School Effectiveness In Relation to Leadership Behaviour

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Abstract:

The research study was undertaken to investigate the School Effectiveness in relation to Leadership Behaviour of the Heads of Secondary Schools. The study was conducted on a sample of 451 students, 120 teachers and 451 parents from secondary schools of Bangalore division. The selection of secondary schools was done on the basis of stratified random sampling method. The School Effectiveness Questionnaire (SEQ) (1993) developed by Lee Baldwin, Freeman Coney III, Diane Fridge, Roberta Thomas and modified was used to measure the level of School effectiveness of Secondary Schools. The Multi factor Leadership Behaviour Questionnaire (MLQ)- self Rater form developed by Bernard Bass and Bruce Avolio (1999) modified by the investigator was used to assess the leadership styles of the head of secondary schools.

Objectives formulated were:

1. *To find the significant difference in the Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools.*

2. *To find whether there is any significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.*

3. *To find whether there is any correlation between Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.*

Descriptive survey method was adopted for the study. The obtained data was analyzed using the 't' test, one way ANOVA and Pearson Product Moment Correlation.

Findings of the study were:

➢ *60.6% of Heads of Secondary Schools possessed Transformational style of Leadership;*

➢ *3.0% of Heads of Secondary Schools possessed Transactional style of Leadership;*

➢ *36.4% of Heads of Secondary Schools possessed Passive style of Leadership;*

➢ *60.6% of schools possessed high school effectiveness;*

➢ *39.4% of schools possess average school effectiveness;*

➢ *No school was found to have a low level of School Effectiveness;*

➢ *There was a significant difference in the styles of Leadership Behaviour of heads of Government, Private Aided and Private Unaided Secondary Schools;*

➢ *There is a significant difference in the school effectiveness of secondary schools belonging to government, aided and private unaided schools;*

➢ *There is a positive correlation between the styles of Leadership Behavior of Heads and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.*

Key Words: Leadership Behaviour, School Effectiveness

I. INTRODUCTION

Leadership is one of the most salient aspects of the organizational structure of any institution. According to Alan Keith of Genentech, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

In other words, leadership is a process in which a leader strives to influence his or her followers to establish and accomplish a goal or goals. To this end, the leader is expected to exercise his or her power to influence her or his group.

In educational institutions, the principal, the head, the leader plays a very important role in the accomplishment of its goals. The successful heads take off on school reforms and its effectiveness while depending on the set of actions by education planners and school administrators. The main duty of the principal is to enhance teaching and learning in the school. Adetona (2003) noted that the task of the principal is to produce well educated citizens through effective teaching and learning. It is obvious that successful transformation of

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education sector depends on the roles and decisions taken by the head of the school. Hence an Effective leadership is needed to achieve quality teaching and learning in the school and this may help in enhancing School Effectiveness.

1.1 Leadership Styles

According to Bass and Avolio (1997) Leadership style is based on **three defining constructs:**

- ➤ **Transformational Leadership;**
- ➤ **Transactional Leadership;**
- ➤ **Laissez-faire (Passive).**

Transformational Leadership

According to Bass, transformational leadership can be defined based on the impact it has on the followers. Transformational leaders, Bass suggested, garner trust, respect and admiration from their followers.

He identified three ways in which leaders transform the followers:

- • Increasing their awareness of task importance and value;
- • Getting them to focus first on the team or organizational goals rather than on their own interests;
- • Activating their higher-order needs

According to Bass transformational leadership is grounded in moral foundations that are based on four components:

1. **Idealized influence:** The transformational leaders serve as role models for followers. It is because the followers trust and respect the leader they emulate the leader and internalize his or her ideals.

2. **Inspirational motivation:** Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

3. **Intellectual stimulation:** Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

4. **Individualized consideration:** Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each followers unique contributions

The three moral aspects of transformational leadership:

- • The moral character of the leader;
- • The ethical values embedded in the leader's vision, articulation, and program (which followers either embrace or reject);
- • The morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue.

1.2 Transactional Leadership Style:

Transactional leadership is based on "a transaction that occurs between leaders and followers", for example, agreements, communications or exchanges between managers and their staff.

Transactional leadership generally uses the concepts in trait, behaviour, and situational styles of leadership. Studies of these theories focus on task and relationship skills, sometimes as an either/or factor, or as behaviour tendency on a task-/relations-oriented continuum.

The Three dimensions of transactional leadership style are,

- • **Contingent reward -** providing reward in recognition of effort and/or achievement of goals, or conversely, discipline for non-achievement
- • **Active management by exception -** concentrating on occurrences which deviate from expected norms, such as irregularities, mistakes, exceptions and failures to meet standards.
- • **Passive management by exception -** taking action only when things go wrong.

1.3 Laissez Faire or Passive Leadership Style:

Bass also identified a non-leadership behavioral construct named **Laissez Faire or Passive**. It is doing nothing, letting things take care of themselves, failing to provide leadership.

1.4 School Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgments about the goals (part of 'inputs') Fraser (1994)

School education is such an important process in modern society that education systems and institutions are constantly under review. School effectiveness and the related area of school improvement have been topics for an increasing body of academic research since the 1960s. Research on school effectiveness has suggested that some schools are more successful than others, which provokes questions about what is effectiveness, what are the factors that contribute to effectiveness and how might this information provide the basis for improvement of schools and student outcomes.

According to Lee Baldwin, Freeman Coney, Diane Fridge and Roberta Thomas the School Effectiveness is determined by the following components:

- • Effective Instructional Leadership;
- • Clear and Focused Mission;
- • Safe and Orderly Environment;
- • Positive School Climate;
- • High Expectations;
- • Frequent Assessment/Monitoring of Student Achievement;
- • Emphasis on Basic Skills;
- • Maximum Opportunities for Learning;
- • Parent/Community Involvement;
- • Strong Professional Development;
- • Teacher Involvement in Decision-Making.

1.5 Leadership and School Effectiveness

Education takes place most effectively in an atmosphere of regard, respect and warmth. Leadership is required for the effective and efficient operation of the structure to achieve the ends. Similarly, each and every institution of society needs leadership more than anything else for it to make a mark. Shields (2004) recognized Educational Leadership as complex and challenging and the professional leadership by the head of the school contributes positively to school effectiveness.

II. NEED AND IMPORTANCE OF THE STUDY

Secondary Education serves as a link between the elementary and higher education and plays a very important role in this respect. A child's future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing a child to a bright future. A much better understanding of Leadership Behaviour of the heads of Institutions is needed to make a difference to the learning and motivation of students, which will enhance the School Effectiveness. It has been found that no one particular style of leadership is appropriate across all schools, but rather that successful principals can find a style or behaviour that is most suited to their own school and local situation. Effective leadership is usually 'firm and purposeful' and effective principals are usually those who are active, are good initiators and also protective of the school from unhelpful external influences.

The review of related literature has shown that there are no studies in Indian conditions the influence of Leadership behaviour on School Effectiveness. So the investigator undertook this research study to find the relationship between the Leadership Behavior of the heads of the secondary schools and School Effectiveness.

III. OBJECTIVES OF THE STUDY

1. To assess the styles of Leadership Behavior of heads of Secondary Schools.
2. Assess the level of School Effectiveness of secondary schools.
3. To find the significant difference in the Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools.
4. Find whether there is any significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.
5. Find whether there is any correlation between Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

IV. HYPOTHESES OF THE STUDY

Ho.1: There is no significant difference in the Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools

Ho.2: There is no significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

Ho.3 There is no correlation between Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

V. METHODOLOGY

Statement of the Problem

The present study was taken up to investigate the Leadership Behaviour of the heads and School effectiveness of the secondary Schools in Bangalore and to find out whether there is any difference in these variables with respect to type of schools. Descriptive survey method of study was employed.

5.1 Variables of the Study

Independent variable: Type of School (Government, Private Aided, Private Unaided)

Dependent variables:

Leadership Behaviour

School Effectiveness

5.2 Sample of the Study

The study was conducted on a sample of 451 students, 120 teachers and 451 parents and 40 Heads from 33 secondary schools of Bangalore division. The selection of secondary schools was done on the basis of stratified random sampling method. The Sampling frame was as shown in table No 1.

Table No 1: Sample of Students, Teachers, Parents and Heads of Schools

Type of School	No of Heads	Students	Teachers	Parents
Government	10	150	40	150
Aided	11	131	30	131
Private	12	170	50	170
Total	**33**	**451**	**120**	**451**

5.3 TOOLS:

The following tools were used for collection of the data:

1. The Multi factor Leadership Behaviour Questionnaire (MLQ)- Self Rater form developed by Bernard Bass and Bruce Avolio (1999) was used to study the leadership style of the Heads of Secondary Schools of Bangalore in Karnataka. This was modified by the investigator and translated to Kannada and was given to experts in the field of education and Psychology for face validity of the items. They assessed each item of the scale carefully and approved them as they found them to be relevant to the objectives of the study and valid for the present study. The present study employed Cronbach's Alpha Method to determine the reliability. The reliability of the Cronbach's Alpha test is found to be 0.836.

2. The School Effectiveness Questionnaire (SEQ) (1993) developed by Lee Baldwin, Freeman Coney III, Diane Fridge, Roberta Thomas was used to measure the level of school effectiveness of Secondary Schools in Bangalore Division. This tool was modified and translated to

Kannada by the investigator. The scale was given to experts in the field of education and Psychology to establish validity of the items. They assessed each item of the scale carefully and approved them as they found them to be relevant measure School Effectiveness and hence validity was established. The present study employed Cronbach's Alpha Method to determine the reliability. The reliability of the Cronbach's Alpha test is found to be 0.839.

5.4 Procedure for Data Collection:

The Data for the study was collected by administering the tool, The Multi factor Leadership Behaviour Questionnaire (MLQ)- Self Rater form and The School Effectiveness Questionnaire (SEQ) to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

5.5 Statistical Techniques Used For Analysis of Data:

The obtained data was analyzed using the 't' test, one way ANOVA and Pearson Product Moment Correlation.

VI. ANALYSIS OF DATA AND RESULTS

The analysis of data interpretation and discussion of the results are presented below:

Table No 2: Table showing the level of Styles of leadership Behaviour

1.To assess the styles of Leadership Behavior of Heads of Secondary Schools

Leadership Behaviour	Types of Leadership Behaviour			
	Transformational	Transactional	Passive	Total
frequency	20	01	12	33
Percentage	60.6	3.0	36.4	100

Table No 2 shows that 60.6% of Heads of Secondary Schools possessed Transformational style of Leadership, 3.0% of Heads of Secondary Schools possessed Transactional style of Leadership and 36.4% of Heads of Secondary Schools possessed Passive style of Leadership.

Table No 3: Table showing the level of the School Effectiveness

2.To assess the level of School Effectiveness of Secondary Schools

School Effectiveness	Levels of School Effectiveness			
	high	Average	low	Total
frequency	20	13	0	33
Percentage	60.6	39.4	0	100

Table No 3 shows that 60.6% of schools possessed high School Effectiveness. 39.4% of schools possess average School Effectiveness. No school was found to have a low level of School Effectiveness in Bangalore.

Ho.1: There is no significant difference in the styles of Leadership Behavior of Heads of Government, Private Aided and Private Unaided Secondary Schools

One way analysis of variance (ANOVA) was calculated to test hypothesis HO 1 (more than two means).

Table No 4: Summary table of One way ANOVA of Leadership Behavior of Heads of different types of schools in Bangalore

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	20077.871	2	10038.936	56.377	.000
Within Group	5342.008	30	178.067		
Total	25419.879	32			

Table No 4 shows that the obtained 'F' value of 56.377 is greater than the table value of 3.32 at .0000 level of significance for the degrees of freedom 2 and 30. Hence the stated null hypothesis is rejected. It is thus inferred that there was a significant difference in the Leadership Behaviour of Government, Private Aided and private Unaided Secondary Schools.

Ho.2: There is no significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

One way analysis of variance (ANOVA) was calculated to test hypothesis HO 1 (more than two means).

Table No 5: Summary Table of One way ANOVA of School Effectiveness of different types of schools in Bangalore

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	60135227.410	2	30067613.705	711.094	.000
Within Group	1268508.469	30	42283.616		
Total	61403735.879	32			

Table No 5 shows that the obtained 'F' value of 711.094 is greater than the table value of 3.32 at .0000 level of significance for the degrees of freedom 2 and 30. Hence the stated null hypothesis is rejected. It is thus inferred that there is a significant difference in the school effectiveness of government, aided and private unaided secondary schools.

Ho.3: There is no correlation between Leadership Behavior of heads of Government, Private Aided and Private Unaided Secondary Schools and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools

Table No 6: Pearson Product Moment Correlation for Styles of Leadership Behaviour of Heads and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

Variables	N	'r' value
Leadership Behaviour and School Effectiveness	34	0.863

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

Table No 6 shows that there is positive correlation at 0.01 level between the styles of Leadership Behaviour of Heads and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools in Bangalore. Hence the Hypothesis Ho 3 is rejected and concluded that a positive high correlation exists between Leadership Behaviour and School effectiveness.

VII. FINDINGS OF THE STUDY

The major findings of the study are:

It was found That :

- 60.6% of Heads of Secondary Schools possessed Transformational style of Leadership;
- 3.0% of Heads of Secondary Schools possessed Transactional style of Leadership;
- 36.4% of Heads of Secondary Schools possessed Passive style of Leadership;
- 60.6% of schools possessed high school effectiveness;
- 39.4% of schools possess average school effectiveness;
- No school was found to have a low level of School Effectiveness;
- There was a significant difference in the styles of Leadership Behaviour of heads of Government, Private Aided and Private Unaided Secondary Schools;
- There is a significant difference in the school effectiveness of secondary schools belonging to government, aided and private unaided schools;
- There is a positive correlation between the styles of Leadership Behavior of Heads and School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

VIII. EDUCATIONAL IMPLICATIONS

- 60.6% of Heads of Secondary Schools possessed the Transformational Style of Leadership. This implies the motivation and self esteem of the head of the school. The heads of schools have a positive relationship with a range of measures such as productivity, job satisfaction, commitment and lower levels of stress. Hence it is suggested to provide further opportunities for growth of personal and managerial skills of the heads of the schools as it would result in higher levels of School Effectiveness.

- 3.0% of Heads of Secondary Schools possessed Transactional Style of Leadership. This shows the transformational approach is insufficient for the heads of schools and they need be given training to enhance their management skills to motivate and to get higher level of goal reaching effects in the school. The workshop and training programmes could be organized by the managements and department of education to develop strategies to foster creativity, among the students and to increase the level of motivation among the head of schools.

- 36.4% of Heads of Secondary Schools possessed Passive style of Leadership which goes to speak of the low level of leadership performance. These significant numbers of heads of schools require to be challenged through evaluation and motivational sessions to bolster up their leadership competencies and style. The management and government authorities could organize leadership training to enhance the awareness of leadership task importance and value. Continuous evaluation and supervision by the BEO's or DIET's could also help to be more conscious of the leadership role among the head of the school and would enable them to discharge their responsible task promptly.

- Promoting safe and orderly environment, establishing a positive school climate will certainly help the students to perform well and bring about high achievement of their goals. The head of the schools should be motivated from time to time to play their role by providing them with orientation programmes which will enable them to build strategies for effective instructional leadership and strong professional development. These factors will influence the learning level of students and task performance of teachers and hence promote high level of School Effectiveness.

IX. CONCLUSION

Today's leaders need to become more adaptable, making sense of uncertainty and managing change. Leaders of the future need to be able to adapt their style to the situation and context, ensuring the results needed are achieved. Leaders need to be aware of the areas they are strong in as well as those where they need to develop or to work with someone who will complement their style. In the field of education the effectiveness of school and the achievement is determined by the quality and personality of the head of the school. They lead the school and this will give rise to many good and efficient leaders in the future.

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