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Mini-Review

ARE THE PRINCIPALS' LEADERSHIP STYLES RELATED WITH SCHOOL EFFECTIVENESS?

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Abstract

The present study was aimed to explore the association of head teachers' leadership styles with school effectiveness. Research was descriptive and the survey method was used to explore the phenomenon. All the teachers serving in Federal Government (FG) Secondary Schools in Islamabad were taken as the population and researcher prepared a sample frame and 50 schools randomly. A sample of 300 teachers was selected in such a way that from each school six teachers were conveniently taken. Questionnaire was developed through an extensive review of the literature to collect perception of teachers about leadership styles and school effectiveness. Findings revealed that the majority of the principals in federal schools had practiced autocratic and democratic leadership styles. Meanwhile there was a significant relationship between leadership styles and school effectiveness also seen. Results indicate that teachers perform better in those schools wherein the principals make use of an autocratic and democratic leadership style. It was recommended that principals as the leaders should make use of the best fitted style that helps collective responsibility and consultative decision making with all schools concerned.

Key words: School Principles, leadership styles, school effectiveness.

Introduction

Empirical evidences has highlighted that leadership play key role in school improvement and school effectiveness (Hargreaves, 2003). Leadership always includes positive change, as Heifetz (2008) remarks that leaders help us know our present realism and a positive future from it. When we assistant leadership with the quest for a modest answer to a present problem. We see new openings and succeed in a compound communicating that cares about individuals' development and cooperative progress.

Leadership is the way a leader leads to his subordinates. Leaders exercise his authority, power and to communicate subordinates. These styles have different effects on teachers and other school staff members. These styles clear the way for the leader to encouraging or commanding subordinates for the achievement of the set goals for their work and the influences of the leader on his followers. A leader leads to achieve the school goals and maintain positive relationships with staff members (Sashkin & Sashkin, 2003)

A leadership belonging instructional performs theoretical success, pupils' self-restraint, school climate, etc. Soukamneuth, (2004) comments in the Social Policy Research Association on how leaders show that solid leadership generate conditions aimed at confident inter-group associations and a thoughtful and benign situation to countless status. The head teachers in the schools deliberate were talented to avoid troublesome behavior by encouraging helpful entomb cluster relatives. Dis-similar methods have been seen by the head teacher to make a harmless and kind atmosphere in the school. In spirit, the head teacher wants leadership services to decrease cultural pressures amongst schoolchildren

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that core to bad public behavior and boldness.

Quinn, (2002) provisions that worth and frequently struggles to realize brilliant teaching for pupils. Likewise, McNeely & Falci (2004) show that head teachers' real leadership can meaningfully improvement of pupil's accomplishment. The head teacher sees what to prepare, he distinguishes once, in what way, and the motive for the responsibility it. The kind of ups and downs that is possible to carry about enhancement on followers' success and the consequence for workforce and followers. The frequent upgrading of the instructional trained, occupy in staff growth actions and classical promise to school aims. The head teacher is likely to connect prospects so it might be maintained that a head teacher. Head teacher does not occupy in movements reliable with instructional leadership, has a mistaken view of the school's areas.

Barker, (2001) leadership precedes it for a school to be different and to be positive. This shows the head teacher as a single skillful of producing the climate looked-for to awaken the possible incentive of staff and pupils. An actual head teacher can try everywhere a school to goal-oriented and fruitful school. Thus a real leadership is unsafe in a school to growing output and in changing a depressed condition.

Kabeta et al (2015) further states that head teachers affect the teaching and learning process in the way they relate and offer leadership to teachers. The study further advises that head teachers need to be instructional leaders if the quality of teaching and learning has to improve. Day et al (2000) in his research findings from multiple countries and institutions revealed that effective leadership is aligned with school effectiveness and improvement in working environment. It's estimated that, schools those are operative and continuously improving are led by head teachers who made a significant contribution to the professional effectiveness of employees. According to Bass (2006), when teachers perceive decision making as collegial, cooperative, consultative and providing teaching and learning resources, the performance is usually expected to be excellent and to expected standards. Personnel will feel motivated to achieve goals and value able outcomes which will results in high school effectiveness. Leader who has vision, influence, and respect for all, provide reward and aspire other will contribute more in school effectiveness.

As per situation a leader can follow any leadership style and may use variety of styles to increase school effectiveness. Main thing that every leadership style used by leader must be best fit in particular situation (House & Mitchell, 1974). Hence training sessions should be conducted for school administrators regarding leadership's styles so that school effectiveness may be increased (Waro Pengsawat, 2006). School effectiveness is directly related to input and output goals accomplishment; moreover it also related with product (students in educational organization) and satisfaction of teachers (Samruet Kangpeng, 2008). Quality of students and school effectiveness are closely interlined with each other because educational institutions are service organization mainly focused on teaching and learning. Core goal of the schools is students learning and school leader is prominent and influencing factor in students learning. Quality education, effective environment, efficient administration is supervised by school leaders. Majority of academicians do agree that leader of any organization is main factor in success and failure of any organization.

So quality and effectiveness of school is directly proportional with school leader (Rung Kaewdang, 2003). From the abovementioned scenarios the researchers intended to study the relationship between the leadership style/s and school effectiveness based on the opinion of teachers. This manuscript was initiated to explore the following objectives:

1. To explore the perception of teachers about type of leadership style being used by their Principals.
2. To explore about effectiveness of school under different heads.
3. To find out the relationship of leadership styles with the school effectiveness.

Method and Procedure

The correlational design was utilized to explore the relationship between school effectiveness between leadership styles. All the teachers serving in Federal Government Secondary Schools in Islamabad were population of this study. The researcher prepared a sample frame and 50 schools were randomly selected. A sample of 300 teachers was taken in such a way that from each school six teachers were conveniently taken. The study was a survey therefor questionnaire was developed to explore phenomenon under study. The questionnaire was developed with the help of available literature after that it was discussed with experts in order to ensure suitability of items. Unclear and ambiguous items were modified and discarded from the instruments. Pilot testing was done to ensure reliability of test items. A Cronbach's Alpha is used to measure the reliability of the instruments and it was found to .921 which is acceptable to conduct research study (Gay, 2002). For analysis descriptive statistics (frequencies, mean, and standard deviation) was used to sort out the data whereas inferential statistics (Pearson Product Moment Correlation) was used to measure the relationship between the variables.

Table-1

Perceptions of Teachers about the style of their Principals

Style	Statements	Mean
Autocratic	Head teacher gives orders to all teachers.	3.39
	Head teacher encourages me to improve content related knowledge.	3.91
	Head teacher strictly follows the rules and regulation	3.82
	Head teacher develops school program by himself.	3.61
	Overall mean score	3.76
Democratic	Head teacher involves teachers in decision making process.	3.45
	Teachers have high moral due to their coordination with head.	3.86
	Head teacher provides assistance pleasantly.	3.74
	Communication with head teacher is supportive.	3.91
	Head teacher helps teachers to complete their work.	3.97
	Overall mean score	3.78
Laissez-Fair	Head teacher gives free hand to teachers to solve their problem.	2.15
	Head teacher provides very little guidance.	2.27
	Teachers have freedom to make decision by themselves.	2.11
	Teachers feel relaxed environment.	2.02
	Teachers feel good in working individually.	2.40
	Overall mean score	2.19

Results and Discussion

The main focus of study to measure the relationship between leadership styles of principals working in federal schools in Islamabad with school effectiveness. In this study the significant majority of the teachers believed that their principals used democratic and autocratic styles while administrating the schools' matters.

Table shows that the mean score and SD of the items related to know the autocratic, democratic, and laissez-fair styles of heads as perceived by teachers. An overall mean score was found to be 3.76, 3.78, and 2.55 for autocratic, democratic, and laissez-fair styles of heads respectively. The significant majority of the teachers believed that their principals used democratic and autocratic styles while administrating the schools' matters. However, the overall mean score for Laissez-faire style was found less than the median value i-e 2.5, which indicated that Laissez-faire style was not most often used by principals.

Table-2

Perception of the teachers about the school effectiveness

S.NO	Statements	Mean
1	Teachers spend spare time with students during school hours.	3.15
2	Teachers spend time with students after school timing.	2.89
3	Teachers used open communication with parents	3.10
4	Teachers use good instruction the most significant school primacy	4.30
5	Teachers make use of teaching aids during teaching.	3.66
6	Teachers fulfill the educational and personal needs of students	3.70
7	Teacher take interest and involve in co-curricular activities	3.35
8	Teachers prepare varied activities to cope with the different abilities, interests, and needs of students	3.70
9	Students in this school are caring about each other	3.78
10	Students take teachers advice and opinion seriously.	3.79
11	Teachers share their ideas with head for enhancing academic quality.	3.71
12	Teachers are cooperative with each other.	3.79
13	School in this school feel a good place to be.	3.71
14	There is clean and well maintained of building and grounds in this school	3.40
15	Teachers provide maximum opportunities for learning through use of library.	3.60
16	Head teacher send progress of students to their home.	3.55
17	Teachers help students if they feel any academic or personal problem	3.67
Combined mean score of 17 items		3.58

Table 2 shows that the mean score and SD of the items related to assess the school effectiveness. The overall mean score was found to be 3.58.

Table-3

Correlations between Leadership styles and School Effectiveness

Leadership style	School Effectiveness	
Autocratic	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	284
Democratic	Pearson Correlation	.651**
	Sig. (2-tailed)	.000
	N	284
Laissez-Fair	Pearson Correlation	.489**
	Sig. (2-tailed)	.000
	N	284

* $p \leq 0.01$, ** $p \leq 0.05$; (2-tailed).

The table shows that there is a significant relationship between autocratic, democratic, and laissez-faire leadership styles with school effectiveness. For all the cases the p-value is .000 which is smaller than a significant level of 0.01 and 0.05. The value of correlation coefficient was found to be .593, .651, and .489, which means if autocratic, democratic and laissez-faire leadership styles go up or go down so will the school climate. These results provided support for the assumption that autocratic, democratic and laissez-faire leadership styles are significantly related to school effectiveness.

Significance of school leadership to improve school effectiveness and efficiency has always been highlighted by the researchers (Hargreaves & Fink, 2003). School leadership is leading and supervisory aspect of our education system. Educational practitioners have recognized leadership since it is the engine of survival for the institutions. The main focus of study to measure the relationship between leadership styles of principals working in federal schools in Islamabad with school effectiveness. The significant relationship found between principals' leadership style and school effectiveness. In this study the significant majority of the teachers believed that their principals used democratic and autocratic styles while administrating the schools' matters which suggest that the more autocratic and democratic a principal is in leadership style the better the school performance. The finding was aligned with the findings of the study conducted by Akerele (2007). Yukl (2012) observed that a favorable relationship and increased referent power for the leader made it easier to influence subordinates to carry out a request. Democratic leadership styles positively influences teachers towards excellent performance due to mutual appreciations of workers at a place of work. The leadership styles employed by the leader can either draw the teachers closer or far from the working station there by influencing the performance of the workers either positively or negatively. Moreover; it is clear from empirical evidences that teachers do not work freely and their performance is affected. The more teachers feel intimidated the more the performance gets affected negatively. According to Mbiti (2014) the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor performance towards work. Once this situation is entrenched in the workers, the performance starts to get affected negatively. Results provided support that principal's leadership styles such as autocratic, democratic and laissez-faire leadership styles are significantly related to school effectiveness.

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