A Study of Teachers' Perception on the Leadership Styles for School's Effectiveness

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ABSTRACT

This study was an attempt to enquire academic background of the leaders, style of leadership adopted in making the schools effective by the teachers, skills and techniques related with supervision, coordination, cooperation and monitoring the responsibilities assigned to their co-educators in the achievement and success of the schools, approaches to put school management alert to meet the challenges of modern professions, the capabilities of their leadership in managing the administration and affairs of the school to meet the demands of the changing needs of the society, leaderships role in cooperation with community, government and non-government agencies concerned with the development of education and obtained suggestions from the teachers for guidance of other schools at secondary level to make them effective.

The objectives of this research were to analyse the variables of school effectiveness in relation to the school's leadership in the public and private sector secondary schools and leadership styles of the teachers of the public and private sector secondary schools in making their schools effective. Questionnaire was adopted as a tool for data collection which holds quantitative nature.By studying the school effectiveness based on different leadership styles of the principals, it was hoped that the data collected would help schools leaders develop a better implementation plan for enhancing the effectiveness of their schools within the public and private secondary system. To test the hypothesis, fifty items were formulated. A total of 150 participants on equal distribution were taken for the study. The hypotheses were tested using Chi-Square value through SPSS.

Keywords: Teachers' Perception on the Leadership Styles for School's Effectiveness

INTRODUCTION

Education is the life line of every civilized society and school is the miniature of it. Schools are those educational institutions which provide an environment for socialization, personal growth, and cultural enrichment to the leaners. The above mentioned parameters if fulfilled in any educational institutions make it an effective one. The education system of Pakistan is based on different levels, such primary, secondary, and elementary and higher education levels (Ministry of Education, 2006). The study is based on the secondary system in Pakistan. The Secondary education in Pakistan is divided into three stages:

Stage I:	Class VI- Class VIII
Stage II:	Class IX- Class X
Stage III:	Class XI- Class XII

The secondary level of education is an important level in Pakistan as the students anticipate their future direction of the professional studies from here. Therefore, there is an imperative need for secondary schools in both Government and Private Sector to be effective to meet the challenges of modern professions in producing human resources.

To make a school effective; is the principal task or the executive head of the institution that may be called Head/Principal of the school. The effectiveness of a school is based on its overall performance in educating the students. Nevertheless in this regard, the style of leadership of the head of the institution secures the highest importance in achieving the set targets of the school's effectiveness.

The National Education Policy 1998-2010 recommended school research to strengthen its effectiveness. This approach clearly revealed the influence of the school teacher on the administrative and education process and its style on school effectiveness (National Education Policy 1998-2010). Harris, Cheng and Halpin (2002) and Croft have seconded this idea of school leadership's influence on it being effective. Herman further emphasizes on the fact that the success and achievement of the schools depends mainly on the leadership of the teacher, therefore, effective leadership becomes an integral element for meeting the requisites to success at every level of schooling.

According to Creamers, Raynolds and Swint (1994) the basic characteristics of effective schooling includes excellent teaching and instructions, qualified educators, regularity and punctuality of educators, class arrangement, teacher-student relationship, teacher-student ratio, adequate laboratory with modern equipment, well organized libraries with reference materials, subject books, journals, encyclopedia and other required literature, adequate audio-visual teaching aid, with a separate audio-visual room for keeping equipment and electronic devices, physical facilities for classrooms, laboratories,libraries, offices,seminars and ITlaboratories etc.

In relation to effectiveness of schools; leadership is always the backbone of school management in terms of both academic and non-academic responsibilities. The success of leadership more or less depends on its style. Leadership in words of Hense and Brach (2002) is defined as an ability of an individual to influence, motivate and enable others to contribute towards effectiveness and success. Considering this, leadership style influences the behaviors of teachers and student performances. Nicholas W. Twigg (2008) mentioned that the effects of perceived support, enhances organization-based self-esteem, and citizenship behaviors in student and staff performance in an organization.

Leaders are the key figures who can change the work culture and motivate employees to work hard in achieving the set goals. The success of any organization depends upon the dynamic, desirable and effective leadership. The saying "as the leader, so the group", is true in achievement of educational administration. (Tannu Shukla, 2009. pp. 401-405).

Leadership is the basic element in running the management. Management and leadership are the two sides of one coin. In this scenario the role of a leader is very crucial not only for identifying the weaknesses of management as well as providing guidance for effectiveness of schools. The study of leadership is most significant for realizing the leadership styles, relation of leader with their sub-ordinates, social and educational responsibilities of leader and directing the system of government of secondary schools. Thus the study of effective leadership in government secondary schools is very important for the solutions of the problems. Therefore, it can be realized that the study of leadership in government secondary schools is worthwhile for helping out management of schools.

REVIEW OF LITERATURE

Leadership is a complex phenomenon. A great number of definitions have been offered over the years. According to Squires (2001), leaders are concerned with the spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power in organizations. In addition to this, leaders have a vision of the future and they develop strategies that are necessary to bring about changes needed to achieve that vision. Day (2000) stated that leadership creates and maintains a sense of vision, culture, and interpersonal relationships. Leadership involves working with and through people so as to accomplish goals but not necessarily organizational goals.

People become leaders for the traits that they own such as intelligence, appearance, language ability, etc. (Bolman, Crow, Goldring, Slater, & Thurston, 1994). A particular style is appropriate in some situations, however, recent approaches to leadership focus on vision and charisma, a term used by sociologist Max Weber to describe leaders who can lead, but who do not hold ‘‘a sanctioned office’’ (English, 1992). In the late 1970’s the concepts of transactional and transformational leadership emerged.

Bolman and Deal (1991) categorized leadership into four frames: the structural, human resource, political and symbolic frames. Firstly, the structural frame focuses on the importance of formal roles and relationships. Secondly, the human resource frame suggests that organizations are made up of people who have different needs, feelings and interests. The main issue is to make the organization fit its people. Thirdly, the political frame views organizations as political arenas in which resources are scarce and people compete for power. Lastly, the symbolic frame treats organizations as unique cultures which have rituals, ceremonies, stories, heroes, and myths. The main issue is to focus on meaning, belief, and faith. Bolman and Deal (1991) suggested that the essence of effective leadership lies in knowing which frame to apply in a particular situation.

The recent study will reveal leadership practices that different school system within the public and private sector secondary schools leaders’ identify as contributing to effectiveness and sustainability of their schools through the analysis of trends inQuantitative data gathered. Explored within the framework of the effectiveness of the school by school teachers, this study is a contribution to the provincial context of public as well as private sector education system in Pakistan. This research complements the current literature base with an informed perspective on effective leadership for continuous school improvement.

Educational research on leadership is a broad field having a variety of leadership styles and concepts of effective leadership. There is a time and place for all leadership styles. No style is good or bad. It's how leaders use them that determine success or failure of the organisation. The current literature suggested that there are eight commonly practiced leadership styles in the educational context. These are the charismatic style, the innovative style, the command and control style, the laissez-faire style, the pace-setter style, the servant style, the situational style and the transformational style. Traditionally, research focused on the school principal as leader, while our contemporary view of educational leadership and the changing roles of school administrators acknowledge the impact of unofficial leaders in schools (Fullan, 2001). Research has more commonly explored the effects principals have on their schools; creating the opportunity for a look at specific leadership practices formal and informal school leaders use to reach those ends.

In schools, one of the basic elements is school leadership. There are two types of schools in Pakistan, one is private and other is government. Within the government schools, there is a further classification of schools into armed forces schools, adopted schools and KMC schools. Within the private sector of education, the secondary schools are further categorized into faith based schools, elite schools (Cambridge curricula) and chain of schools expanded all across the country.

It has been observed and reported in literature as well that the government schools of Pakistan have no proper system as these schools work under the government and much attention has not been paid on these school's education and management due to multiple reasons. There are certain difficulties faced by government secondary school's management due to the ineffective leadership. It has been observed in the public schools particularly secondary schools that there is no concept of leadership, the staff and management do not perform their duties properly, and this is all due to lack of strong leadership within the system. Therefore, the study of leadership can help in understanding the qualities or strengths, weaknesses or strains of the management's leadership in government secondary schools.

In this study, the researcher would take the perceptions of teachers of the different types of public sector and private sector secondary schools through scientific research tools in finding the extent of the effectiveness of school leadership through various leadership styles of the school teachers. The school teachers have been selected of their expertise in leadership within their schools. This study will further explore the leadership styles adopted by school teachers and their suitability in the context of the different type of schools as mentioned earlier within the public and private sectors secondary schools in Pakistan. Across the world, different leadership styles are being adopted by the secondary school teachers, however, in the public and private sectors secondary schools in Pakistan, the secondary school teachers do not apply any specific leadership style. The recent study made an attempt to unveil the reasons of the teachers not properly adopting the appropriate leadership styles and the factors of hindrances from the department of education in showing carelessness in the appropriate enforcement of the required style of leadership by the teachers for schools effectiveness in the different functions and elements of schooling within the public and private sector secondary schools.

The purpose of this study is to investigate the co-relation between school effectiveness and style of leadership within the different types of public and private sector secondary schools. This study will further enquire academic background of the leaders, style of leadership adopted in making the schools effective by the teachers, skills and techniques related with supervision, coordination, cooperation and monitoring the responsibilities assigned to their co-educators in the achievement and success of the schools, approaches to put school management alert to meet the challenges of modern professions, the capabilities of their leadership in managing the administration and affairs of the school to meet the demands of the changing needs of the society, leaderships role in cooperation with community, government and non-government agencies concerned with the development of education and will obtain suggestions from the teachers for guidance of other schools at secondary level to make them effective.

RESEARCH OBJECTIVES

The basic objectives of this research are to analyse the:

1. variables of school effectiveness in relation to the school's leadership in the public and private sector secondary schools.

2. leadership styles of the teachers of the public and private sector secondary schools in making their schools effective.

RESEARCH METHODOLOGY

Due to the nature of the research topic, quantitative research approach was selected to measure impact of school effectiveness by the different types of leadership styles of the principals of the secondary schools of public and private sectors of education in Pakistan.

The research study has more than 150 public and private secondary school teachers and more than 75 school principals. Due to the nature of research topic 'school effectiveness'; the researcher has adapted a questionnaire for data collection which holds quantitative nature.

The researcher is using variables to investigate the strength of the relationship between groups of the secondary schools in the public and private sector, therefore, the quantitative approach was suitable for the research study.

From the nature of the hypothesis, it was observed that the current study was retrospective causal comparative since it is starting with an effect (school effectiveness at the secondary level) and causes (the leadership styles with sub categories of autocratic, democratic and lasses faire) to the effect. According to Fraenkel and Wallen (2006) the aim of causal comparative study is to determine that cause of existing difference among any group.

The researcher used causal comparative research. Causal comparative research is quantitative in nature and required instruments used to measure two variables. The detailed plan of causal comparative research investigated the possibility of relationship between groups of variables. A questionnaire was adapted to collect data. Burton &Barlett, (2005) proposed that questionnaires are useful tool to reveal quantitative data if they are well designed.

Population

Population refers to the group of interest for which the findings of a research study is generalized. The population of the study was large and contained more than 1000 teachers and principals of the public and private secondary schools in Karachi. The sample of secondary schools was from grade 6th and 8th from the public sector schools, from private the same secondary schools offering classes 6-8 from elite schools, chain of schools and faith based schools were taken into account.

Table 1. Population of secondary schools of the different kinds of public and private sectors in Karachi.

S.No	*Type of School*	*Total No. of Schools*
1.	*Public Sector Secondary Schools*	
	Adopted Schools	182
	KMC Schools	45
	Armed Forces Schools	15
2.	*Private Sector Schools*	
	Elite Schools	128
	Chain of Schools	27
	Faith based Schools	133

Sampling

The sample comprised of participants from about sixty schools of each kind of the public and private sector secondary schools of Karachi with an approximate weightage of ten schools at an average of each type, from whom the required information was collected. The schools were chosen according to the opportunity sampling (Burns, 2000) as these were easily accessible and within the mobility range of the researcher. However, the researcher has made sure to avoid introducing any biases in the sample. The participants from the selected schools however, were chosen through stratified random sampling. That involved strategically selecting the participants from each strata or subgroup (Gay et al. 2009).

The sample comprised of 210 participants with a total of 150 teachers and 60 principals. From the six respective types of schools from the public and private sectors of secondary education, twenty five teachers at an average were selected from the schools with the representation of one principal from altogether sixty schools. Figure two demonstrates the representation of sample size for this study.

Table 2. Sample of the studty

Type of School	*Total No. of Schools*	*Selected no. of Schools*	*No. of Teachers responses*
	Public Sector Secondary Schools		
Adopted Schools	182	10	25
KMC Schools	45	10	25
Armed Forces Schools	15	10	25
	Private Sector Schools		
Elite Schools	128	10	25
Chain of Schools	27	10	25
Faith based Schools	133	10	25
Total		60	150

The researcher was given permission to involve available group of individuals. A probability sampling using the stratified sampling design was used for the study (Fraenkel, Wallen& Hyun, 2012). The study was carried out on a stratified sampling of different strata's of the public and private schools. The public sector secondary schools were first compared with each other such as adopted v/s types of leadership, KMC school v/s types of leadership and Armed forces schools v/s styles of leadership. Similarly, the private schools categories were grouped as elite v/s type of leadership, faith based v/s type of leadership and chain of schools v/s type of leadership.

HYPOTHESIS

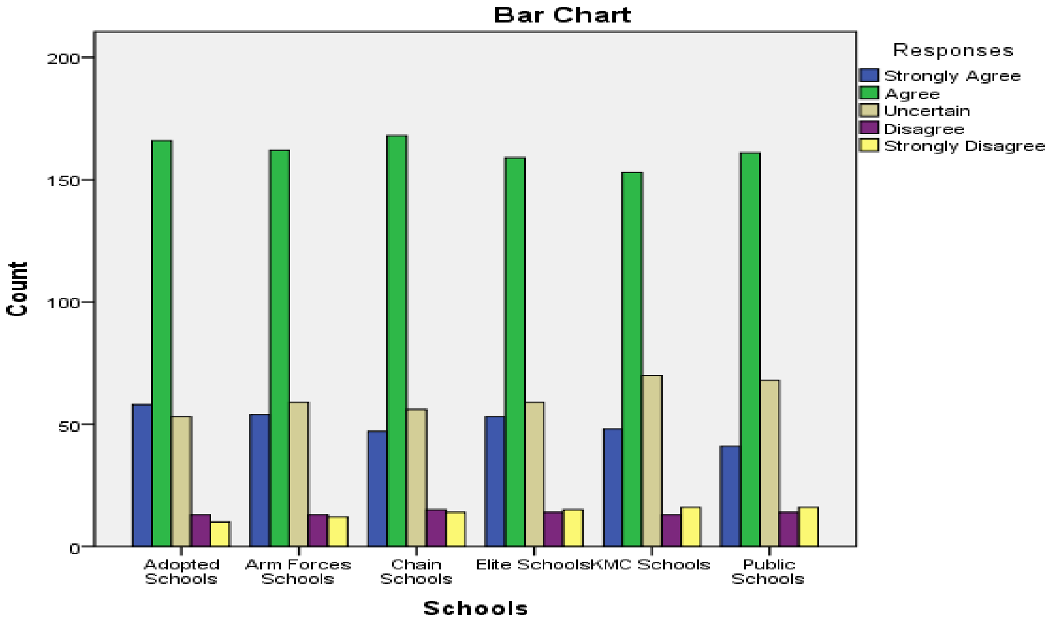
- There lies a greater extent of teachers' acceptance of their school leadership styles.

Schools	*Q1-Q12*	*Responses*					*Total*
		Strongly Agree	*Agree*	*Uncertain*	*Disagree*	*Strongly Disagree*	
Adopted Schools	Count	58	166	53	13	10	300
	Expected Count	50	162	61	14	14	300
Arm Forces Schools	Count	54	162	59	13	12	300
	Expected Count	50	162	61	14	14	300
Chain Schools	Count	47	168	56	15	14	300
	Expected Count	50	162	61	14	14	300
Elite Schools	Count	53	159	59	14	15	300
	Expected Count	50	162	61	14	14	300
KMC Schools	Count	48	153	70	13	16	300
	Expected Count	50	162	61	14	14	300
Public Schools	Count	41	161	68	14	16	300
	Expected Count	50	162	61	14	14	300
Total	Count	301	969	365	82	83	1800
	Expected Count	301	969	365	82	83	1800

Chi-Square Tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	10.578(a)	20	.956

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.67.



Result: - The above analysis shows that the calculated value of $\chi^2(20, N=1800) = 10.578$, $p > 0.05$ is smaller than the tabulated value of χ^2 i.e. 31.410, therefore, the null hypothesis is accepted. viz.

$$[\chi^2_{\text{(calculated)}} < \chi^2_{\text{(tabulated)}}]$$

RESULTS AND DISCUSSIONS

Hypothesis

It is hypothesized that there lies a greater extent of teachers' acceptance of their school leadership styles.

As hypothesis has been accepted that, it can be concluded by the researcher that the teachers regardless of their affiliation from public or private sectors, accept the different leadership styles and work accordingly. It is also correct that practically teachers perform their duties and fulfill their responsibilities within the school duration according to the leaders. Therefore, the institutional development lies in the leadership style of the head and teachers following them.

On the basis of the acceptance of the hypothesis, it can be concluded that the teachers have an idea that their school heads have the knowledge of the aims of educational institutions and also struggle to achieve them, More than 83% of the teachers are of this view point.

Based on the collected data, it is also concluded that almost all the teachers of the public and private schools are satisfied with their school leaders' performance. Moreover, more than 50% of the teachers agreed that their school principals strive for the betterment of their schools. Furthermore almost 89% of the teachers were of the view point that their school heads arranges professional development programmes for them.

Teachers professional development programmes are arranged in almost all the schools, however, there are some schools where professional development is hardly arranged for teachers. 16% teachers of adopted schools were of this opinion, whereas 52% and 32% of the teachers of adopted schools agrees to the professional development of teachers. The researcher is of the view point that the school where professional development are not much conducted are either at far reaching places or their funding is inappropriate.

The data collected from the armed schools revealed that 8% of the teachers said that professional development programmes are not conducted in their schools. It could be said that the teachers might be new in the system or they might be expecting higher level professional development programmes in their schools to be arranged by their leaders.

Based on the data collected from the public and private schools on school leaders helping the teachers in providing teaching material, 40% of the teachers from adopted schools, 12% teachers from arm forces schools, 13% teachers of KMC schools, 12% teachers from chain schools, 12% teachers from elite schools and 13% teachers of faith based schools have negated this idea. According to them, the school leadership does not supply required teaching material to help teachers using teaching aids in their class room teaching. The researcher concludes that in the public sector schools this could mainly happen due to unavailability of resources and lack of funds, whereas, in the private sector schools, funding is not the problem, however, teaching methodologies are only restricted to traditional methods and hence, use of teaching aids are not given much importance.

Most of the teachers of public and private schools, such as 14% from adopted schools, 14% from arm forces schools, 15% from chain schools, 14% from elite schools, 17% from KMC schools and further 17% from faith-based schools are of the opinion that their school leaders do not provide guidance to their teaching staff. Guidance is an important element of school and teaching processes. It is required at different stages to deal with the situations and improve teacher performance. If it is not much provided by the school leaders, it can be concluded that in the public and private schools, the school leaders appointed are not professionally qualified to provide guidance. In public schools, leadership position is either given on political backup or is been given on favoritism. No proper mechanical system is in place to appoint the leaders. Therefore, such attributes of guiding and counselling are lacking within them. Whereas in the private sector schools, school leaders are mainly the owners of the school and are mostly without professional qualification. If they are not the owners and hired as leaders, they also come up through the management support with the required skills and attributes.

As most of the school leaders of public and private sectors are professionally unqualified and lack the attributes, the teachers of the public and private sector schools opined that their school leaders do not give attention to effective teaching. They are mainly involved in the other management functions and leaves classroom teaching in the hands of the teachers. This opinion could be seen in the responses as 18% teachers of adopted schools, 17% teachers of armed forces schools, 18% from chain schools, 17% of elite schools, 19% of KMC schools and 19% teachers of faith-based schools have given this response.

Co-curricular activities are an important part of the teaching and learning processes within a school. The data collected from the public and private sector schools revealed that a percentage of teachers are of the viewpoint that their school leaders do arranges co-curricular activities for students in their schools, however, they themselves do not participate in them and put the responsibility of its planning and execution purely on the teachers. 8% taechers of adopted schools, 10% teachers of arm forces schools, 12% teachers of chain schools, 11% teachers of elite schools, 10% teachers of KMC schools, and 11% teachers of faith-based schools are of this opinion. Based on the data, the researcher concludes that as school leadership is considered as a ceremonial position, the school leaders refrain themselves from getting engaged with the students in the co-curricular activities to maintain distance and discipline.

Following the same theme, most of the teachers of the public and private sector schools responded that their school leaders make effort in making conducive and pleasant learning environment for both teachers and students. However, a small percentage of teachers negated this idea. A total of 28% teachers of the public sector representing different schools and 31% of the teachers from private sectors representing different schools gave this response. Based on the collected data, it can be concluded that I those schools where school leaders are given positions without having any required and field related experiences such as teaching or they come from different backgrounds such corporate sector armed forces or any other, they are not able to provide effective learning environment.

Based on the data collected from the public and private sector school teachers on the encouragement given to students in organizing educational activities, a larger percentage of teachers have agreed on it. However, a total of 15% teachers of different public sector schools and a total of 8% teachers of the private sector schools are of the view point that it seldom happens in their schools by their leaders. It can be concluded here that those schools where school leaders do not provide encouragement to students mainly practices laissez faire style of teaching where school leaders' involvement in different activities in almost negligible and responsibilities lies mainly on the teachers for effective teaching and learning processes. Almost all the teachers of the public and private sector schools have responded that their school leaders strive to provide facilities to their students which assist in their learning processes.

From the above discussion it can be concluded that most of the teachers have accepted the way their leaders perform and are satisfied with their leadership styles practiced in their school for its effectiveness.

From the analysis of the hypothesis 1, it can be concluded that the teachers of all the public and private school teachers accept the styles of leadership in their schools. Every school leader possessing any style is proved to be effective for school improvement.

RECOMMENDATIONS

On the basis of statistical analysis and discussions, the following recommendations are been provided:

1. It is recommended that rather individual leadership styles, the schools should have their own set styles of leadership.
2. To fulfil the curricular and curricular activities, the leadership style should be autocratic as to complete all the activities within time.
3. In decision making, democratic style is to be followed as the level of responsibility; ownership and acceptance are high and satisfies every individual of the institution.
4. To make teachers responsible, independent and self-accountable, laissez faire style of leadership is suggested.
5. In every leadership style, professional development programmes should be conducted on regular basis. A calendar of activities to be made and followed.
6. In autocratic style of leadership, personal involvement to be avoided.

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