Secondary School Headmasters Leadership and School Effectiveness: Insights from School Teachers

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Abstract

This study is relevant the examines secondary school headmasters and school teachers' observations of leadership practices and estimates the extent to which measures of headmasters and teachers' observation of leadership practices can be used to predict the reported success of schools in meeting state mandated levels of student achievement. Evidence of a relationship between the measures of observed leadership behaviors and the reported success of schools in meeting mandated student achievement standards will be useful in helping to determine how principals allocate their time, prioritize their work and engage in specific leadership practices and behaviors. From the headmasters insights this study has value because it continues to mine the existing research on specific headmasters' practices to determine if leadership effects can be associated with specific practices and behaviors. The fact that leadership is rapidly evolving and has been defined in so many ways makes the results of research difficult to compare and generalize. From the teacher's insights, the study is of interest because it begins to explore the importance of school teachers' insights of secondary school headmasters' leadership and the relationship to

student achievement. There is an abundance of research that identifies headmasters' leadership styles and behaviors that influences teachers' performance.

Keywords: Leadership, School Effectiveness, Academic Success & insights

Introduction

Leadership of school headmasters has a basic role in school because it determines the success or failure of any school. The study of leadership in schools is closely tied to the analysis of school performance. The importance of leadership is reflected in every aspect of the school specially school performance. Teachers who are supported by headmasters display a better sense of responsibility than those who do not have their headmasters' support. The role of today's school headmasters has become increasingly more complex now. School is the place which elites should prepare the way for considered and defined objectives and notice that the sapling which they grow in school today, would show its fruits in all parts of the society in future. Headmasters can show their arts and skills in schools and it depends on how much they have created a positive and relax atmosphere for their staff and students.

This study has virtue for it attempts to move beyond general leadership theories and begins to examine certain aspects of headmasters' behaviors and actions. Primarily, the study drive reveal extent to which headmasters' engage in research based leadership behaviors and practices as reported by headmasters' and teachers. Subsequent, the study determination divulge if headmasters' engagement in the practices as reported by headmasters' and teachers be able to be used to predict the likelihood that school will meet formal standards. The results of the study may lead to further investigation of specific headmasters' behaviors and actions that impact of secondary school conditions which lead to increased student academic success. In addition, the findings could also be used for the purpose of redesigning headmasters' professional development programs and the restructuring the headmasters' role in schools.

The study stayed limited by the fact that the data were collected from a survey instrument designed to collect general information regarding secondary school teacher and headmasters' behaviors and perceptions on educationally related subjects. Therefore, the survey questions used to establish school teachers and headmasters' insights of the associated practices reflective of each leadership responsibility may have been narrow in scope. The headmasters may have utilized other practices to address a leadership responsibility. In adding, the gauges of evidence reported by teachers that reflect the associated practices of the headmaster may also be narrow in scope, which may have

influenced the results related to predictability of teacher insights to determine student academic success.

Review of Literature

Adeyemi T.O. and R. Bolarinwa (2013) examined the autocratic style of leadership should be used by headmasters' of secondary schools in Ekiti State, Nigeria in effecting better academic performance among students. This was evident in the findings of this study which isolated the autocratic leadership style as the best leadership style that could enhance better academic performance among students in the schools.

Girma Lema (2015) researcher opined there was strong and positive relationship between the headmasters' democratic leadership style and teachers' perception. Headmasters who practiced democratic leadership style achieved positive teachers' perception, improved assessments and motivating teachers' classroom organization as well as good management for students' academic achievement. The school leaders' lack of skill in leadership profession, re-defining school leadership responsibilities and distributing tasks among staff were among the main factors those influence the headmasters' leadership style.

Nadeem N. A, Basu Mudasir (2012) In this study it has been found that a great deal of studies on leadership style and its impact on institutional climate and such other variables has been conducted. However, there has been no study examining the effect of leadership on administrators' occupational efficacy, effect of perceived leadership style on work motivation and organizational commitment. So, attempts should be made to make up the deficiencies and fill up the existing gap in research in the areas related to Leadership style of educational administrators.

Porter et al. (2010) to indicate the level of effectiveness of the principals. The target of the rating scale was chosen to be "effectiveness," rather than frequency to point to effectiveness, because of the belief that some behaviors might be important but infrequent

Tatlah et al. (2014), Despite significant differences between the responses of the principals and the teachers involved the study by also underpinned a significant effect of principals' behavior on students' academic achievement. Researches in the second category are those who claim that the effects of principals over students' academic achievement are only indirectly and through other variables. These studies of the mediated effects model emphasize that principals influence some intermediary variable(s), which in turn affect the students' academic achievements

Statement of the Problem

Does a secondary school headmasters' administration leadership style impact the outcome of schools and of the students' achievements? Specifically, this study investigates the secondary school headmasters' leadership style and its impact on shaping the schools' learning environments, through the detailed study of teachers' insights on headmasters' leadership. The wide-ranging above problem statement led to the specific following research questions are what types of school environments are created by the different leadership styles of secondary school headmasters'? Is there a significant relationship between the secondary school headmasters' leadership style and the effectiveness of teachers' performance?

Scope of the Study

The present investigation has been designed to explore and investigate the school headmasters' leadership style in relation to school performance at the secondary school Chikkaballapur District, Karnataka.

Objectives of the Study

1. To study the level of headmasters' leadership effectiveness of secondary school headmasters' at Chikkaballapur district.

2. To analyse the differences in the leadership styles of secondary school headmasters with reference to their demographic factors.

3. To investigate the insights of teachers perception on headmasters' leadership style.

Hypothesis of the Study

H1: Demographic factors has no significant impact on the headmasters' leadership effectiveness of secondary school headmasters'

Research Methodology

This study used the descriptive and exploratory research design. Analysis of Secondary data combined with shared thoughts of researcher's academic peers and experts in educational services has given solid based for descriptive analysis, analyzing the leadership qualities of secondary school headmasters through teachers. 45 respondents selected in simple random sampling. Pilot tested structured questionnaire was administered 100. 55responses were collected of which 45 were used. The response percentage is 45.

Table 1: Sampling Framework

Type of Schools	Respondents	Percentage
Government School	15	33.33
Aided School	15	33.33
Unaided School	15	33.34
Total	**45**	100.00

Source: Primary Data Survey

The above table shows the sampling framework of the study. The study conducts the survey to study the leadership qualities of secondary school headmasters' through teachers. Total 45 respondents collected of which Government school 15 secondary school teachers, 15 Aided teachers, and 15 unaided school teachers in the district of Chikkaballapur.

Data Collection

For this study primary and secondary data were used. For collecting primary data a well- structured questionnaire is important factor. The questions that ask the respondent to select an answer from a list of options are called closed-ended questions. They provide a uniformity of response and are relatively easy to analyse. Secondary data is obtained from the published sources.

Statistical Tools

The data collected from various sources were analysed by applying appropriate mathematical and statistical techniques along with percentage analysis. Analysis of test by descriptive test and correlation and regression analysis was made for testing the variables are used with the help of SPSS 24.

Limitations of the Study

- This study is limited to the secondary school teachers of Chikkaballpur district. Therefore the inferences cannot be generalized.
- The study relies on primary data, which could be biased and this study sample size only 45 respondents

Teachers Insights for Secondary School Headmasters' Leadership

Table 2: Correlations among the Leadership Responsibilities of Secondary School Headmasters' as Reported by Teachers

Leadership Responsibility	Culture	Order	Discipline	Resources	Focus	Input	Intellectual Stimulation
Culture	**1.00**						
Order	-.07**	**1.00**					
Discipline	.17**	.13**	**1.00**				
Resources	.13**	-.07**	.35**	**1.00**			
Focus	.15**	-.06**	.34**	. 22**	**1.00**		
Input	.08**	.07**	22**	.18**	.47**	**1.00**	
Intellectual Stimulation	.08**	.06**	.12**	.16 **	** 42**	.33**	**1.00**

*N = 45
** Correlation is significant at the 0.01 level (2-tailed)

Table 3: Result of Logistic Regression with Headmasters' Self-Perceived Leadership Practices as Insights of Teachers

Leadership Responsibility	Value	S.E.	Wald	df	Sig
Culture	.1	.035	10.806	1	.01
Order	.30	.75	9.45	1	.01
Discipline	.95	.45	8.21	1	.065
Resources	.85	.65	7.43	1	.071
Focus	.96	.47	6.45	1	.082
Input	.108	.65	5.45	1	.01
Intellectual Stimulation	.5	.76	3.57	1	.01

Using the typical 0.05 as the cut-off point for p value, resources, focus, and culture were statistically significant predictors of the school meeting state mandated requirement. It is also important to note that to some extent the predictor variable discipline was marginally significant with p = .056. As expected, the variables representing the percentage of in the school were also significant.

When the headmaster and teacher reported one response level higher on a 5-point scale (ranging from "never" to "often") for "resources," the odds ratio for the school to pass the state accountability test increased by 10.5%. When the principal reported one response level higher on a 4-point scale (ranging from "never" to "everyday") for "focus", the odds ratio for the school to pass the state accountability test increased by 11.2%. When the principal reported one response level higher on a 4-point scale (ranging from "never" to "everyday") for "culture", the odds ratio for the school to pass the state accountability test increased by 9.0%. In addition, the marginally significant variable of "discipline" indicates that when the principal reported one response level higher on a 5-point scale (ranging from "never" to "often")

As expected, the variables representing the percentage of teachers population is highly significant. The odds ratio for the school to meet state mandated requirements is about 119% (1.19 times) higher for a school with a minority population ranging from 0-4% students than for a school with a student minority population of 50% or higher. The overall results indicate that as a headmasters reports increased engagement in activities that support or promote the leadership

Summary of Findings

The purpose of the study was to examine leadership responsibilities reported from headmasters' and teachers' perspectives. An analysis of the headmasters' and teachers' perspectives was conducted which revealed the headmasters' perceptions of their level of engagement in the responsibilities and the teachers' perceptions of indicators that support their headmaster's effective application of the leadership responsibility.

The study examined headmasters' leadership responsibilities from both headmaster and teacher perspectives. From the headmasters' perspective, the study examines the frequency in which headmasters engaged in associated practices supportive of the leadership responsibilities. From the teachers' perspective, the study examined the degree in which teachers believed their headmasters' behaviors supported the leadership responsibilities. Lastly, the study determined if the headmasters' and teachers' perceptions could be used to predict their schools' achievement level. Overall, the statistically significant findings of this study are supportive of current research regarding headmasters' routine behaviors and activities, and the effects of headmaster leadership on student achievement.

Conclusion and Suggestions of the Study

In genuineness no one individual can possess all the knowledge and skills necessary to effectively address all aspects of the school environment that could potentially impact student achievement. However at the very least, headmasters must be able to accurately assess their schools' weaknesses and needs, and begin to develop the skills and allocate the time necessary to effectively address the areas of need. In order to best support headmasters with the increasingly complex challenge of improving student achievement additional exploration should be steered on factors that influence how headmasters establish priorities and allocate their time, and how school teachers view their headmasters' leadership skills.

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