Leadership Profile in School Effectiveness
- A Case Study

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LEADERSHIP PERSPECTIVE IN SCHOOL EFFECTIVENESS

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The Movement for Excellence in education all over the globe is a welcome phenomenon . It has a great significance at the beginning of the 21st century. Essentially excellence is a function of personal aspiration and accomplishment and therefore is the property of the individual.

Schooling has been providing a basic education (Primary), a advanced education (Secondary) and a higher education (college level), and it intends to provide intellectual, economic , political and social growth and leadership. Schools have both reflected their society and contributed to its growth. A school system serves the nation's needs by providing suitably qualified manpower. For this,quality management is needed. Total Quality Management is reflected in the effectiveness of a school which in turn is based on the quality of educational leadership.

Background

The recent researches in school efectiveness emphasise that institutional improvement and quality management should be taken care of. A number of studies have identified a number of factors of effective schools like professional leadership, shared vision and goals, learning environment purposeful teaching, high expectations , positive reinforcement , monitoring progress, parental involvement and learning organisation. Of these factors , professional leadership plays a vital role in initiating, maintaining and improving the above said factors of an effective school.

Another recently emerging dicipline is human resource managemnt. This area has not been explored much by the educationists. Human Resource Managemnt Science has identified four components namely leadership, relationship, performance and organisational design.

The four components of HRM are

☐ **Leadership**   : Concerned with vision and growth

☐ **Relationship**   : Concerned with task and people and the quality of personal
                  Relationship

☐ **Performance**   : Providing the means to enhance competency and stimulate
                  development inorder to achieve organisational objectives.

☐ **Organisational**

Design   : Establishing a structure where from follows functions which
                  contributes directly institutional purpose & process

Leadership Perspective :Rationale

School effectiveness research suggests that principal's role is crucial to school improvement. Dwyer et al (1982) opine that there are no simple ways to understand the effects of principal's behaviour on schools and more studies are needed of principals behaviour. Cohen (1983) suggests that principals must do more than to provide instructional leadership. Gall et al's (1984) study provides experimental evidence that principals' leadership affects teachers' behaviour and students' achievement.

Effective school research is concerned not only with the question of whether schools vary and by how much, but also with the question of what these difference can be attributed to. It is high time to analyse which of the school effectiveness factors are the most important and which factors determine the other factors. In this perspective, the present study highlights the Leadership Perspective as the determining feature of School Effectiveness.Leadership which is one of the components of the HRM, plays a pivotal role in an eductaional setting.

Leadership: Definition

'Leadership is the activity of influencing people to strive willingly for group objectives".

George R.Terry.

Leadership is influencing people to follow in the achievement of a common goal". Harold

Koontz and cyril O'Donnel.

'Leadership is interpersonal influence execrised in a situtation and directed ,through the communication process, toward the attainment of a specialised goals or goals".

Robert Tannerbaum, Irwing R.Weschler&Fred Massarik.

"Leaders teach", Lincoln, in his second inaugural address, provided an extraordinary example of the leader as teacher. "Teaching and leading are distinguishable occupations, but every great leader is clearly teaching and every great teacher is leading".

The above definitions drive to the fact that leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. In essence , leadership involves accomplishing goals with and through people. Therefore a leader must be concerned about tasks and human relationship.

Leadership Perspective :operational definition

Perspective (U): apparent relation between different aspects of a problem

(Oxford Advanced Learner's Dictionary of Current English)

Perspective also means the ability to think clearly and sensibly about a situation and consider it.

In this light, Leadership Perspective in school situation means able leaders who contour their fellow men to their level and create a school culture. Such leaders,irrespective of odds, raise above the situation and take every effort to see their vision is realised. These principals have a cordial relationship with the people around them. They manage their time well. They balance between their instructional and managerial roles.

In school situation, it is the principal who is an academic as well as professional leader for the whole school community. The most significant role of the principal is to create an environment or culture in which people are able to identify, formulate and commit themselves to some sort of mission, philosophy and aims. The principal should have a commitment to academic excellence, he should believe that the

destiny of a nation is built up in a classroom. He should also develop a culture of learning , principled action and commitment to moral values. With his charismatic personality the principal magnetises the whole institution. It is he who sets the ethical tone through his words and actions. It is a vital factor to give supportive and professionally conducive atmosphere to teachers inorder to obtain the best kind of performance.

If the leadership of the educational institutions is to be effective,then a number of fundamental changes are needed. There must be systematic and detailed definition of the qualities appropriate to a particular post which recognise the leadership content of the role.Secondly, it is necessary to identify the leadership function which permeates all level of the institution and thus develops a culture of the institution.The practical manifestation of the leadership should be

- Establishing excellence as the basis for action.

- Building and working through teams.

- Identifying,supporting and reinforcing individual talent

- Managing Time

- Recognising the existence of organisational design to facilitate function.

Thus quality management is reflected in the effectiveness of a school which in turn is based on the quality of educational leadership Leadership is central to the effective management of any institution . It reiterates that quality of leadership as the

social determination creating an ethos which allows a school to operates to maximum effort.

In order to enlist the indicators of School Effectiveness, a systamatic review of related literature was done and a number of indicators of School Effectiveness

as identified by globally renowned researchers .Those indicators were synthesised under the Human Resource Dimensions namely

1. Leadership

2. Performance

3. Relationship and

4. Organisational Design.

INTEGRATED APPROACH TO LEADERSHIP PERSPECTIVE

1. Leadership

Vision and Mission	Sans Soucci(1995)
Setting Goals &	
High expectations	

	Scheweitzer (1984)
	Scheerens (1992)
	Rutter (1979)
	Reynolds (1982)

Decision Making	
Problem solving	
Creative thinking	
Effective communication	WHO (1997)
Empahty	
Coping with stress	
Coping with emotions	

Integrity	Sans Soucci

2. Relationship

Involvement of teacher	Mortimore (1988)
parents	
students	Rutter,Reynolds
Communication skill	Mortimore
Motivating,mobilising	Sans Soucci
Recognition, prize, reward	Heneveld (1994)
Promote accountability	Sans Soucci
Create trust	Warren Bennis
Staff development	Scheerens

3. Performance

Enhance competency/basic skills	Scheweitzer
	Edmonds
Effective instruction	Scheerens
	Edmonds
Effective learning time	Scheerens
Frequent evaluation	Scheerens
	Edmonds
	Scheweitzer
Record Maintenance	Mortimore

4. Organizational Design

Improve structure	Gray Yukl (1981)
Physical and material facilities	Schereens
Focus on discipline	Heneveld (1994)
Create work enhancing climate	Sans Soucci(1995)

Fig. 1

Objectives

The following are the objectives of the study

1. To develop a Leadership Perspective model

2. To find out the effect of Leadership Perspective on School Effectiveness

3. To find out the contribution of Human Resource Management components to School Effectiveness

Methodology

The method adopted in the investigation is causal- comparative . The steps in the study are

    To identify an appropriate problem

    Select a defined group and a comparison group

    Collect data on relevent and explanatory and outcome variables and on relevant background characteristics

    Analyse and interpret the data

I. Identifying the appropriate problem

Previous researches on school effectiveness have identified leadership as one of the characterstics of school effectiveness But the magnitude of the variable "Leadership Perspective" has not been dealt with. The investigator felt that leadership functions as the tap root of the tree of School Effectiveness whereas the other characteristics such as congenial climate, basic skills, periodic assessment etc., work as auxilliary roots. Hence the problem was taken

II . Selecting a defined group and a comparison group

The variables included in the study are Leadership Perspective which is the explanatory variable and the School Effectiveness is the outcome variable.
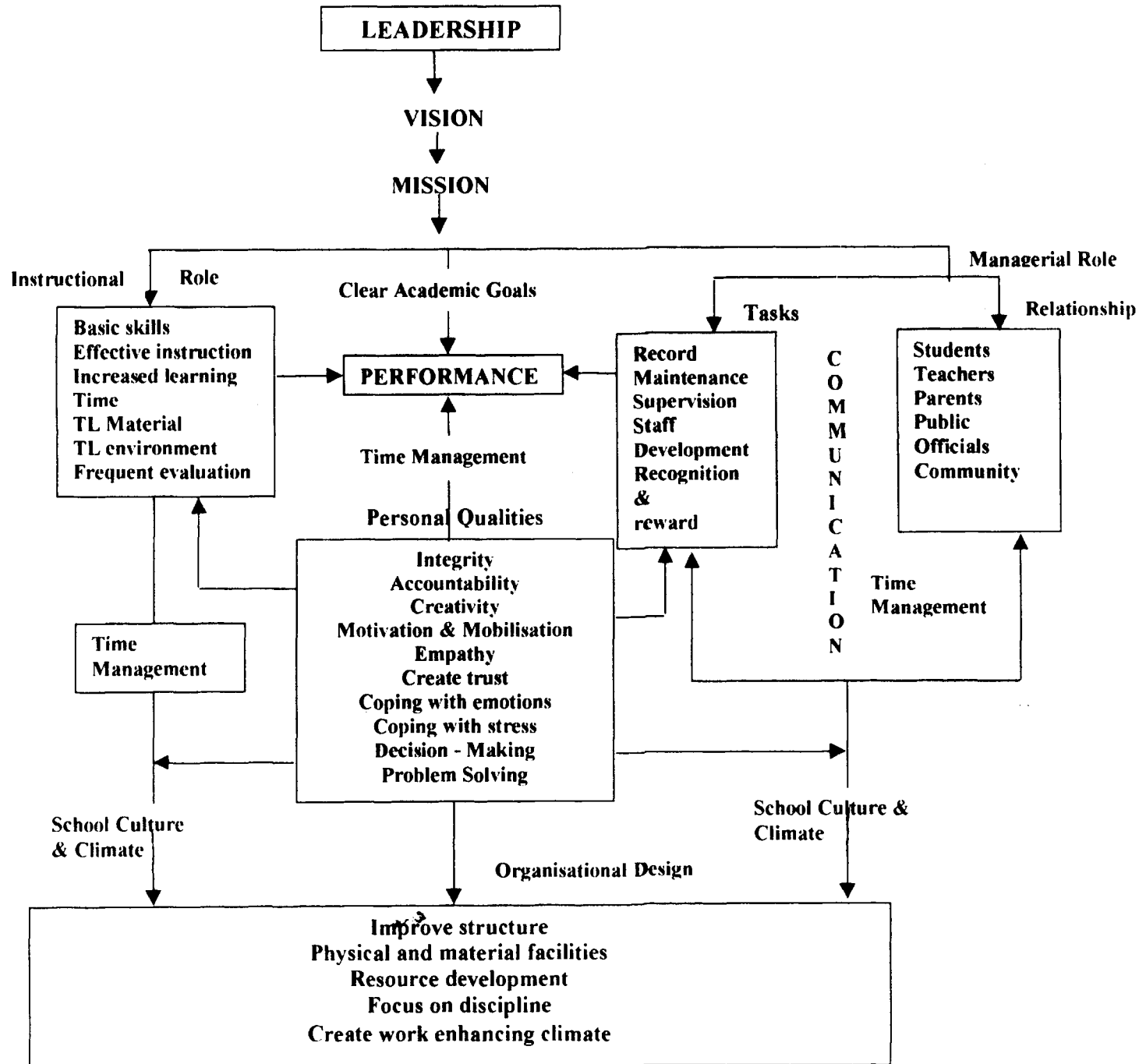
Need for a model

There are style theories , triat theories and contingency model for leadership.In the educational area, there is no such model.Hence the investigators felt the need for developing a model on "Leadership Perspective".

DEVELOPING A MODEL

After perusing several related literature on School Effectiveness,Human Resource Management and Leadership,the investigators enlisted a number of characteristics of school effectiveness identified by renowned researchers of several nations. These factors were incorporated into the HRM components namely 1) leadership 2)relationship 3)performance and 4)organisational design. (figure I) and an "Integrated Approach to Leadership Perspective" was arrived at. Then on the basis of these components, a model on "Leadership Perspective" was developed highlighting the crucial role of the principal in school effectiveness. (figure 2). This "SAMVEM" model (coined from the first letters of the investigators) envisages that a leader should have a vision and mission that leads to attainable goals. The educational leader has two roles to play ie. Instructional and managerial. The managerial role has two aspects namely tasks and relationship. The leader gets the tasks done by the people. The leaders' link with people connected with the organisation is of more value in the present century because compared to past decades, now the relationship is strained, there is less harmony over the globe. So it is a matter of concern. Communication is another factor which influences the performance of a leader. An efficient leader gets the tasks done by the

LEADERSHIP PERSPECTIVE - "SAMVEM" MODEL

LEADERSHIP

↓

VISION

↓

MISSION

↓

Instructional   Role

Clear Academic Goals

Managerial Role

Tasks

Relationship

Basic skills
Effective instruction
Increased learning
Time
TL Material
TL environment
Frequent evaluation

PERFORMANCE

Time Management

Personal Qualities

Record
Maintenance
Supervision
Staff
Development
Recognition
&
reward

C O M M U N I C A T I O N

Students
Teachers
Parents
Public
Officials
Community

Integrity
Accountability
Creativity
Motivation & Mobilisation
Empathy
Create trust
Coping with emotions
Coping with stress
Decision - Making
Problem Solving

Time
Management

Time
Management

School Culture
& Climate

School Culture &
Climate

Organisational Design

Improve structure
Physical and material facilities
Resource development
Focus on discipline
Create work enhancing climate

people, through proper, relevant, adequate, timely communication. Both his instructional role and managerial role are influenced by his personal qualities. All these three aspects, in total, have an impact on performance and Organisational Design and enhance school climate and culture. Time Management is crucial for effective leadership. Thus this "SAMVEM" model pictures the importance of leadership towards building school effectiveness.

In order to test the "SAMVEM" model, the investigators selected six primary schools on the basis of interaction with the public, educational officials, parents and also on the basis of academic achievement. Three most effective and three most ineffective (outlier) schools were selected out of the twenty Municipal Primary schools in Pudukkottai,Tamil Nadu. According to Whetton and Campbell (1982) comparing two extremes (outlier schools) is one way of establishing effectiveness. Hence in the present study three most effective schools were compared with the three most ineffective schools on Leadership Perspective.

Parents, students and teachers of all the six schools formed the participants. Added to that, the four investigators observed both the schools and their leaders by turn, each one spending a week in the school from morning to evening.

III DATA COLLECTION

☞ NEED FOR /PROCESS OF TOOL DEVELOPMENT

There is no standardized tool to assess the school Effectiveness and Leadership Perspective. Hence the investigators pooled the statements on both the variables collected from the principals of oprimary schools, parents, public and teacher trainees. These statements were fitted into the various dimensions of the model – "SAMVEM". Then five point rating scale for both the School Effectiveness and Leadership Perspective were

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constructed. Form I consisted of 17 dimensions with 29 statements and Form II had 12 dimensions with 51 statements. These scales were validated by the experts.

☞ Administering the tools

The two rating scales on Leadership Perspective and School Effectiveness were administered to the students , teachers and parents of the selected six primary schools.The rating scales were also rated by the researchers as well.The investigators took turn to visit all the six schools and each investigator spent one week in each school.They observed both the leader and the school and recorded their observation.Thus two types of data are available. One is scores on the rating scales on 1. Leadership Perspective and 2. School Effectiveness. The other is the descriptive statements of the observers. (FIG 9).

IV Data analysis

As has been pointed out already, two types of data namely quantitative and qualitative are available on Leadership Perspective and School Effectiveness. The rating scales on the above two variables rated by the parents, students and the teachers were collected and were scored.

Rationale for Scoring :

In the present study, a comparison of effective schools with ineffective schools is done. The quality of Leadership Perspective and School Effectiveness is to be changed in to quantifiable terms. Hence the scoring. The rating scales collected from the students, teachers,parents and the researchers were scored in the following ways

Highly agree	Agree	Undecided	Disagree	Highly Disagree
5	4	3	2	1

The scores were tabulated, from the scores obtained on the two variables from parents, teachers and students and were synthesized. Overall average and percentages were computed for each dimension. For facilitating interpretation, the " Leadership Perspective" the 17 dimension of leadership were chunked into five dimension namely

1. Vision and Mission

2. Performance

3. Organisational Design &

4. Relationship

5. Personal Qualities

The twelve dimension of the rating scale (form II) on School Effectiveness chunked into

1. Goals and high expectetations

2. Relationship

3. Performance

4. Organisational Design

Table showing the percentage of average scores of six Schools on Leadership

Perspective.

S.No.	Schools →	A	B	C	D	E	F
	Dimensions ↓	%	%	%	%	%	%
1.	Vision & Mission	3.2	2.7	3.2	1.8	1.4	1.41
2.	Performance	24	21.6	21.5	10.3	9	10.3
3.	Relationship	25	22.5	19.5	9.2	12.3	9.2
4.	Organisational Design	11.7	11.7	11.6	7	5.5	5.5
5.	Personal qualities	22.5	21.2	22.5	12.6	9	10.3
	Total	86.4	79.7	78.7	40.9	40.5	39

Fig . 3

Interpretation :

Leaders of Effective Schools A and B are the same as far as the dimension vision and mission is concerned. The principal of the school A secures the highest in Performance and Relationship dimensions. All the three effective schools are alike in Organisational Design. Regarding personal qualities, the principals of schools A and C secure the same percentage of scores. It is to be noted that all the ineffective school leaders have scored low in all the five dimensions.

Table showing the percentages of the average scores of six school in School

Effectiveness:

S.No.	Schools →	A	B	C	D	E	F
	Dimensions↓	%	%	%	%	%	%
1.	Vision & Mission	7	6	6	3.6	3.4	3.4
2.	Performance	48.3	49.7	47	33.3	29.7	23
3.	Relationship	16.2	16.2	14.9	10.9	9.3	9.3
4.	Organisational Design	12	11.5	10.5	7.7	5.8	5.4
	TOTAL	83.5	83.4	78.4	55.5	48.2	41.1

Fig. 4

Interpretation

The above table shows the effective schools A, B and C have high percentage of scores in all the four dimensions of "SAMVEM" Model. The three ineffective schools D E F have scored low in the three dimensions except performance. There is consistency in the scores in which reveals that the parents, teachers and the students perceptions are reflected appropriately and adequately through their consistent scoring, on the various dimensions.

Fig.5

LEADEARSHIP AND SCHOOLEFFCTIVENESS

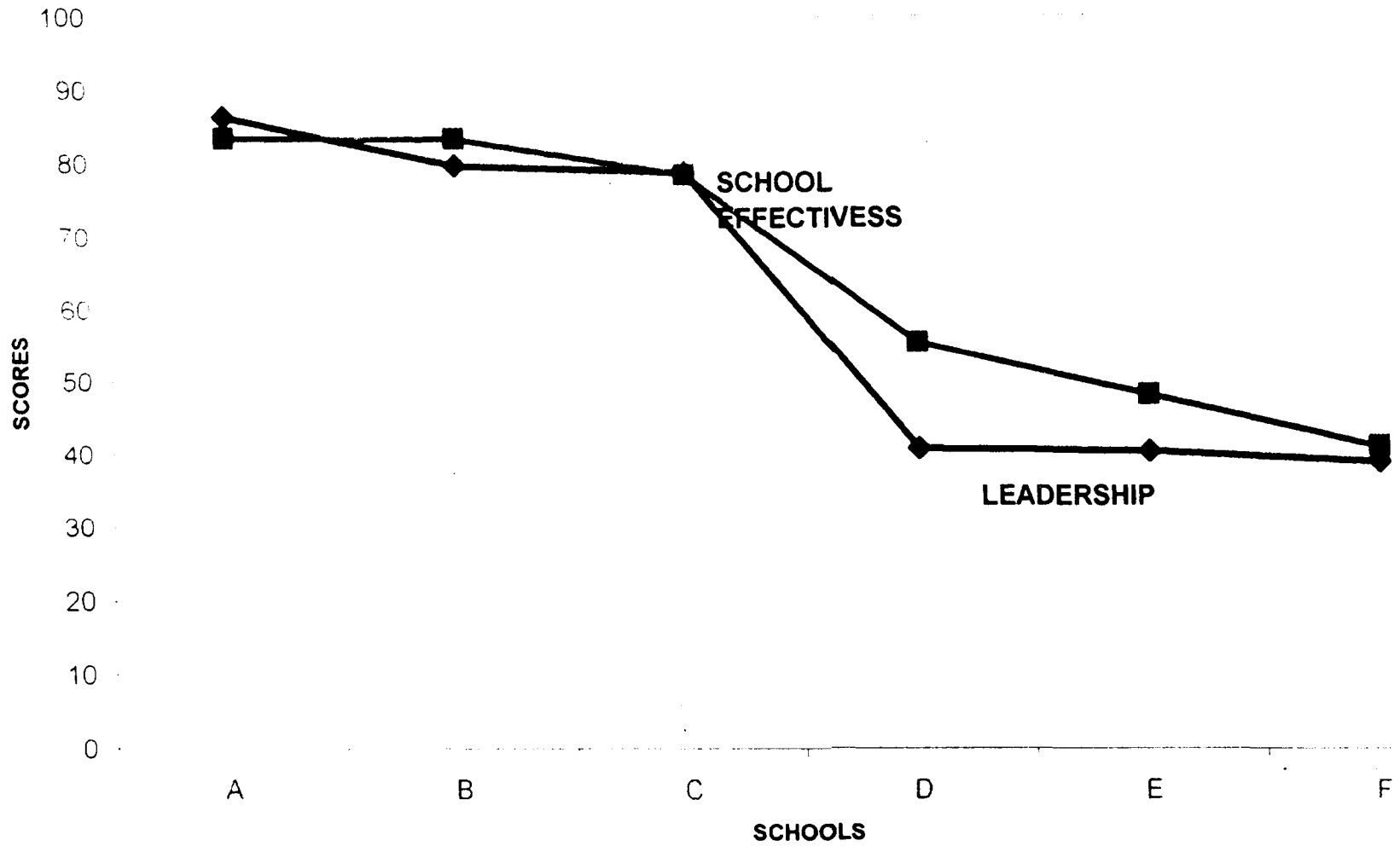**Interpretation :**

The fig.5 proves that there is positive relationship between Leadership

Perspective and School Effectiveness. The Leadership Perspective for ineffective schools

D, E & F is low, but there is slight variation in the School Effectiveness. The reason

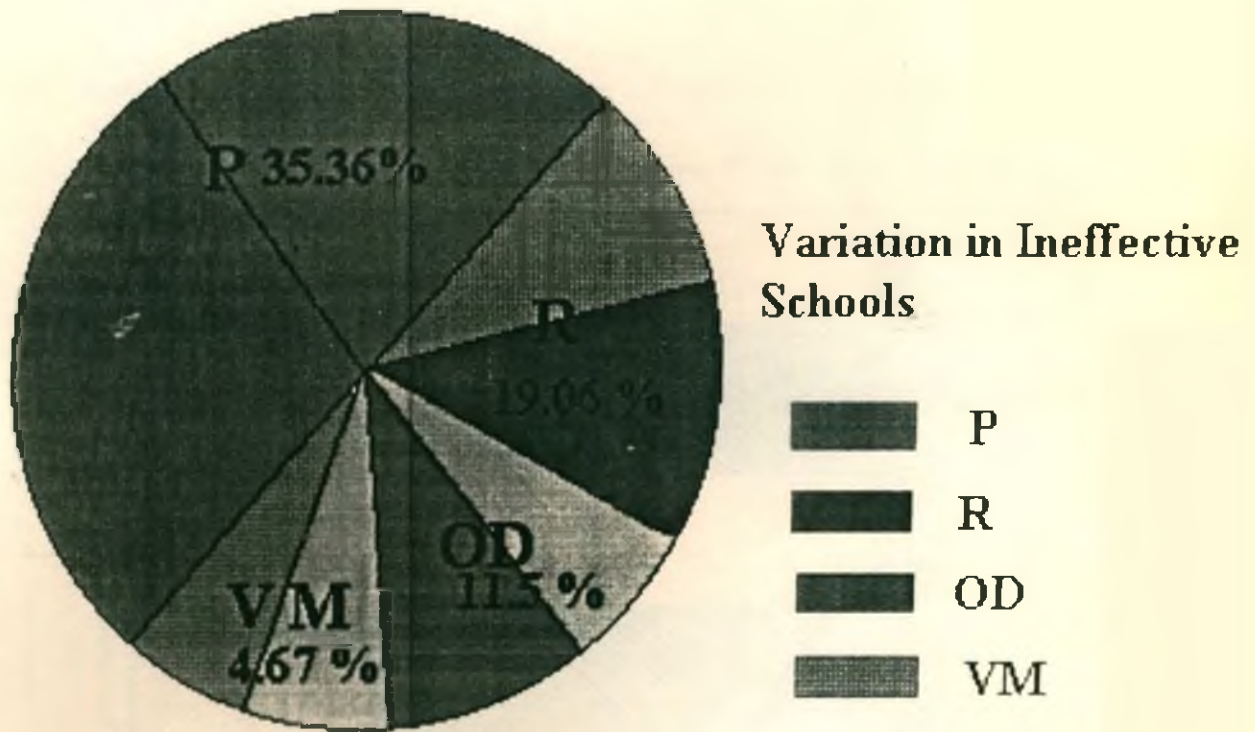might be , other charcreistics of School Effectiveness might have acted upon.

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A Comparitive Analysis of the Leadership Perspective

on School Effectiveness

Dimensions	Leadership Perspective			School Effective		
	E.S %	I.S %	Variation %	E.S %	I.S %	Variation %
Vision & Mission	3	1.53	1.47	6.33	3.47	2.86
Performance	22.38	11.96	10.42	48.33	28.68	19.65
Relationship	22.33	10.23	12.1	15.78	9.83	5.95
Organisational Design	11.68	6	5.68	11.33	6.33	5.00

Fig.6

A comparative analysis of the Leadership Perspective and School Effectiveness is

done. Among the various dimensions of Leadership Perpective, the percentage of

variation between effective and ineffective schools is maximum with respect to the

"relationship" and "performance" The same is reflected in school effectiveness also.

There is less variation in the dimension "Vision and mission" among the leaders of

effective and ineffective schools This proves that their vision is realised only through

performance and relationship ie, it is explicit in their action.

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Contribution of HRM to School Effectiveness

Variation in Ineffective Schools

Legend:
- P
- R
- OD
- VM

Pie chart values:
- P 35.36%
- R 19.06 %
- OD 11.5 %
- VM 4.67 %

VM - Vision & Mission   P - Performance   R - Relationship
OD - Organisational Design

Fig. 7

Regarding Organisational Design there is not much variation between effective schools and ineffective schools because at primary level the heads do not have much say in the organisation

Interpretation:

Fig 7 explains that in Effective Schools the contribution of the components of Human Resource Management to overall Effectiveness is

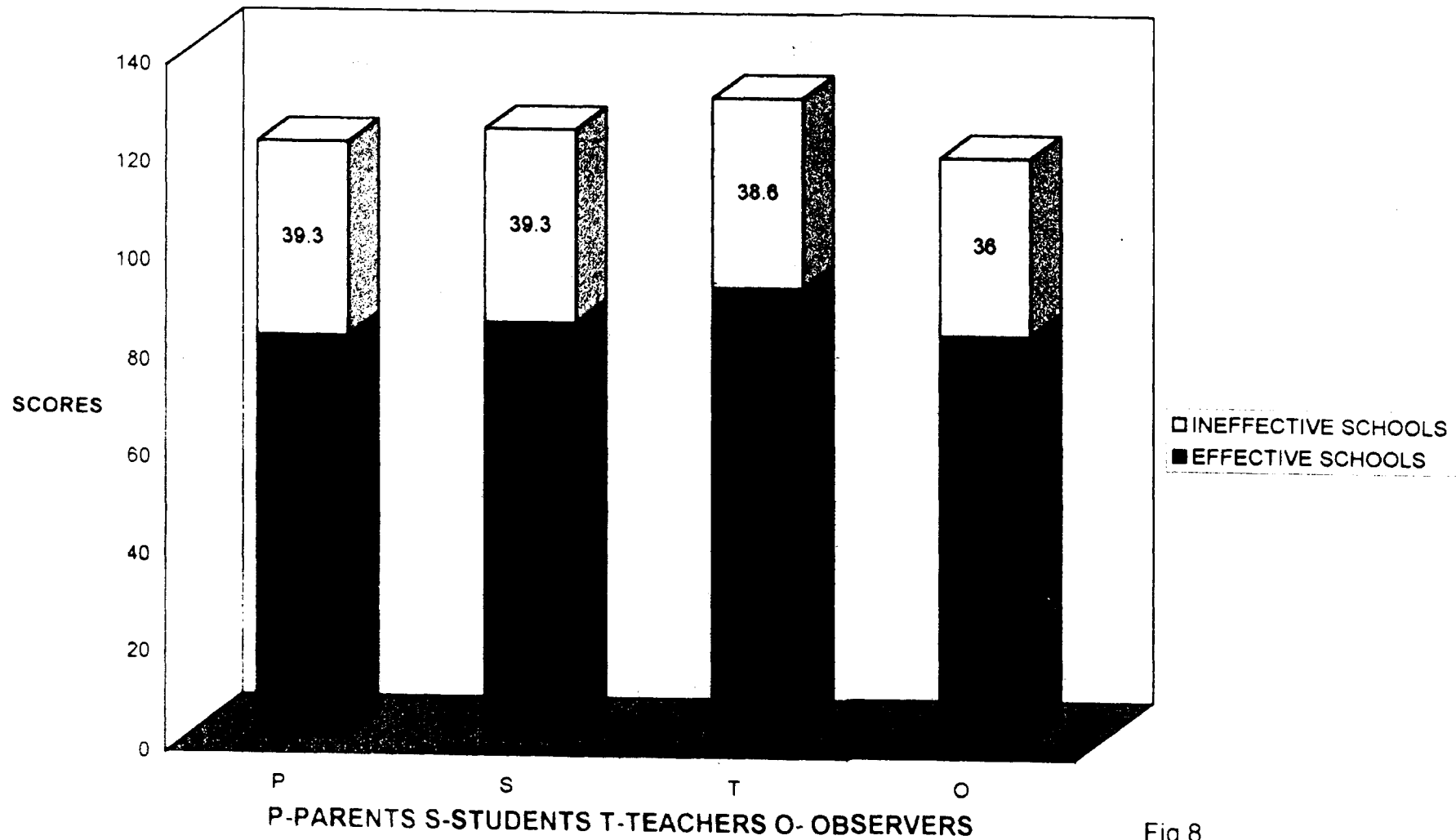|	
Vision & Mission	4.67%
Organisational Design	11.5%
Relationship	19.03%
Performance	35.67%

CONSISTENCY OF SCORES IN LEDEARSHIP

Fig.8

Interpretation

Fig 8 shows the consistency of scores in leadership perspective.In the present study,

teachers parents and students are linked with the functions of the leader. Their rating is

corrborrated with the ratings of the non-participant observers ie investigators.

Variables	A	B	C	D	E	F
Leadership	Very dynamic Sincere & sets a role model to others. Problem solving capacity encourages staff.	Provides good instructional leadership visit class rooms frequently. Disciplinarian. Good in Communication support from the staff.	Committed to high achievement builds up cordial relationship with people around. Copes with stress & emotion.	Low motivation Low communicative skill. No frequent evaluation monitoring involvement of community low.	Low vision no problem solving capacity not manages disruptive bahaviour involvement of community low.	No positive mental attitude. No decision making . Non involvement of teachers involvement of community low
School Effectiveness	Teachers are highly involved in instruction. Students are grouped according to their abilities. TLM are used feed back to students.	Students spend most of the time in learning. Emphasis on basic skills. Frequent evaluation congenial environment feedback to students.	Records are well maintained focus on order and discipline. Monitoring system. Feed back to students.	TLM not much used. Time on task less. Poor instruction . No frequent evaluation.	Teachers are unwilling to assume responsibility. Time on task less. Poor instruction. No frequent evaluation.	No frequent evaluation.No focus on discipline. Time on task less. Poor instruction.

Fig.9

DISCUSSION

This study confirms the finding of Gray (1990) that the head teacher to be the key agent in bringing about change in many of the factors affecting School Effectiveness. Louis & Miles' (1992) Stool & Fink (1994) Sammons et al (1994c) have pointed out the role of leadership in initating and maintaining the school improvement process which is reaffirmed by the present study. This study is in consonance with the Louis & Miles' (1990) finding that the successful leaders will establish and sustain regular contacts with networks.

This investigation corraborates with the finding of Bosset, Dwyer, Roman & Lee (1982), Greenfield (1982) and Cohen (1982) that principal's goal orientation is especially important for effective schools.

Findings

▦ Combining the principles of Human Resource Management, Leadership and School Effectiveness, Leadership Perspective Model - "SAMVEM MODEL" was developed. This explains that the functions of the principals is to generate criteria for effectiveness.

▦ Among the various dimensions of HRM, there is much variance between the leaders of effective and ineffective schools in the conmponents of "relationship" and "performance".

⊞ In effective schools the contribution of the components of HRM to overall effectiveness is

Vision & Mission	: 4.67%
Relationship	: 19.03%
Performance	: 35.36%
Organisational Design	: 11.5%

Implications

By providing a supportive and professionally conducive environment that models high expectations with a strong sense of efficacy, an efficient and dynamic leader could realise his vision. He should see that there is a balance between interpersonal relationship and achieving task. With the emphasis on HRM components, there is possibility of training individuals in enhancing leadership qualities.

- Selection for the principal post should be made only on the basis of merit. To enlarge one's vision, one should undergo personality development course. This broadens his horizon, goals and vision. It also enhances his personal qualities.

- With rich expereince as a teacher, a principal would shine as an instructor. But prospective principals should undergo rigorous training for managerial role atleast for three months There he identifies the tasks that are to be performed by him. One of the findings of the study indicates that there is much variance between effective and ineffective leaders in the dimension performance, So orientation should be given to enhance performance.

- The finding of the study throws light on the need for better relationship, it is advisable to conduct workshops and seminars on behavioural science for the principals.

- Seminars could be arranged on Time management and Effective Communication.

- Above all these , he should take internship under an efficient principal in a most effective school. Because all human beings are not creative. They could atleast replicate what others have done. Thus, if Principals are given special training in management and personality development, days are not far off, when most primary and secondary schools would be led under the able guidance of efficient leaderships , which invariably would result in effective schooling.

Efficient Leadership leads to effective schooling which in turn results in

- Decrease in drop outs,

- Increase in retention,

- Universal enrolment,

- Enhancing the quality of primary education and there by

- Enabling us to realise the goals of Universalisation of Primary Education and

- Education for all.

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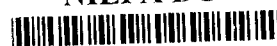
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