

DEVELOPMENT OF A TRAINING PROGRAM TO REDUCE THE NEWLY  
INDUCTED HEAD TEACHERS' ANXIETY AT SECONDARY SCHOOL  
LEVEL



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## ABSTRACT

This study was conducted for the development of a training program to reduce the newly inducted head teachers' anxiety at secondary school level in Pakistan. The anxiety is the state which affects the performance of the school heads. The purpose of this study was to develop the anxiety reduction program for the newly inducted secondary school heads. The researcher conducted the study by applying pre-test post-test experimental research design. A total of 30 newly inducted secondary school heads (17 male heads and 13 female heads at secondary school level) were selected from public sector Institutes of district Bhakkar. Likert-type questionnaire to measure the level of anxiety was circulated among the newly inducted secondary school heads as pre-test and post-test. The questionnaire comprised of 30-items and was adapted from three standardized major anxiety measuring scales namely (1) The Penn State Worry Questionnaire (PSWQ-1990) developed to assess whether an individual experiences difficult to control, excessive, and frequent worry (Meyer, Miller, 1990) (2) The State Trait Inventory (STAT-1970) measuring the current anxiety level of the individual (Spielberger-1970) and (3) The Beck Anxiety Inventory (BAI) measuring the anxiety experiences of an individual. Descriptive and inferential statistical techniques such as means, standard deviation and t-test were used to analyze the collected data. After careful data analysis, the researcher concluded that there is no significant difference between the levels of anxiety of the newly inducted head teachers at secondary school level. The secondary school heads showed their high level of anxiety at pre-test. It was also found that the anxiety level was reduced to a certain extent after giving the treatment to the newly inducted heads of the secondary schools. At the end useful suggestions and recommendations were presented for upcoming research studies.

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# CHAPTER 1

## 1.1 Introduction

Education is a process in which we transfer the learning experiences from one generation to another generation to modify the behavior of individuals for proper adjustment in the society. These experiences are transferred through formal, informal and non-formal ways. This study is about the formal education system of Pakistan and the basic purpose of this study is to develop a program to reduce the anxiety of school heads at secondary level. In general, every educational organization has a single administrative official, a principal or a head teacher, who is accountable as well responsible for all the processes of the school. In small schools, the person may teach part-time as well. In large schools, there may be one or more vice principals. The school head teacher occupies a significant place in the school structure. As the head of a group of professionally specialized teachers, and the manager of a cadre of classified human resources, the head teacher sets up significant relations through the employees (Drake, 1992). In many respects, teacher and the head teacher work as a team on main regulation problems (Kristina's, 2000). Parental issues are an area of great concern, especially during these times when parents insist schools 'adequately prepare their children (Cotton & Wieland, 2001).

Even though the purpose many differ by place and dimension, the Head teacher is primarily responsible for administering all aspects of a school's operations. What then do principals actually do on a day-to-day basis? One way to observe what school heads do is to examine their work from a number of perceptions: (a) leadership roles, (b) administrative roles, (c) management skills, (d) task dimensions, (e) HRM activities, (f) behavioral profiles of

effective versus successful administrators, and teachers as well. Each one will be discussed in turn. Appointing a fresh school head can influence the strength and student attainment rates in a school. There are some researches about school head teacher's greatly influence over teachers, working situations and have an effect on the capability of districts to attract and maintain brilliant teachers (Angelis, Peddle, & Trot, 2002; Regional Educational Laboratory Midwest, 2008). The School leadership, after instructional excellence, is the most important school-related supplier to what and how much students attain in a school (Leadwood, Louis, Anderson, & Ahlstrom, 2004).

According to Lambert et al. (2002), instruction and learning have been distorted for the last ten years, and the prospects of schools and the school heads who direct them, have changed as well. Modern school leadership's everyday jobs do not only include the customary task of proficient organization students, employees, and grounds but also profound commitment in teaching and society issues (Whitaker, 2002). Modern school heads are being asked to manufacture expert communities of thoughtful practitioners who critically think how schools can get better learning and achievement of all learners (Lambert et al., 2002).

According to Cooke and Dunhill (1992), findings, a school leader to inspire an energetic and vibrant bloom with educators by pushing government establishment to offer regular in-service training. The school heads must be able to guide or direct in the area of learner concerns, and it is very essential to build up a deeper understanding of the principles for the students as well as the degree to which student standards might be at disagreement with those of the school as an organization. The student's participation in the decision making process may be slow, in decisions concerning the dealings that concern them at the secondary school level; otherwise, it might be excessively late when they are faced with dilemmas of decision-making for the bigger society (Wiles et al., 1996). Sushi (2004), concluded that school head is a leader in a school, and in the region in which a lot of aspects of the school rotate, and the person is in charge of every

aspect of the operation of the school, be it intellectual or managerial. The school head should be concerned about the decision making in most of the schools. It is consequently significant that the school head is a leader as well as a decision maker and a thinker. A tactful school head will employ collaboration in a working plan. The head teacher organizes the teams and small clusters of his or her subordinates to explore the thoughts or tactics. It is as a result that the school head performs as a good team member. It is very significant that the presentation of a school is judged in opposition to the performance of the school leadership.

The occurrence of anxiety is a big issue which is commonly faced by the people in their everyday living or workplaces. The new school heads' level of anxiety is to be measured so if it exists among them then treatment should be provided. This state of anxiety can be explained in the same way as the stressed, worrying eagerness of a bullying but unclear occasion; a sentiment of nervous tension (Rachman, 2004). As an outcome of the spirit of anxiety, researchers have to provide a categorization of these observable facts into dissimilar sub-categories (e.g., speech anxiety, language anxiety, societal anxiety,). One will focus on one of this class, specifically, societal anxiety for the reason that the role of a head teacher is as a leader and leadership is a social process and a newly inducted head teacher may face numerous types of anxiety in his or her job placement. There is a classification of anxiety- psychological, physiological, and behavioral related to expectations of an aversive result (Gray & McNaughton, 2000; Essence, 1997; Cannon, 1929). According to Ploghaus, Narain, et al., (2001); Epstein & Clarke, (1970) studies the chronicle disorder of anxiety also magnify the psychological and physiological response to aversive events. Therefore, adding to being personally unlikable, the state of anxiety has expenses in that it competes for physical and cognitive resources. A practical account of

anxiety

gives

emphasis

to its function in avoidance of predictableaversive proceedings (Hofer, 2002; McNaughton, 2000). The newly inducted head teachers can face long term anxiety or short term anxiety at their work places; in this case their performance might be affected at work. According to the above findings the head teacher's role change from place to place and this phenomena may create the anxiety in a school head and his or her performance may be affected badly so the researcher is providing the solution of this issue.

The state of anxiety has constantly been making the most of as an emotional set apart by pessimistic interrupting motor routine of the employees (Eysenck, 1996). So this may be affecting the performance of the school heads at secondary level. In some severe cases that states of anxiety may lead to bitter output at the workplace or school organization and that state takes place in a situation of sensitive encouragement for the first-rate outcomes (Baumeister, 1984). In this case the anxiety reduction program becomes more significant for the school heads. There are two theories to present the program from side to side which improves appreciative the anxiety-performance association; the conscious processing hypothesis (CPH) (Masters, 1992) and processing efficiency theory (PET) (Eysenck & Calvo, 1992). The first one is a self-focus theory that is proposed in the stress condition. It lifts up the state of anxiety and strengthened reserve about performing productively. This sensitive self-consciousness based actor (Head teachers) tries to have power over it until that time when the automated expert behaves deliberately. It manages to dislocate the smoothness linked with the specialist performance (Masters, 1992). When the learning experiences are used by the school heads on the basis which provide the strength to perform at the procedural grounds a collapse of mechanical pressure group components is hooked on a more deliberately proscribed series of lesser, disconnected components. This practice

creates sluggish performance and prospects for mistake at every changeover in the working circle (Masters, 1992).

Second one, indisparity, Processing Efficiency Theory forecasts that worry compresses the dispensation and storage space capacity of working reminiscence, reducing the resources obtainable for a specified job. This prophecy is comparable to those of distraction theories (such as cognitive interference theory; Sarason, 1988), which offer that upset reason an entertainment of consideration commencement task-relevant indications. At first intend that, as well as in habit operational remembrance aptitude, trouble may motivate boost in an on-task endeavor, pay compensation for reduced performance value. Processing efficiency theory's central predictions are that the deprived belongings of anxiety on performance success is frequently not on dispensation competence, where processing efficiency theory pass on to the affiliation stuck between the efficiency of performance and the endeavor or dispensation asset spend (Eysenck & Calvo, 1992). The research interested to manipulation of anxiety on activity routine has mostly concentrated on sensor motorability in an effort to give details unpleasant stress (Beilock & Carr, 2001). For the newly inducted head teachers' performance can be affected by the influence of anxiety, it can be positive and may have negative impact on their performance but this research is about to reduce their anxiety. This study is an effort to establish a good contribution in educational literature.

## **1.2 Rationale of the Study**

A school head's role is important in the overall development of the school and personnel, and to fulfill this role the heads should possess high level of self-esteem and self-efficacy. But, it is natural that at the initial stage the newly inducted heads get nervous to face the challenges and their anxiety level goes up. Due to this nervousness and anxiety their performance shatters down

and suffers badly so it's necessary for them to cope up with this nervous situation and deal the circumstances in an easy way. Therefore it is an important phenomenon to be studied in depth. The reduction of anxiety is not an easy task but at the same time as it is not impossible. Through proper attention and intervention anxiety level of the heads can be reduced. An effort is being made to fulfill this objective.

### **1.3 Statement of the Problem**

Pakistan has many types of education systems and has diverse mind sets in its population. People have different backgrounds and as a head teacher, it is very difficult to control and deal the situation properly. The head teachers feel anxiety most of the time, so aims of this study to develop a training program to reduce anxiety of the newly inducted head teachers' anxiety at secondary school level.

### **1.4 Objectives of the Study**

1. To measure the level of anxiety in newly inducted head teachers at secondary school level.
2. To find out the gender differences between the anxiety level of the newly inducted head teachers at secondary school level.
3. To develop an intervention\training program to reduce the anxiety level of the newly inducted head teachers at secondary school level.
4. To investigate the effect of developing intervention on the anxiety level of the newly inducted head teachers at secondary school level.

### **1.5 Research Questions**

1. What is the anxiety level of the newly inducted head teachers at secondary school level?

2. What is the cognitive anxiety level of the newly inducted head teachers at secondary school level?
3. What is the behavioral anxiety level of the newly inducted head teachers at secondary school level?
4. What is the physical anxiety level of the newly inducted head teachers at secondary school level?
5. What are the gender differences in anxiety level of the newly inducted head teachers at secondary school level?

## **1.6 Hypotheses of the Study**

H<sub>0</sub> 1. There is no significant difference between the anxiety level of the newly inducted male and female head teachers on the pre-test scores.

H<sub>0</sub>2. There is no significant difference between the cognitive anxiety level of the newly inducted male and female head teachers on the pre-test scores.

H<sub>0</sub>3. There is no significant difference between the behavioral anxiety level of the newly inducted male and female head teachers on the pre-test scores.

H<sub>0</sub>4. There is no significant difference between the physical anxiety level of the newly inducted male and female head teachers on the pre-test scores.

H<sub>0</sub> 5. There is no significant difference between the overall anxiety level of the newly inducted male and female head teachers on the post-test scores.

H<sub>0</sub>6. There is no significant difference between the cognitive anxiety level of the newly inducted male and female head teachers on the post-test scores.

H<sub>0</sub>7. There is no significant difference between the behavioral anxiety levels of the newly inducted male and female head teachers on the post-test scores.

H<sub>0</sub>8. There is no significant difference between the physical anxiety levels of the newly inducted male and female head teachers on the post-test scores.

H<sub>0</sub> 9. There is no significant difference between the anxiety level of the newly inducted male and female head teachers on the pre-test & post-test scores.

### **1.7 Significance of the Study**

The result of this would be useful in the field of administration at school level. The training agencies will get maximum benefits from the intervention program developed in this study.

### **1.8 Delimitations of the Study**

Due to time limitations and financial constraints the study would be limited to: Only one district of the Punjab province namely Bhakkar.

### **1.9 Justification**

The guidelines contained within this research should be used by the professional trainers for school head, school administrators, school managers and also directorate of staff development.

### **1.10 Basic Assumptions**

It is assumed that the state of anxiety can affect the performance of the school heads at secondary school level. It is also assumed that through an intervention program, anxiety can be reduced to a certain level so through this research an intervention program has been developed for the reduction of the state of anxiety.

## **1.11 Definition of the Terms**

### **1.11.1 Development**

Development is a process of improvement in human welfare, quality of life, social wellbeing, satisfying the needs and wants.

### **1.11.2 Training**

Training is the acquisition of [knowledge](#), [skills](#), and [competencies](#) as a result of the teaching of [vocational](#) or practical skills and knowledge that relate to specific useful competencies.

### **1.11.3 Newly Inducted Head Teacher**

Newly Inducted Head teachers ~~mean~~ **in-service Head Teachers** working for less than two years in secondary schools.

### **1.11.4 Anxiety**

According to Biggs, Kelly, & Toney, (2003) state of anxiety defined as a state of nervousness, uneasiness, and demonstration concerning expectations worries, shyness, and stress.