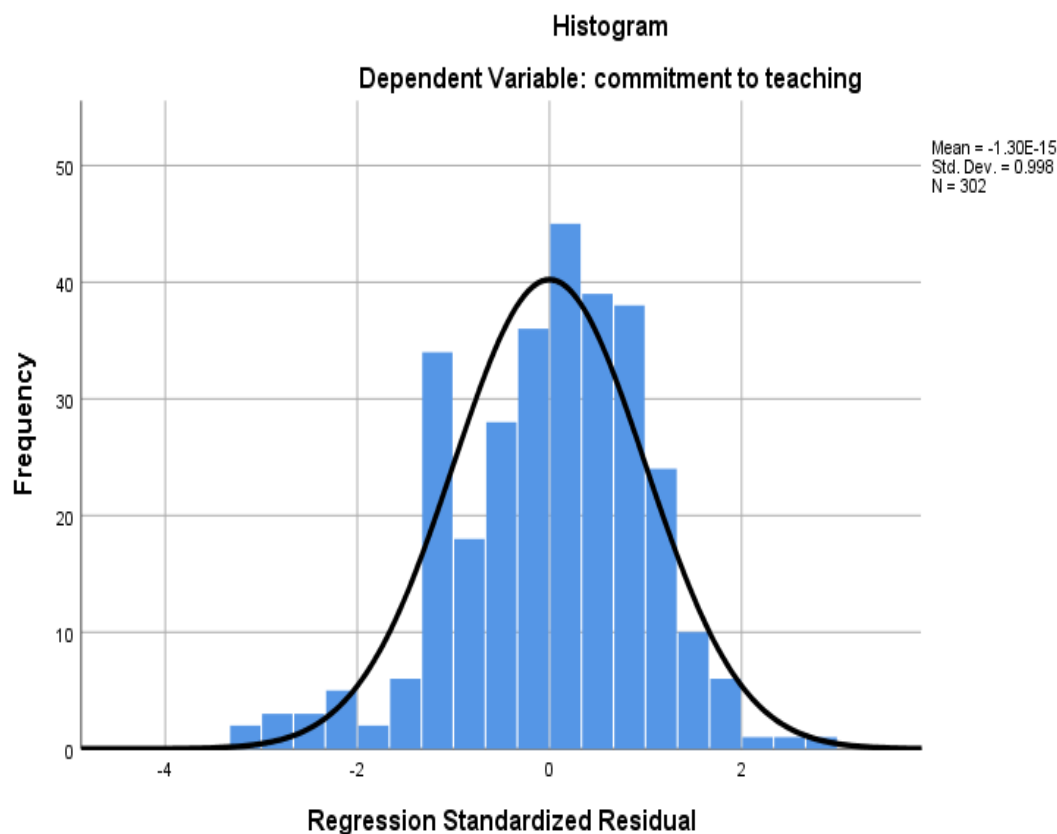
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Head teacher Leadership	2.926	.133	.482	22.057	.000
a. Dependent Variable: adherence to students	.326	.034		9.538	.000



The above table illustrates that effect of head teacher leadership on teachers' adherence to student. Significant differences existed between the groups, $t(300) = 9.538$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.326). Therefore, there was statistically significant effect of head teacher leadership on teachers' adherence to students at secondary level.

Table 10 *Effect of head teacher leadership on teachers' adherence to teaching*

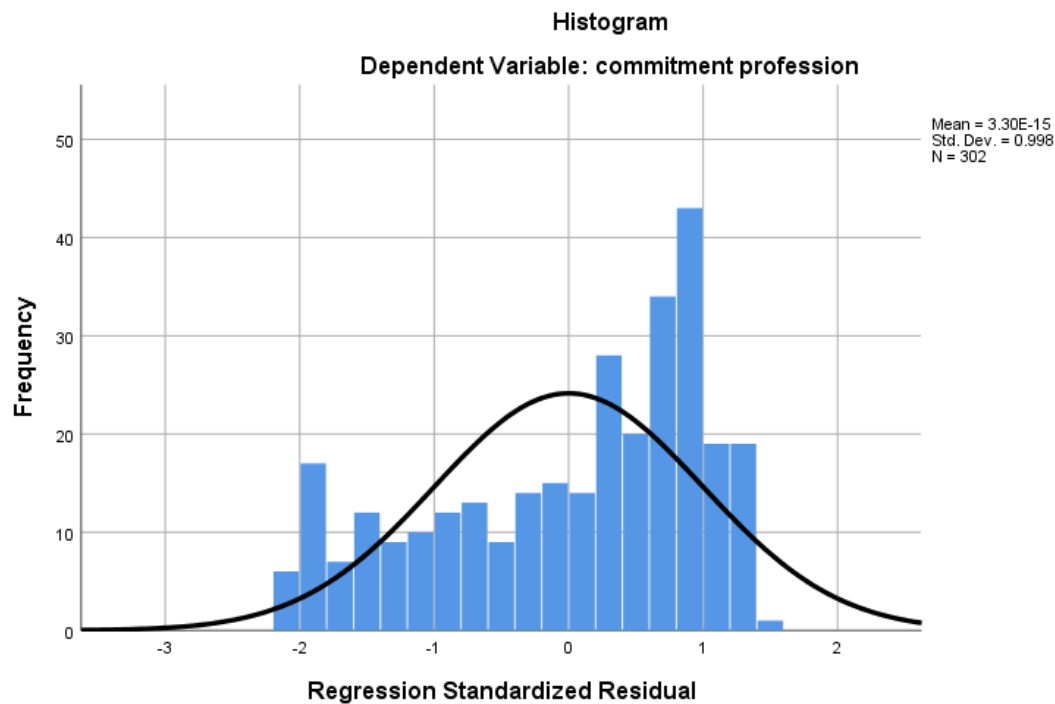
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Head teacher Leadership	2.706	.141	.517	19.155	.000
a. Dependent Variable: adherence to teaching	.380	.036		10.449	.000



The above table illustrates that effect of head teacher leadership on teachers' adherence to teaching. Significant differences existed between the groups, $t(300) = 10.449$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.380). Therefore, there was statistically significant effect of head teacher leadership on teachers' adherence to teaching at secondary level.

Table 11 *Effect of head teacher leadership on teachers' adherence to profession*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Head teacher Leadership	2.669	.325	.132	8.213	.000
a. Dependent Variable: adherence profession	.194	.084		2.315	.021



The above table illustrates that effect of head teacher leadership on teachers' adherence to profession. Significant differences existed between the groups, $t(300) = 2.315$, $p = 0.021$, at alpha level 0.05 (Standardized Coefficients=0.194). Therefore, there was statistically significant effect of head teacher leadership on teachers' adherence to profession at secondary level

Discussion

There was highly significant effect and relationship between Head teacher Leadership and Teachers' adherence at secondary level. The relationship between head teacher leadership and teachers' adherence is pivotal in educational settings. Effective leadership from the head teacher often leads to higher levels of teacher adherence to school policies and practices (Kılınç, Polatcan, Savaş, & Er, 2024). This leadership can foster a positive school culture, enhance communication, and provide clear guidance, which encourages teachers to align with organizational goals (Sucitra, Hariri, & Riswandi, 2024). Additionally, supportive leadership helps in professional development, increasing teachers' commitment and motivation. Conversely, weak leadership may lead to inconsistency in teaching practices and a lack of adherence to school policies, negatively impacting overall school performance.

There was highly significant effect and relationship between Head teacher Leadership and Teachers' adherence to school at secondary level. The leadership style of a head teacher plays a crucial role in shaping the school environment and influencing teachers' adherence to school policies and practices. Effective leadership fosters a positive school culture, promotes collaboration, and enhances communication, which can lead to higher levels of teacher commitment and engagement (Kaduma, 2024). When head teachers demonstrate clear vision, support, and recognition, teachers are more likely to align with the school's goals and values (Asbari, 2024). Conversely, ineffective leadership can lead to a lack of motivation, reduced morale, and decreased adherence to school directives. Thus, the head teacher's leadership significantly impacts teachers' professional behavior and overall school performance.

There was highly significant effect and relationship between Head teacher Leadership and Teachers' adherence to students at secondary level. The leadership style of a head teacher significantly influences teachers' adherence to students' needs and educational guidelines. Effective leadership fosters a supportive and collaborative school environment, encouraging teachers to engage more deeply with students (Baharuddin, 2024). This positive relationship often leads to better communication, professional development, and a shared vision for student success. When head teachers provide clear expectations and support, teachers are more likely to feel empowered and committed to following best practices, ultimately enhancing the overall educational experience for students. Conversely, poor leadership can lead to disengagement and a lack of adherence to educational standards.

There was highly significant effect and relationship between Head teacher Leadership and Teachers' adherence to teaching at secondary level. The leadership of a head teacher plays a crucial role in influencing teachers' adherence to effective teaching practices. A supportive and visionary head teacher can foster a positive school

environment, encouraging professional growth and collaboration among teachers. This leadership style often leads to increased teacher motivation, job satisfaction, and commitment to educational goals (Jilani, Bukhari, Lashari, Rasool, Khoso, & Shah, 2024). Consequently, teachers are more likely to adhere to curriculum standards, employ innovative teaching methods, and maintain high levels of classroom engagement. In contrast, ineffective leadership can result in a lack of direction and support, potentially diminishing teachers' adherence to best practices and negatively impacting student outcomes (Eyana, Muring, & Bauyot, 2024). There was highly significant effect and relationship between Head teacher Leadership and Teachers' adherence to profession at secondary level. The leadership of a head teacher plays a crucial role in influencing teachers' adherence to professional standards and practices. Effective head teacher leadership fosters a supportive and collaborative school environment, which can enhance teacher motivation and commitment to their profession (McTigue, Jensen, Gourvennec, & Solheim, 2024). Clear communication of expectations, recognition of teacher efforts, and providing opportunities for professional development contribute to teachers' adherence to professional standards. Additionally, a strong leadership presence can inspire teachers to maintain ethical practices and high levels of accountability, ultimately leading to improved educational outcomes for students.

Conclusion

It was concluded that Head teacher leadership significantly impacts teachers' adherence to school policies and practices. Effective leadership fosters a positive school culture, where teachers feel supported and valued, leading to increased commitment and compliance. Clear communication and consistent expectations from head teachers enhance teachers' understanding of their roles and responsibilities. When head teachers model ethical behavior and professionalism, they set a standard that teachers are more likely to follow. Additionally, supportive leadership that provides professional development opportunities can improve teachers' skills and confidence, further promoting adherence. Ultimately, the relationship between head teacher leadership and teachers' adherence is crucial for creating a cohesive and effective educational environment.

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