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ROLE OF LEADERSHIP EFFECTIVENESS OF HEADS ON ACADEMIC PERFORMANCE OF SCHOOLS

GANGADHARAPPA C.R.
Research Scholar, Department of Education,
Bangalore University, Jnanabharathi, Bengaluru 560 056
; Email ID: crgangadhar123@gmail.com
and
Dr. VANISHREE KOPPAD
Research Guide, Assistant Professor, Department of Education
Bangalore University, Jnanabharathi, Bengaluru 560 056
; Email ID: vanishreebubedu@gmail.com

ABSTRACT

The purpose of this investigation is to identify the relationship between Leadership Effectiveness of head teachers and Academic Performance. Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 105 secondary school teachers situated in Bengaluru Urban District, Karnataka. 'Leadership Effectiveness Scale (LES) developed by Haseen Taj (2002) was used to assess the effectiveness of Leadership Effectiveness and Academic Performance Scale was developed by the researcher was used to identify the academic performance of students perceived by teachers. It is meant to collect responses from secondary school teachers about the leadership effectiveness of the head teachers and their academic performance from corresponding schools. To test the stated hypotheses, statistical analysis such as mean, standard deviation, correlation and independent t-test were applied. It was concluded that there was a significant positive relationship between Leadership Effectiveness and Academic Performance of Schools. This may be due to educational leader who is passionate, dedicated and knowledgeable about education being able to inspire teachers and students alike. When a leader is enthusiastic about learning and sets high expectations, this can motivate teachers to perform at their best and inspire students to work harder and leaders who are skilled in creating a positive school culture can promote a safe and welcoming environment that fosters academic success. This can include creating policies and procedures that support student success, such as a focus on equity and inclusivity, strong relationships between teachers and students and effective communication with parents and the broader society.

Keywords : Leadership Effectiveness, Academic Performance, Heads, School Teachers.

1. INTRODUCTION

Leadership Effectiveness is a vital component of the school system that aims to achieve the best possible academic performance of students. School heads are the key players in Leadership Effectiveness and their leadership style can have a significant impact on the academic performance of students. The purpose of this article is to examine the perceptions of secondary school teachers regarding the Leadership Effectiveness of school heads and its impact on the academic performance of secondary school students. The article will also analyze some of the factors that influence the Leadership Effectiveness of school heads and its effectiveness.

According to some research studies, the perceptions of secondary school teachers regarding the Leadership Effectiveness of school heads have a significant impact on the academic performance of students. The teachers' perceptions are influenced by factors such as the leadership style of school heads, the level of

support provided by the school administration and the extent to which the school heads involve teachers in decision-making processes.

Some studies indicate that transformational leadership style is the most effective leadership style for improving academic performance in schools. Transformational leaders are those who inspire and motivate their followers to achieve their goals, provide them with individualized attention and create a sense of shared vision and values. According to Bass and Avolio (1994), transformational leaders promote higher levels of satisfaction and performance among their followers and are more effective in achieving organizational goals.

The level of support provided by the school administration is also critical for the effectiveness of Leadership Effectiveness. Research studies indicate that schools with supportive administrations are more likely to have higher levels of teacher satisfaction, teacher retention and student achievement (Louis & Marks, 1999; Hoy & Miskel, 2001). Supportive administrators are those who provide teachers with the necessary resources, professional development opportunities and feedback to help them improve their teaching practices.

Another important factor that influences the effectiveness of Leadership Effectiveness is the extent to which school heads involve teachers in decision-making processes. Teachers who are involved in decision-making processes are more likely to feel empowered and motivated to improve their teaching practices. Research studies indicate that shared decision-making processes promote higher levels of teacher satisfaction, teacher retention and student achievement (Sergiovanni, 1992; Leithwood & Riehl, 2003).

Dr. Haseen Taj's research on the Leadership Effectiveness of heads perceived by teachers likely focuses on how teachers view the effectiveness and impact of school principals or other educational leaders in their roles. The study may examine various aspects of Leadership Effectiveness, such as communication, decision-making, instructional supervision, school culture and student outcomes and how these factors contribute to teachers' perceptions of leadership effectiveness.

The academic performance of both teachers and students may be inextricably linked to the culture and climate of an institution as well as, the type of leadership demonstrated in the school (MacNeil, Prater and Busch, 2009). This may have an immense impact on the attainment of quality academic standards achieved by students both in their internal as well as, external examinations.

Leadership Effectiveness of heads can have a significant impact on the academic performance of a school. Effective leaders can create a positive learning environment that fosters student achievement and provides teachers with the necessary support and resources to help students succeed. School heads can influence academic performance by setting high expectations for students and teachers, promoting a culture of learning and implementing effective teaching practices. They can also play a role in developing and implementing curriculum, selecting and retaining quality teachers and monitoring student progress. Additionally, school heads can provide professional development opportunities for teachers to improve their instructional practices and encourage collaboration among staff members. They can also engage parents and the community in supporting student achievement and creating a positive school culture. Overall, the Leadership Effectiveness of heads can be a crucial factor in determining the academic success of a school and they can have a significant impact on the growth and development of students.

2. REVIEW OF RELATED LITERATURE

Heaven and Bourne (2016) evaluated the role of instructional leadership and its effect on students' academic performance. The majority of the respondents was females (69%), non-senior teachers (68%) and has been teaching for 4-10 years (43%). A positively weak statistical correlation existed between the performance of students and instructional leadership, with only 1.4% of the variance in academic performance students can be accounted for by instructional leaderships.

One study by Leithwood, Harris and Hopkins (2008) identified seven claims about successful school leadership, including the claim that leadership is second only to teaching in its impact on student learning. The authors argue that effective leadership can positively impact student achievement and contribute to the overall success of a school. Another study by Waters and Marzano (2006) examined the impact of superintendent leadership on student achievement in school districts. The authors found that effective superintendent leadership was positively related to student achievement and that leadership practices such as setting goals, monitoring student progress and providing feedback to teachers were particularly important.

Robinson, Lloyd and Rowe (2008) conducted a study on the impact of different types of leadership on student outcomes. They found that transformational leadership, which involves setting a clear vision,

promoting a positive school culture and providing support for teachers, was most strongly related to student achievement.

A meta-analysis conducted by Waters, Marzano and McNulty (2003) found that effective school leadership accounted for 25% of the variance in student academic achievement. The authors concluded that school leadership was a key factor in improving student achievement and that schools should invest in developing effective school leaders. A review of literature by Leithwood and Riehl (2003) identified several leadership practices that were positively associated with improved student achievement in secondary schools. These practices included setting high expectations for student learning, creating a positive school culture, involving teachers in decision-making processes and providing effective professional development opportunities for teachers.

Overall, these studies demonstrate the importance of effective Leadership Effectiveness of heads in promoting academic performance. Educational leaders who create a positive learning environment, establish high expectations for student achievement and provide support for teachers are more likely to see positive outcomes in student achievement.

3. SIGNIFICANCE OF THE STUDY

The need for effective Leadership Effectiveness of school heads is essential for improving the academic performance of secondary school students. Secondary school teachers play a critical role in educating students and their perceptions of school leadership can have a significant impact on the quality of education provided to students. A positive school culture, high-quality professional development opportunities for teachers, involvement of teachers in decision-making processes and teacher retention are all important factors that contribute to the academic success of secondary school students.

The perceptions of secondary school teachers regarding the Leadership Effectiveness of school heads are critical for the academic performance of secondary school students. Transformational leadership style, supportive administration and shared decision-making processes are essential for effective Leadership Effectiveness. School culture and teacher professional development are also important factors that influence the effectiveness of Leadership Effectiveness. School heads that are able to create and maintain a positive school culture, provide high-quality professional development opportunities and involve teachers in decision-making processes are more likely to be effective educational leaders.

Effective educational leaders can set a clear vision for the school, establish high expectations for student achievement and create a positive and supportive learning environment. They can also provide teachers with the necessary resources and professional development opportunities to enhance their instructional practices and support student learning. Furthermore, effective educational leaders can develop and implement data-driven strategies to monitor and improve student performance, as well as promote collaboration among staff members to improve the overall quality of instruction. Overall, the Leadership Effectiveness of heads is critical to the academic success of a school. Effective leadership can create a positive learning environment, promote student achievement and contribute to the overall success of the school.

3. STATEMENT OF THE PROBLEM

The topic selected for this purpose is "**ROLE OF LEADERSHIP EFFECTIVENESS OF HEADS ON ACADEMIC PERFORMANCE OF SCHOOLS"**

4. OBJECTIVES OF THE STUDY

Following are the objectives of the current investigation:

1. To find out the relationship between Leadership Effectiveness and Academic Performance of schools.
2. To find out the difference in the Academic Performance of secondary school teachers working under different levels of Leadership Effectiveness of school heads.
3. To find out the difference in the Academic Performance of secondary school teachers working in government, private aided and private unaided institutions.
4. To find out the difference in the Academic Performance of secondary school male and female teachers.

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5. STATEMENT OF HYPOTHESES

The hypotheses stated for the present investigation is as under:

1. There is no significant relationship between Leadership Effectiveness and Academic Performance of schools.
2. There is no significant difference in the Academic Performance of secondary school teachers working under low and moderate levels of Leadership Effectiveness of school heads.
3. There is no significant difference in the Academic Performance of secondary school teachers working under moderate and high levels of Leadership Effectiveness of school heads.
4. There is no significant difference in the Academic Performance of secondary school teachers working under low and high levels of Leadership Effectiveness of school heads.
5. There is no significant difference in the Academic Performance of secondary school teachers working in government and private aided institutions.
6. There is no significant difference in the Academic Performance of secondary school teachers working in private aided and private unaided institutions.
7. There is no significant difference in the Academic Performance of secondary school teachers working in government and private unaided institutions.
8. There is no significant difference in the Academic Performance of secondary school male and female teachers.

6. METHODOLOGY

6.1 Variables of the Study

I. Dependent Variable : Academic Performance

II. Independent Variable : Leadership Effectiveness

III. Background Variables: Sex and Type of Institutions

6.2 Sample Size and technique

Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 105 secondary school teachers from 10 secondary schools situated in Bengaluru Urban District, Karnataka.

6.3 Research Tool

Leadership Effectiveness Scale (LES): LES scale developed by Haseen Taj (2002) was used to assess the leadership effectiveness of head teachers. It consists of a total no. of 79 items (out of which 55 items positively and 24 items negatively worded) each item having alternative response that is Always, Often, Occasionally, Rarely and Never. Scoring was reversed ranging from 1 to 5. The total score of a respondent could range from 79 to 395. This scale consist six major areas that is interpersonal relations, intellectual operations, behavioural & emotional stability, ethical & moral strength, adequacy of communication and operation as a citizen. The scale was reliable and valid examined by the authors.

Academic Performance Scale (APS): Academic Performance Scale was developed and standardized by researcher (2023) was used to identify the school academic performance perceived by teachers and it consists of a total no. of 50 items Each item having alternative response that is Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The total score of a respondent could range from 50 to 250 and the scale was reliable and valid through appropriate techniques.

6.4 Statistical Techniques Utilized:

In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as mean, standard deviation, Karl Pearson correlation and independent t-test. In all the cases 0.05 level was fixed to test the hypotheses.

7. ANALYSIS AND INTERPRETATION OF DATA

The data was analyzed by computing Karl Pearson's Product Moment Coefficient of Correlation and 't' test and the results are presented in the following tables.

Table-1: Mean scores, standard deviation, 'r' value, sig. Level of Leadership Effectiveness and Academic Performance.

Variables	Mean Scores	Standard Deviation	'r' value	Sig. Level
Leadership Effectiveness	308.219	48.625	0.358	*
Academic Performance	144.933	56.320		

(N=105; df=103; *Significant at 0.05 level confidence (r table value = 0.195)

The table-1 explains the results between Leadership Effectiveness of head teachers and Academic Performance perceived by secondary school teachers. The obtained 'r' value 0.358 is greater than the table value 0.195 at 0.05 level of confidence, hence, the stated hypothesis is rejected and an alternative hypothesis accepted that is "there is a significant positive relationship between Leadership Effectiveness of head teachers and Academic Performance of schools." It concludes that teachers having higher Leadership Effectiveness had higher the performance in academic and vice versa.

Table-2: Shows Academic Performance of secondary school teachers with respect to different levels of Leadership Effectiveness of school heads by using independent 't' test analysis.

Leadership Effectiveness	N	Mean	Standard Deviation	't' value	Level of Sig.
Low	12	114.750	37.680	2.42	*
Moderate	88	144.818	56.279		
Moderate	88	144.818	56.279	12.07	*
High	5	219.400	3.286		
Low	12	114.750	37.680	9.53	*
High	5	219.400	3.286		

*Significant at 0.05 level of confidence (Tabulated 't' value is 1.98)

The Table-2 explains the results pertaining to Academic Performance of secondary school teachers with respect to Leadership Effectiveness of school heads by utilizing independent 't' test analysis. The table-2 further shows that the calculated 't' value of 2.42 (df=98) is higher than the tabled value of 1.98 at 0.05 level of confidence. Hence, the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school teachers working under low and moderate levels of Leadership Effectiveness of school heads."

Further table-2 shows that the calculated 't' value of 12.07 (df=91) is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-3 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school teachers working under moderate and high levels of Leadership Effectiveness of school heads."

The table-2 further shows that the calculated 't' value of 9.53 (df=15) is higher than the tabled value of 2.13 at 0.05 level of confidence. Hence, the stated null hypothesis-4 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school teachers working under low and high levels of Leadership Effectiveness of school heads." The secondary school teachers working under high level of Leadership Effectiveness (M=219.400) had higher academic performance when compared with teachers working under moderate (M=144.818) and low levels (M=114.750) of Leadership Effectiveness. The comparison of mean scores of academic performance of secondary school teachers scores with regard to different levels of Leadership Effectiveness of school heads are graphically represented in Fig.1.

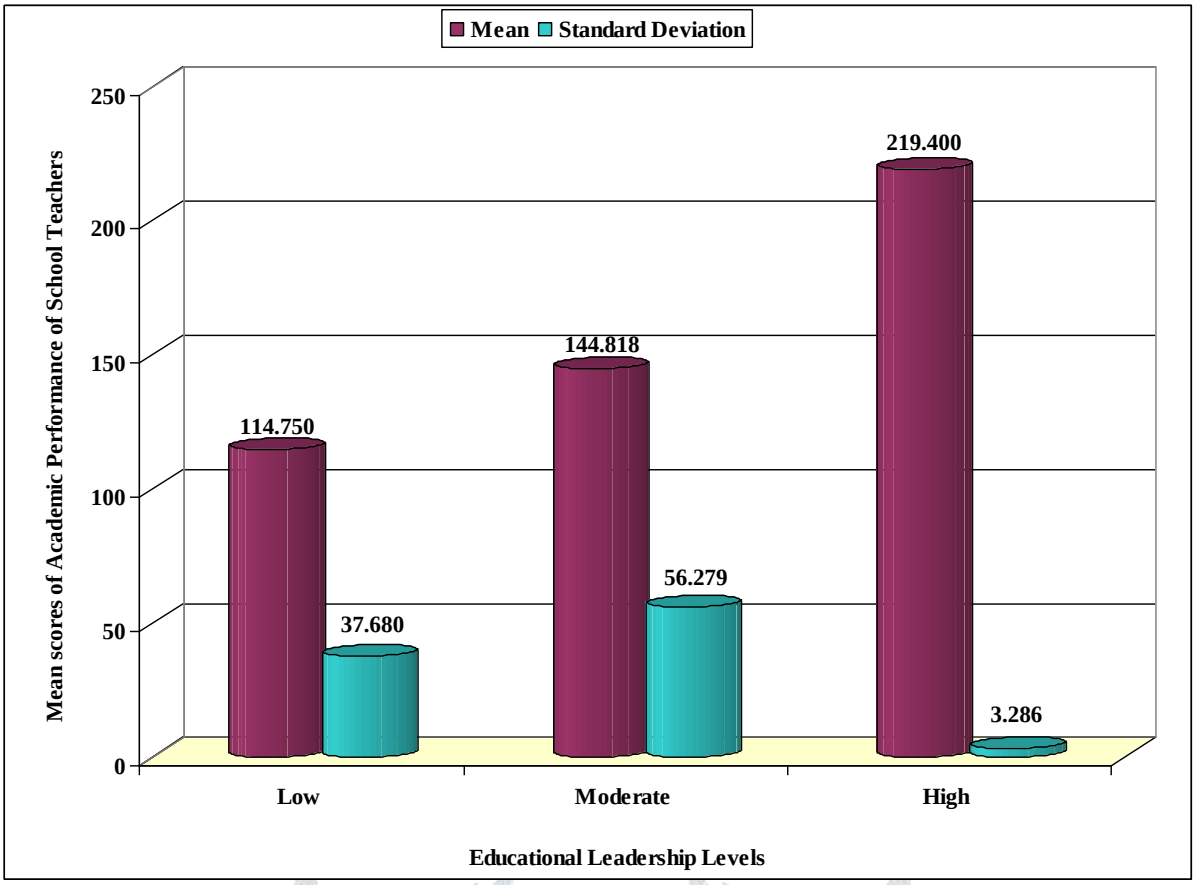

Fig-2: Bar graph shows comparison of mean scores of Academic Performance of secodnary school teachers working under different levels of Leadership Effectiveness of school heads.

Table-3: Shows Academic Performance of secondary school teachers with respect to different type of institutions by using independent 't' test analysis.

Type of Institutions	N	Mean	Standard Deviation	't' value	Level of Sig.
Government	35	183.600	65.813	4.59	*
Private Aided	35	126.828	31.851		
Private Aided	35	126.828	31.851	0.26	NS
Private Unaided	35	124.371	45.221		
Government	35	183.600	65.813	4.39	*
Private Unaided	35	124.371	45.221		

NS Not Significant; *Significant at 0.05 level of confidence (Tabulated 't' value is 2.00)

The Table-3 explains the results pertaining to Academic Performance of secondary school teachers with respect to type of institutions by utilizing independent 't' test analysis. The table-3 further shows that the calculated 't' value of 4.59 (df=68) is higher than the tabled value of 2.00 at 0.05 level of confidence. Hence, the stated null hypothesis-5 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school teachers working in government and private aided institutions."

Further table-3 shows that the calculated 't' value of 0.26 (df=68) is less than the tabled value of 2.00 at 0.05 level of confidence. Hence, the stated null hypothesis-6 is rejected and an alternate hypothesis is accepted that is "There is no significant difference in the Academic Performance of secondary school teachers working in private aided and private unaided institutions."

The table-3 further shows that the calculated 't' value of 4.39 (df=68) is higher than the tabled value of 2.00 at 0.05 level of confidence. Hence, the stated null hypothesis-7 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school

teachers working in government and private unaided institutions." The secondary school teachers working in government schools (M=183.600) had higher academic performance when compared with teachers working in private aided (M=126.828) and private unaided (M=124.371) institutions. The comparison of mean scores of academic performance of secondary school teachers scores with regard to different type of institutions are graphically represented in Fig.2.

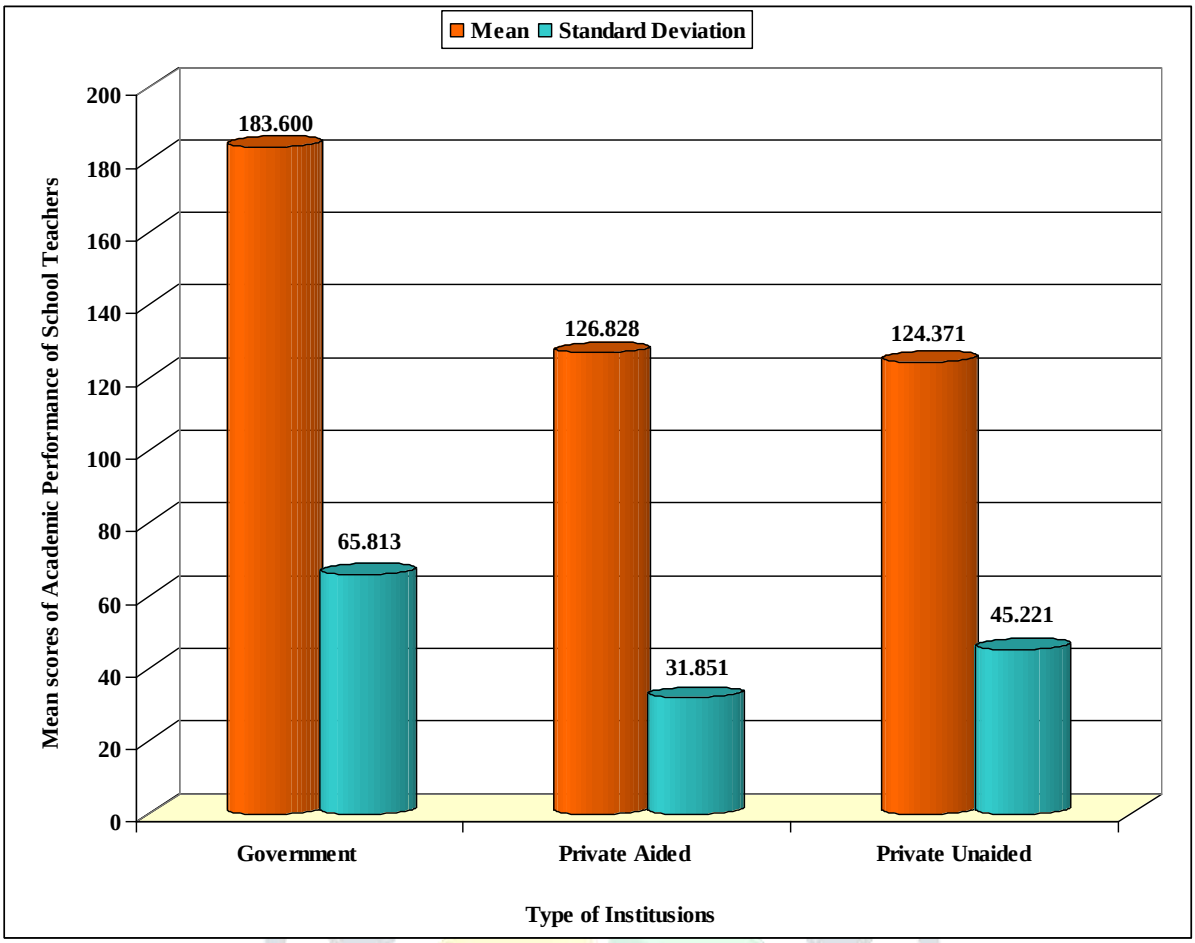

Fig-2: Bar graph shows comparison of mean scores of Academic Performance of secondary school teachers working in different type of institutions.

Table-4: Shows Academic Performance of secondary school teachers with respect to sex by using independent 't' test analysis.

Sex	N	Mean	Standard Deviation	't' value	Level of Sig.
Male	44	182.068	59.325	6.38	*
Female	61	118.147	35.143		

*Significant at 0.05 level of confidence (Tabulated 't' value is 1.98)

The above table-4 shows the results pertaining to Academic Performance of secondary school teachers with respect to sex by utilizing independent 't' test analysis. The table-4 further shows that the calculated 't' value of 6.38 (df=103) is higher than the tabled value of 1.98 at 0.05 level of confidence. Hence, the stated null hypothesis-8 is rejected and an alternate hypothesis is accepted that is "There is a significant difference in the Academic Performance of secondary school male and female teachers."

The secondary school male teachers (M=182.068) had higher academic performance when compared with female teachers (M=118.147). The comparison of mean scores of academic performance of secondary school male and female teachers scores are graphically represented in Fig.3.

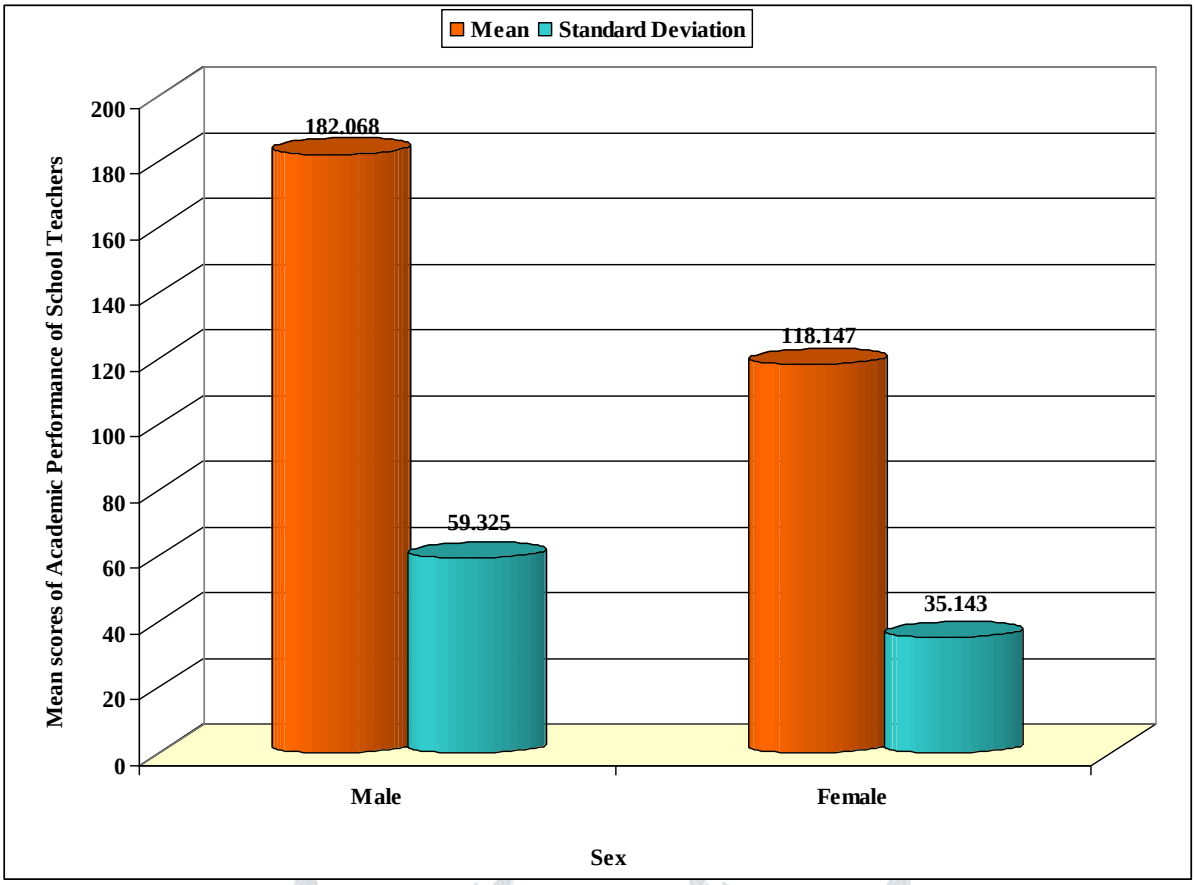

Fig-3: Bar graph shows comparison of mean scores of Academic Performance of secondary school male and female teachers.

8. FINDINGS OF THE STUDY

The following were the major findings of the study:

1. There was a significant positive relationship between Leadership Effectiveness and Academic Performance of schools.
2. There was a significant difference in the Academic Performance of secondary school teachers working under low and moderate levels of Leadership Effectiveness of school heads.
3. There was a significant difference in the Academic Performance of secondary school teachers working under moderate and high levels of Leadership Effectiveness of school heads.
4. There was a significant difference in the Academic Performance of secondary school teachers working under low and high levels of Leadership Effectiveness of school heads.
5. There was a significant difference in the Academic Performance of secondary school teachers working in government and private aided institutions.
6. There was no significant difference in the Academic Performance of secondary school teachers working in private aided and private unaided institutions.
7. There was a significant difference in the Academic Performance of secondary school teachers working in government and private unaided institutions.
8. There was a significant difference in the Academic Performance of secondary school male and female teachers.

9. CONCLUSION AND EDUCATIONAL IMPLICATIONS

It was concluded that there was a significant positive relationship between Leadership Effectiveness and Academic Performance of Schools. This may be due to educational leader who is passionate, dedicated and knowledgeable about education being able to inspire teachers and students alike. When a leader is enthusiastic about learning and sets high expectations, this can motivate teachers to perform at their best and inspire students to work harder and leaders who are skilled in creating a positive school culture can promote a safe and welcoming environment that fosters academic success. This can include creating policies and

procedures that support student success, such as a focus on equity and inclusivity, strong relationships between teachers and students and effective communication with parents and the broader community.

There was a significant difference in the academic performance of schools perceived by male and female teachers. The male teachers had more perception towards academic performance than female teachers. This may be due to male teachers may be more likely to use competitive teaching methods and focus on achievement, while female teachers may focus more on collaboration, social and emotional learning and building relationships with students. These different approaches may result in different perceptions of academic performance and male teachers may be more likely to expect students to participate actively in class discussions and be more assertive in expressing their views, whereas female teachers may focus more on student relationships and overall classroom atmosphere.

There was a significant difference in the academic performance of government, private aided and unaided schools. The teachers from government schools had more perception towards academic performance than teachers from aided and unaided schools. This may be due to Government schools may have access to more resources, such as funding, textbooks and technology, which could improve academic performance. Private aided and unaided schools may have fewer resources, leading to lower academic performance and a lower perception of academic performance among teachers. Government schools may be more likely to follow a standard curriculum and use more traditional teaching methods, which could be viewed more positively by teachers. In contrast, private aided and unaided schools may have more flexibility in their curriculum and teaching methods, which could lead to a more varied perception of academic performance among teachers. Leaders should communicate regularly with parents and the community about school performance and progress towards goals. This can help to build support for the school and create a sense of shared responsibility for student achievement.

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