

School Head Stewardship in Enhancing Secondary School Students' Academic Results

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Abstract

This study aimed to determine, clarify, and evaluate school heads' academic principles as a first step toward enhancing secondary school students' academic results. The research methodology employed was a systematic literature review. The most crucial component of enhancing student academic results is school head stewardship; school heads must engage in good academic in their stewardship before they can enhance the quality of education. Drawing from Weber and Murphy's instructional stewardship model, it can be deduced that good instructional stewardship entails the following: creating a school's vision, mission, and goals; creating learning programs that can fulfill needs; fostering an environment of academic in the workplace and establishing an academic learning climate. Encourage and carry out thorough academic evaluations. A multifaceted concept, principle instructional stewardship focuses on how school heads plan and carry out coordination duties in the secondary school environment. Building a synergistic relationship with every secondary school students in the school is essential to creating a successful learning habits, so that technology can become a useful tool rather than an obstacle in the learning process.

Keywords: School Head, Secondary School Students, Academic Results

INTRODUCTION

The value of education as a means of strengthening one's own resources. According to Dwivedi et al (2023), the aim of national education is to cultivate the potential of students to become human beings who have noble character, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So, an administrator who has a strong grasp of learning and can support student learning outcomes is needed to help the school fulfill its national education goals. In agreement with Davim (2015) assertion that the capacity to drive education's execution that has been decided upon effectively and efficiently is school head stewardship in education. As the holder of a significant position inside the school, the school head has to possess exceptional abilities and advantages in order to lead by example and motivate others to strive toward their goals. For school heads, one of the most crucial stewardship philosophies is stewardship academic, or instructional stewardship. According to Selwyn (2019), academic stewardship is defined as an activity taken by the school in an attempt to establish a more productive secondary school environment and a feeling of fulfillment experienced by the teacher in order to be able to produce an enhanced academic environment. Furthermore, academic stewardship is defined by Ismagilova et al (2019) as a type of

stewardship that places an emphasis on elements that are connected to academic, such as curriculum, teaching and learning procedures, assessment, teacher development, first-rate learning resources, and growth within the academic community.

Additionally, encouraging learning so that students' learning motivation is higher, their learning satisfaction increases, their curiosity is realized, their creativity and innovation are realized, they develop an entrepreneurial spirit, and they become aware of the importance of making learning a lifelong process because they realize that science and technology (science, technology, and the arts) are developing at a very rapid rate. In the meantime, enhancing teacher performance in schools, particularly when it comes to the duty of raising school quality is a key component of the academic stewardship position (Murdoch, 2022). A key component of school performance is good academic stewardship. In addition to other elements, there are strict standards for student performance, a supportive school environment for learning activities, and ongoing evaluations of both teachers' and students' growth. It is impossible to separate the function of the school head academic stewardship from any school, not even those that are deemed excellent or successful. Therefore, it would be good to have an influence that constantly considers the coaching component as part of the academic stewardship position in an effort to advise and develop teacher performance in professionalism. This covers professional coaching as well as administrative attention when it comes to the effectiveness of teacher learning that takes place in classrooms. Establishing high standards for teacher and student performance, comprehending the curriculum, regularly observing teachers in the classroom, and offering feedback to teachers on how to improve learning issues are all additional responsibilities. According to Filho et al (2020), school heads are required to implement the following five fundamental dimensions of academic stewardship: 1. Establish the mission of the school; 2. Oversee the curriculum; 3. Promote the development of a supportive learning environment; 4. Evaluate and enhance instruction; and 5) Perform an evaluation of the educational program. Furthermore, Murphy clarifies in Chon and Zoltan (2019) that schools with high standards for learning either directly or indirectly mirror high standards for academic stewardship. According to the above definition, the goal of this study is to identify, clarify, and evaluate the school head's academic stewardship as a first step toward enhancing secondary school student academic results. It is thus envisaged that this research would serve as a resource for future studies pertaining to these issues.

METHOD

Systematic Literature Review is the writing methodology employed in scientific writings. This scientific article's writing employs the systematic literature review, by looking through

journals that are related to how the principal's learning leadership is an attempt to improve student learning outcomes. Both domestic and foreign periodicals are included in the analysis of the journals. Furthermore, textbooks are consulted for producing scientific articles in this study. The aforementioned sources are all related to how school heads use academic stewardship to enhance student academic results.

RESULTS AND DISCUSSION

In order to further locate findings from different journals and be able to provide feedback, ideas, or other efforts that may be made in relation to the title of linked research, the results of this study look at what has been sorted using a literature study technique.

Strategies for Implementation of Academic Stewardship

The study conducted by Wilkinson et al (2016) provides an explanation of how academic stewardship is implemented. Based on an analysis of Instructional Stewardship model conducted by Shava and Chasara (2021), it appears that the model was functioning in accordance with the theories and principles of leadership development. Furthermore, examining the three aspects of the academic stewardship style indicators only results in a mission statement that the school head does not carry out. In the meanwhile, assessment and academic supervision are used to oversee the continuing education process and organize curricula that are tailored to the demands of the community, the times, and the students' development in their learning. Additionally, Filho et al (2018) examined the several ways that academic stewardship impacts students' academic performance.

The study's findings suggest that the purpose of academic stewardship is to improve teacher performance in order to directly impact student academic success and indirectly impact teacher performance in turn. The school climate and instructional organisations that are linked to secondary school student success are also influenced by the school head. The researcher went on to say that when the school head watches students and talks with the teacher about their learning progress, the school head's stewardship will be effective. In order to raise the standard of instruction, school heads must also be able to inspire teachers to collaborate. By analysing the elements and indicators of academic stewardship as well as the state of the school head's office, research by Wachholz et al. (2014) provides information on how to increase school heads' academic stewardship at the secondary school level. According to the research findings, academic stewardship consists of six elements: leveraging technology and learning facilities that innovate in the digital environment; creativity and daring; autonomous learning; team learning; integrity in diversity; and context-oriented change. The three phases of this strengthening program are monitoring and evaluation, integration with work practices, and

training. The development's outcomes demonstrate a very high feasibility value. The program evaluation stage results indicate that the accumulation of participant reactions, participant learning, organizational support and change, participant knowledge and skills, and participant satisfaction receive high scores, indicating the value of this program. Routen et al (2018) provides more insight into the school head's academic leadership approach. This study was carried out utilizing a qualitative methodology (Oliver 2021). The development of educational institutions, that require a vision and a purpose in order to accomplish school goals, is the consequence of this study. By making reference to the vision and goal, it is believed that the school head's educational services can result in exceptional students. The researcher also mentioned that the school head was expected to apply the inquiry approach in order to learn the 2013 curriculum. This approach has the potential to impact the school's quality due to the school head's performance. The school head's conduct serves as a model for spiritual guidance, environmental conservation, and coaching. In order to keep an eye on teachers during the teaching-learning process, the school head also oversees. Another explanation of the approach academic stewardship that students might use in their study is provided by (Iyengar & Kwauk, 2021). Based on the study's findings, it was indicated that students benefited greatly from the academic stewardship model's use of three techniques, one of which was cultivating a growth-oriented mentality. Students that adopt this approach must be willing to keep exploring their interests and skills. Planting the idea of being and having comes next. Through regular participation in a variety of activities, students are guided toward becoming a part of the leadership community. Students' consciousness may be formed by these circumstances. Then the third is to smear distinct learning journal apparatuses. The goal of this instruction is to help students become conscious of their own learning.

The Impact of School Head Stewardship and Teacher Effectiveness on Student Success

The effects of academic stewardship, change stewardship, spiritual stewardship, school culture, and professional ethics on teacher performance are covered in a study (Reano 2020). The study's findings demonstrate that a number of factors can support the application of effective academic stewardship, such as the school head's goals being written down, distributed across the school, and discussed by all instructors using the same terminology on academic priority. When organising and carrying out instruction, teachers prioritize the school's mission, and the administrator clearly states, supports, and exemplifies the aims. It is advised that school head use the description of the academic stewardship style as a model when implementing educational services in their schools. One interpretation is that in order to achieve good school performance, the school head needs to set an example for his staff. The research of Tschannen-

Moran and Gareis (2015), which demonstrates the impact of academic stewardship and teacher effectiveness on student accomplishment, is also emphasized in the description. The findings demonstrated that student achievement was positively impacted by the school head's leadership and teachers' effectiveness. This indicates that both teacher effectiveness and the school head's capacity to fulfill her duties have a significant impact on students' academic success. In order to raise student accomplishment, the school head of the secondary school that oversees is also capable of motivating, influencing, and encouraging every member of the teaching team. Increasing student achievement also takes into consideration the professionalism of teachers. Professional teachers are dependable in their ability to educate both in terms of quantity and quality. The summary provided above demonstrates how crucial it is for the school head to take an active part in fostering high-quality teacher performance. The study's findings are strongly tied to the academic stewardship approach that secondary school heads need to use. When applying academic stewardship, environmental factors play a major role.

Teachers can also learn from the school head's example. Among the things that can be done include encouraging teachers to assign homework to students in accordance with schedules and subjects, the principal keeps an eye on and assesses the educational process, subsequently utilizing the assessment findings as a guide for policy. In his research, Mensah (2019b) provides more explanations on the success of student performance through academic stewardship. Academic stakeholders create and share a clear vision and goal for their schools that are focused on high student success and exceptional quality learning in order to get strong performance. School heads oversee the allocation of resources and guarantee that educators have all they require to give their children the finest education possible. By providing supportive facilities for their profession, school heads should assist teachers in their work. Furthermore, the principle can offer direction and support to enhance effective teaching methods. Therefore, based on the description, it can be concluded that the principle uses the previously listed learning leadership strategies to positively affect students' learning outcomes in schools. The purpose of research by Griggs et al (2015) is to investigate how teacher teaching self-efficacy is impacted by academic stewardship. Research findings elucidate the relationship between self-efficacy and learning stewardship. The findings indicated that the school's head could boost teachers' confidence in the classroom by helping them better understand the school's vision and mission, raising their awareness of their professional responsibilities, encouraging and providing opportunities for teachers to grow, putting in place teacher induction programs, offering debriefings so that teachers can always learn, and seeking out potential teachers who match the school's objectives. The principal is tasked with overseeing

classroom instruction, evaluating student progress, and evaluating the behavior of teachers in curriculum governance and learning initiatives, determining the teaching skills and limitations of teachers and setting up improvement plans to boost their ability to teach and learn. The research findings from Brown (2017b) are presented next. These findings include the effects of active learning on learning outcomes and the quality of instruction when carefully planned and executed. Increasing students' attention to follow a sequence of learning activities in order to provide them the chance to ask questions, have discussions, and actively apply the new, easily understood knowledge they have acquired. The way that students learn can have an impact on their performance. The study's findings indicate that learning techniques are not just something that educators and teachers need to be proficient in. Nonetheless, the school head, being the highest policy holder, has to be proficient in the learning methodologies that will be used in the school under his direction. The circumstances surrounding the learning process must be known by the school head. Thus, it may be said that a head academic stewardship style school includes management skills for learning methodologies.

Professional Stewardship Evaluation Model

The goal of research by Laurie et al (2016) is to identify the qualities and professional stewardship evaluation model that work well at the secondary school. The findings demonstrated that there were signs of stewardship in order to achieve successful learning, school heads need to be tough in their actions, intelligent in problem-solving, and in charge of the classroom's execution of instruction, possess the will to enhance the quality of education, the ability to appraise learning resources with the knowledge and expertise of educators, the ability to have casual conversations about effective methods for improving education, and the stewardship traits that direct educational institutions toward a successful learning environment. An effective school head, according to the study, is a leader who can create a positive vision for how a school should develop in the future. Through his research to examine the effect of academic stewardship and organizational environment on teacher teaching performance, Sclater (2016) highlight the urgency of the necessity of academic stewardship in improving teacher performance and student academic results. Because teaching is the process of a teacher or educator being able to make students understand in everything that is not yet understood, the researcher claims that the teaching performance of teachers in learning is an important factor in supporting the creation of an effective educational process, especially in fostering a disciplined attitude and the quality of student learning outcomes. The principal can enhance his managing abilities, the study continues. The ability to make wise judgments is the one that has to be enhanced the most. By gaining more experience, understanding, and information, teachers

may enhance their ability to teach, particularly when it comes to putting the learning process into practice and achieving successful learning outcomes. Sterling (2017) explained on academic stewardship techniques that provide high-quality learning. The descriptive qualitative approach is used in this study. The study's findings clarify that achieving good learning objectives through the effective utilization of all learning components constitutes quality learning. Thus, in order to contribute to the fulfillment of excellent learning, quality learning necessitates the utmost involvement of academic stewardship. To ensure that learning never stops learning, it is imperative to reinforce the fundamentals of academic stewardship. Building a multi-humanistic, synergistic communication approach amongst school heads, instructors, educational staff, and participants in education is essential to supporting communication techniques in successful and efficient learning. The study by Mofuga (2020) that clarifies how work happiness and academic stewardship from school head affect teachers' performance in secondary school in Education district 1 in Lagos Nigeria. The findings indicated that a teacher's performance was significantly impacted by the school head's academic stewardship and teacher satisfaction.

The result is that teachers perform better in carrying out their tasks when the school head applies a higher degree of academic stewardship and when teacher satisfaction is higher. Moreover, there is a relationship between teacher performance and satisfaction. The study's findings in this particular context demonstrate a considerable value, supporting the conclusion that teachers' work satisfaction performance is positively impacted by their job contentment. It is clear from this explanation that efforts to build supporting facilities can enhance teacher effectiveness and increase job satisfaction. Lastly, there is a positive significant value when considering the combined impact of stewardship leadership and teacher job satisfaction on teacher performance. It is possible to consider primary stewardship to be academic stewardship. Workplace amenities, staff expectations, and all of their values are all included in the satisfaction work. The success of academic stewardship is also explained by research done by Abd-El-Khalick and Zeidler (2015), which focuses on improving the caliber of services related to the teaching and learning processes. This study attempts to ascertain the efficacy of stewardship academic in raising the caliber of teaching and academic services using descriptive research methodologies and an action research strategy. The results of this study show that education district 1 in Lagos state Nigeria offers very high-quality services in the teaching and learning process. This value category is demonstrated by the numerous actions that the school has taken, such as: 1. assigning assignments and granting authority to act in an effective manner; and 2. assessing the infrastructure, the completeness of sound counsel, and the ability

of educators to meet the needs of their students, staff and instructor attention to consumers, and attitudes in creating customer satisfaction and trust. In addition, the researcher adds to the findings of his study, demonstrating a positive value association between stewardship effectiveness and service quality. Thus, it follows that higher stewardship perception will translate into higher-quality school education services. According to the explanation provided by a number of earlier research, one of the objectives of a successful academic stewardship implementation is to raise the caliber of teaching performance of teachers. Based on studies carried out by Rogers (2020), through quantitative survey research techniques, studies which the purpose of this study is to characterize how professional development and the school head's academic stewardship position affect the caliber of teacher performance. The study's findings provide an explanation for why public secondary school teachers in West Bandung Regency's Batujaja sub district receive high marks and satisfactory grade criteria for their instructional quality. Nevertheless, it hasn't been the best at offering assurances for gauging student happiness, specifically. Additionally, the school head's academic stewardship meets high standards. Specifically, It is still not ideal to apply situational and visionary academic stewardship to teachers. The quality of teachers' teaching effectiveness is significantly correlated academic stewardship and ongoing professional development. The quality of teacher teaching performance likewise rises with the school head's academic stewardship level. Good instruction will support the participants' learning objectives and process. Brandmo et al (2019) did research that explains how school heads grow to be leaders and examines the link between the school head's instruction and the school's achievement on the National Examination. The study's findings point to a number of academic stewardship duties that school administrators do, including managing schools and assessing school heads' preparedness for responsibilities. The school head's regular role as a resource provider must be included in their capacity to manage time, make use of, and mobilize human resources in innovation planning. As a resource, the school head may assess how well students are learning, support the appropriate strategy, make use of data to drive the creation of lesson plans, and keep an eye on and manage staff members in order to enhance the academic environment. Keep an open mind, be a skilled communicator, and promote cooperation among the people in the school organization, constantly involved in the course of academic pursuits. The researcher continues, "It is hoped that the principal can involve students in improving student achievement school national examination based on the analysis of the influence of stewardship performance on national examination. Glover and Levačić (2020) also describes the link of academic stewardship in his research with the goal of assessing the relationship between the instructional stewardship of

the school head and the functional competency of teachers. The study's findings clarify that there is a limited correlation between teacher abilities and academic stewardship and a substantial correlation between teacher knowledge and academic stewardship. When comparing the dimensions of teacher skills to teacher knowledge, there is a substantial link for characteristics of teacher functional competence. This demonstrates how crucial teaching abilities are to the development of functional competence. Additionally, educators need to be well-versed in all facets of raising the caliber of their instruction. . School administrators need to work on developing strong, meaningful stewardship skills and cultivating a good rapport with teachers. School heads are responsible for making sure that teachers impart knowledge and that students acquire it, as well as for making sure that classrooms have all the tools needed to enhance the learning process, setting school objectives and making sure that all teachers and students understand and follow them, as well as making sure that all teachers follow the learning process.

In the meanwhile, a study by Eddy-Spicer et al (2017) clarifies the school head's approach to implementing stewardship development. The study's conclusions clarify that there are three actions that may be taken to acquire stewardship skills. Putting specialists together to build a academic stewardship team is the first tactic. A team of curriculum specialists or other relevant parties might be formed by the school head to support their teaching role. The school head is in charge of the academic stewardship team, although he or she cannot accomplish the school's objectives by themselves. School heads can use staff synergy and collective support policies in conjunction with teachers and knowledgeable staff to further the cause. Secondly, the ability to handle instructional discontinuities is a prerequisite for school heads. By exercising effective oversight, the school head must be able to maintain an equitable distribution of teaching activities. Principal cooperation is required for these kinds of supervisory tasks. School heads can make the following efforts: forming subject experts in teacher settings; hiring content-based experts based on school requirements, should prioritize content-based supervision, which highlights the applicability of their knowledge. Create connections with professionals outside of the classroom and increase the expert staff's understanding of a variety of issues outside of their area of competence. The final tactic is to encourage teacher stewardship as a means of bolstering learning. According to the results of the literature analysis, every journal has improved student academic results through the school head's academic stewardship. The school head needs to be able to recognize how the internal and external aspects of the school environment are changing. The school head is also actively involved in learning activities by socializing the school's vision, mission, and goals; creating learning programs that can meet

needs; cultivating an academic learning climate; establishing a supportive work environment; and putting into practice a thorough academic assessment in order to adapt to these environmental conditions. When a conceptual framework for fostering a positive learning environment in schools that aligns with the idea of academic stewardship is presented. The ability of the school head to foresee changes in the internal and external environment is critical to the success of any educational institution or school. The personnel being led, the kind of work assigned to the organization, and the style of stewardship employed are examples of internal variables. Political, economic, social, and cultural elements are examples of external forces.

The school head's task as a leader is to develop into a figure who can support or initiate changes inside the organization he oversees. In order to establish educational institutions that provide high-quality instruction, innovative approaches must be taken to the selection of teaching strategies, funding, technology use, materials quality, and the production and provision of qualified graduates. The school head then has to comprehend how these modifications work. However, the principle must be able to inspire staff members, provide a positive and supportive atmosphere, and support their personal and professional development. Therefore, a school head's stewardship style may be used to gauge how well teachers or other teaching staff members perform in the classroom. School heads of schools should implement academic stewardship as one of the pertinent and successful leadership philosophies. Building strong bonds between leaders and those they lead may be achieved through a positive approach to successful academic stewardship. The academic stewardship style's efficacy is influenced by certain variables. A supportive work environment, the ability to create learning assessments, the ability to create learning products, the ability to define the school's vision and mission, and the ability to create an academic learning atmosphere are some of these factors.

Growth of School aims and Objectives

The school head is chief accounting of secondary schools. To accomplish the objectives, the school head should thus be able to create a variety of work schedules. The academic stewardship of the school head is crucial in developing the school's vision and mission as well as the objectives it hopes to accomplish in the upcoming century. Referring back to Leithwood et al (2017) study, learning leaders create and convey a clear aims and objectives for schools that are focused on high student accomplishment and exceptional quality learning in order to attain good achievement. Furthermore, Mohan (2023) stated that in order to accomplish school objectives, aims and purpose are required, by making reference to the objective and goal, it is

believed that the school heads of secondary schools can result in exceptional students. Because of this, school heads need to be accountable for a number of things, including having a clear and quantifiable aims and objectives statement outlining the school's accomplishments, establishing goals and targets based on the aims and objectives statement, regularly and continuously monitoring the progress and growth of the school, and having attitudes that are supportive when activities are carried out that deviate from the goals, aims and objectives of the school (Poortman, (2022). To be able to engage and support the growth of academic success, all students must be aware of the school's aims. The school head might arrange seminars, study forums, or outreach to the public school to make sure that the significance of the school's objectives is appreciated.

Growth of Learning Programs

According to Andreas (2018), the school head bears a significant amount of responsibility for overseeing the day-to-day operations of the school, particularly with regard to the classroom teaching and learning process. Another element that plays a significant part in raising the standard of education is the school head. This is consistent with the viewpoint presented by Brown and Malin (2022), who contends that the school head is one of the elements that contribute to the administration of educational institutions aside from the students. A further responsibility is to fulfill the highest possible educational objectives and to serve as a guide for the successful execution of educational processes at every stage of the educational unit. Agendas for learning program development are required to pursue Based on the analysis of the research, it can be concluded that every journal improves student learning outcomes by virtue of the school head's academic stewardship.

Presentation of academic Evaluation

Monitoring and assessing the learning process is one way to apply academic evaluation in the course of performing the tasks of the school head. The purpose of monitoring is to make observations about the classroom during specific times in order to ascertain the state of the classroom directly. One of the academic stewardship responsibilities that can enhance the standard of instruction in classrooms is monitoring. However, the school heads involvement in the learning process serves to address issues that arise during instruction and to provide teachers encouragement to increase their excitement or sense of self-efficacy. This support may come in the form of policies or facilities. This is consistent with Maslow's theory of needs as presented by Melé (2016), which holds that every human being needs motivation in order to be driven and motivated to take meaningful action in order to fulfill his commitments and duties. As a matter of caution in the course of their work, the school head must also be able to

perform the duties of monitoring and control in an effort to stop infractions by teachers and other staff members.

In addition, the school head can assess teachers' performance in order to ensure that the learning process is always of the highest caliber and supports school goals in an efficient and successful manner. School administrators have the authority to conduct teacher evaluations and take supervisory measures in line with the learning leadership role. This is a structured coaching effort or activity aimed at helping teachers do their jobs more successfully and economically. Group meetings, class visits, seminars, method demonstrations, lectures, and more are some of the ways and strategies that may be employed in supervision. This method is used in an attempt to direct the teacher's process to enhance skills and increase his understanding of education and teaching. Direct supervision is what supervision is, and it generally takes place face-to-face between the instructor and the supervisor. Furthermore, monitoring is the focus of attention for improving instruction in a variety of different areas and for the growth of students. Teachers' increased knowledge, abilities, and insights might have a positive influence on students' continual learning and improvement. According to this explanation, evaluation in this instance is meant to raise awareness of improvement initiatives. It will offer a range of more thorough methods for disseminating educational information in order to support the advancement and development of educational system models. Thus, the evaluation of educational programs is supported by a number of parties, including leaders, education professionals, and other influential figures in education. The evaluation of education will help to provide policy makers with relevant data and education rules as a point of reference for education process improvement.

CONCLUSION

An excellent starting point for developing the best possible educational services is academic stewardship. The school head emphasizes a strong academic orientation for students more now that they are using the academic stewardship model. The growth of objectives and school goals; the creation of learning programs; the creation of an academic learning climate; the creation of a supportive work environment; and the implementation of academic evaluation are some of the academic stewardship strategies that school heads can use, according to the results and discussion. Naturally, the goal of school head must be to provide excellent, efficient, and productive learning environments. Thus, to fulfill these objectives Residents of schools must be involved in attaining them by comprehending and putting them into practice. In addition, the school head has to create a schedule for creating the educational materials that will address the demands of the students and the surrounding circumstances. The

school head must provide a supportive work environment and an academic learning climate in order to aid in the processing of the learning program agendas. Therefore, schools need to be able to accommodate the demands of both teachers and learners while forming an organized educational system that is in line with the scientific specialties of each member. Lastly, the school head can carry out academic evaluation exercises. Following this evaluation, teachers will engage in supervision activities to ensure that their capacity to create and provide high-quality learning services is regularly improved.

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