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Master's Thesis of Public Administration

**The Impact of Leadership Styles on
Academic Performance of Public
Secondary School:**

A Study on Secondary level School at Faisalabad
District in Pakistan

리더십 스타일이 공립학교의
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**The Impact of Leadership Styles on
Academic Performance:
A Study on Public Secondary Schools of
Faisalabad District in Pakistan**

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**Submitting a Master's Thesis of Public
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Abstract

The Impact of Leadership Styles on Academic Performance:

**A Study on Public Secondary Schools of Faisalabad
District in Pakistan**

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Recent times have witnessed a number of challenges facing the public secondary education sector in Pakistan. These challenges are diverse ranging from inadequate infrastructure, ill-equipped staff and inappropriate education curriculum. It is also a big concern amongst stakeholders in the education sector that academic performance in national examinations has been declining for the past five years (2008-2012). This has prompted scholars and development practitioners to find out why and unsurprisingly, the issues that

have caught their eyes are the challenges highlighted above. However, much as these challenges cut across all schools, some have achieved progressive improvement as compared to others. The author believes, this can be effectively explained by leadership styles employed by the principals in managing the schools. This view has been developed from synthesis of literature review which shows that organisational performance is a function of leadership abilities employed by the chief executive and his/her team. This study is therefore meant to identify the leadership styles employed by the principals in managing public schools. After that, it goes ahead to examine whether these leadership styles have an impact on a school's academic performance.

To achieve the above objective, 20 public secondary schools were sampled from Faisalabad district, Pakistan. From these schools, 20 Principals were sampled, one for each, plus a total of 87 teachers and 97 students' parents. A questionnaire was used to collect data and most importantly. The Leadership style Questionnaire was used to measure the Leadership styles employed by principals and perceived by the teachers and parents. Then data was coded in Ms Excel and analysed using SAS statistical package.

The findings of this study are apparent that the dominant leadership styles are democratic and laissez faire while authoritarian is very weak. It is also clear from regression analysis that leadership styles are statistically significant in explaining variations in academic performance. In particular Principals who

employ Democratic leadership style have been found to be more effective and able to achieve academic improvement unlike the Principals who scored highly in Laissez faire.

To sum it up, a principal is a central figure in the progress of any school. A principal is directly impacted student learning through the schools' academic performance they fostered. The way he/she interacts with staff, parents and students remain vital. Such virtues as collaboration, innovativeness, open communication, adaptability, sense of loyalty with workmates, team building are essential in achieving success in a school's academic performance.

Keywords: Leadership, Principal, Academic Performance, Democratic, Authoritarian, Laissez fair and Public Secondary School

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Abbreviations and Acronyms

EAST	Educational Assessment System and Training
GCETs	Government Colleges of Elementary Teachers
GMPA	Graduate Master in Public Administration
GSPA	Graduate School of Public Administration
LQ	Leadership style Questionnaire
NQ	National Qualification
NTI	National Teacher Institute
SAS Program	Statistical Analysis System Program
SIQ	School Improvement Questionnaire
SSC	Secondary School Certificate
UNESCO	United Nations Educational, Scientific and Culture Organisation

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Chapter I: Introduction

1.1 Background of the Study

A society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning, the essential similarities that collective life depends.

Education in general is the process of transmitting societal core's, values, and desirable attitudes from one generation to another. It seeks to socialize individuals so as to equip them with the desired mode of behaviour that is in conformity with the way of life of the society in which they live. It is the process of teaching, training and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live (NTI Module PDE 103, 2011).

Many authors have tried to look at education in their own way or perspectives but, for the purpose of this study we shall adapt the one given by Nwagwu (1976) that is "education is the process by which every society attempt to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the wellbeing of mankind and guarantee its survival against the unpredictable, at times hostile and destructive and forces of man and nature". Therefore, an

educated person is knowledgeable, has the breadth of understanding, can use knowledge in the most acceptable and appropriate manner and comport himself into an acceptable level with the society's code of conduct and behave in the values of truth, rationality and autonomy.

Many countries have seen rapidly rising numbers of people with higher qualifications. But in a fast-changing world, producing more of the same education will not suffice to address the challenges of the future. Perhaps the most challenging dilemma for teacher today is that routine cognitive skills, the skills that are easiest to teach and easiest to test, are also the skills that are easiest to digitize, automate and outsource. A generation ago, teacher could expect that what they taught would last for a lifetime of their students.

Today, where individuals can access content on Google, where schedule cognitive skills are being digitized or outsourced, and where jobs are changing rapidly, education systems need to place much greater emphasis on enabling individuals to become lifelong learners, to manage complex ways of thinking and complex way of working that computers cannot take over easily. Students need to be capable not only of constantly adapting but also of constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world (Gurria, 2012).

According to Allen (2003), these changes have profound implications for teachers, teaching and learning as well as for the leadership of schools and education systems. In the past, the policy focus was on the provision of

education today it is on outcomes, shifting from looking upwards in the bureaucracy toward looking outwards to the next teacher, the next school. The past was about delivered wisdom, the challenge now is to foster user-generated wisdom among teachers in the frontline. In the past, teachers were often left alone in classrooms with significant prescription on what to teach. The most advanced education systems now set ambitious goals for students and are clear about what students should be able to do, and then prepare their teachers and provide them with the tools to establish what content and instruction they need to provide to their individual students (Allen, 2003).

In the past, different student were taught in similar ways, today teachers are expected to embrace diversity with differentiated pedagogical practices. The goal of the past was standardization and conformity, today it is about personalizing educational experience; the past was curriculum-centred, the present is learner centred. Bas (1981) emphasized that teachers are being asked to personalize learning experiences to ensure that every student has a chance to succeed and to deal with increasing cultural diversity in their classrooms and differences in learning style, talking learning to the learner in ways that allow individuals to learn in the ways are most conducive to their progress.

As the impact of leadership styles on student accomplishment in academic performance became evident, policymakers placed greater pressures on principals. Rewards and sanctions affecting principals are increasingly

common. California law threatens to fire principals as one possible consequence in low improvement schools (Public Schools Accountability Act, Senate Bill 1x, 1999). In Portland, Oregon, a small portion of a principal's salary is based on a set of professional standards theoretically linked to student outcomes (Jaquiss, 1999).

These trends indicate an increasing acceptance that principals play a significant role in affecting student achievement and should be held accountable for it. Meanwhile, the role of principal has swelled to include a staggering array of professional tasks and competencies. According to Bourn (2000), principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, despots, municipal manufacturers, public relations and communications experts, budget analysts, facility manager, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives.

In addition, principal are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district office, officials, unions, and state and federal agencies. As a result, many scholars and practitioners argue that the job requirement far exceeds the reasonable capacities of any one person. There demands of the job have changed so that traditional methods of preparing administrators are no longer adequate to meet the leadership challenges posed by public schools (Elmore, 2000; Peterson, 2002; Levine, 2005).

In recent years, a number of reports depict the principal ship as being in a state of crisis largely precipitated by two troubling factors:

School districts are struggling to attract and retain an adequate supply of highly qualified candidates for leadership roles (Knapp, Copland & Talbert, 2003) and Principal candidates and existing principals are often ill-prepared and inadequately supported to organize schools to improve learning while managing all of the other demands of the job (Young, 2002, Levine, 2005).

A shortage of highly qualified principal candidates has been reported by school districts across the nation. In some parts of the country nearly sixty percent of principals will retire, resign, or otherwise leave their positions during the next five years (Peterson, 2002). In other parts of the country the issue has less to do with dwindling supply than with the inequitable distribution of qualified candidates in suburban and affluent communities. In California, for example, the problem is not a shortage of certified administrator, but a shortage of highly qualified administrators committed to working in underserved communities and schools (Brewer, 2001).

Despite the principal shortage, educational administration programs are graduating an increasing number of certified school leaders. Unfortunately, the process and standards by which many principal preparation programs traditionally screen, select, and graduate candidates are often ill-defined, irregularly applied, and lacking in rigor. Orr (2003) argues that many aspiring administrators are too easily admitted into and passed through the system on

the basis of their performance on academic coursework rather on a comprehensive assessment of the knowledge, skills, and dispositions needed to successfully lead schools.

While there is increasing research on how principals influence school effectiveness, less is known about how to help principals develop the capacities that make a difference in how schools function and what students learn. In an effort to inform policymakers and program administrators, this review summarizes the findings of prior research on the design of principal preparation and on-going development programs. We then outline additional research that is needed to better inform the field about how to support the development of leaders who can promote powerful teaching and learning (Cooper & Good, 2001).

For educational leaders to accomplish the necessary changes in schools, a multitude of skills and abilities will be required. Many of these skills and abilities are in the essential make-up of the servant-leader, a concept introduced by Robert Greenwood in the 1970's. Covey (2002) recognizes that many top leader of great organization are servant-leaders and that they live their daily lives with moral authority.

This thesis will present a review of the current literature related to various leadership styles with an emphasis on communication. Communication has been identified as one of the most important and effective tools and administrator can utilize to improve a dysfunctional system: "We rarely think

or talk about where we come from or what we are here to do. We need to otherwise we deaden our souls, stunt our spirits, and live our lives half-heartedly” (Bolman & Deal, 2001).

The discussion will highlight the multi-faceted, complex activity of communication and identify numerous strategies to help the administrator accomplish his or her mission. Suggestions will include principles from both Christian and secular literature and are meant to provide leaders with a practical understanding for implementation in the school. According to Parker (2005), leadership is getting other people to follow you towards a common goal, bringing out the best in the people around you, and helping people find a greater meaning in the everyday tasks they are asked to perform. A person who possesses the ability to lead is a great asset to any organization, group or department.

To be a leader it takes vision, flexibility, knowledge, communication, and hard work, among many other things those who have the desire and the determination to sharpen their wills, their skills, and accentuate their virtues can pull away and deftly lead a group to success (Den, 2002).

This study therefore is undertaken to survey the major effects of leadership style on academic performance in this area. This is with the view to suggest solutions that could help to overcome the problem effectively.

1.2 Statements of the Problem

The standard of education or quality of education is very low in Pakistan. The evidence from previous research has shown that in spite of advanced and modern age, the role of leadership style in the school improvement is increasing than decreasing. Previous studies cannot solve this problem so it has needed to search more about the positive role of leadership in Pakistani Secondary schools.

There are problems of quality of staff, students, library and laboratory. Relevance with society needs, research facilities, financial crisis, arts students more than science students, weaknesses of examination, ineffective governance and academic results are not at par with international standards. Considering the gigantic problems of education in Pakistan, I selected this topic for research. Therefore, it is important for school principals to know the leadership styles affect school academic performance.

1.3 Objectives of the Study

The objective of this research was to find out how various leadership styles by principals have effected on academic performance in public secondary schools having following objectives:

- i) To explore the kinds of leadership styles employed by Principals in managing their respective schools.
- ii) To examine the significance of each leadership style on the academic

- performance of public secondary schools.
- iii) To develop strategies to improve academic performance in public secondary schools.

1.4 Research Questions

- i) What are the leadership styles employed by principals in managing public school in Pakistan?
- ii) Do leadership styles of a principal affect a school's academic performance?
- iii) What strategies can be used to improve academic performance if public schools?

1.5 Research hypotheses

Two hypotheses provided the bases for the study:

H0: Leadership style does not affect academic performance

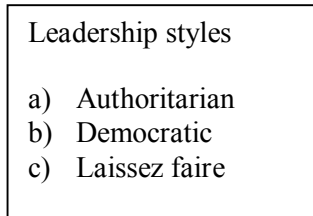
H1: Leadership style impacts on academic performance

1.6 Justification of the Study

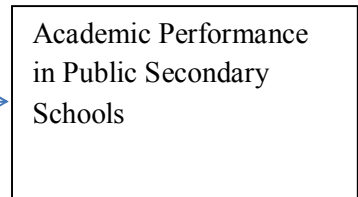
The findings of this study will be vital in helping Principals to change/improve their leadership styles in order to achieve improved academic performance. It will also equip Principals with the skills to encourage active participation of all stakeholders in school affairs for improvement of schools.

1.7 Conceptual Framework

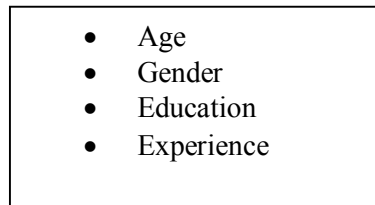
Independent Variables



Dependent Variable



Control Variables



1.8 Independent Variable

- a) **The leadership style:** The leadership is a kind of method by which a manager provides direction, implementation of plans and influences other people to achieve the organization's objectives.

The types of leadership styles are:

1.8.1 Authoritarian style

In this style, the leader keeps strict control over subordinates and gives strict orders that have to be followed without deviation.

1.8.2 Democratic style

In this type, the leader encourages participation and building consensus and team work.

1.8.3 Laissez faire

In this style, subordinates have all the rights to make their own decisions. The assumption is that everyone knows their duties and has the capacity to perform their jobs successfully.

- b) **Academic performance:** Academic performance is measured through analyzing results of national examinations achieved by students at the completion of secondary school. It will be measured based on progress made in achieving better results by comparing various (5) years.

CHAPTER II: Literature Review

2.1 Leadership

If we consider the traditions and beliefs surrounding leadership, we can easily make a case that leadership is vital to the effectiveness of a school. In fact, for centuries people have assumed that leadership is critical to the success of any institution or endeavour (Snell, 2012).

The concept of leadership dates back to antiquity. According to Bass (1981), the study of leadership is an ancient art. Discussions of leadership appear in the works of Plato, Caesar, and Plutarch. Additionally, leadership is a robust concept that “occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk”.

Theories of leadership abound they include approaches such as the “Great man” theory, which suggests that, for example, with Moses and Jewish nation would have remained in Egypt and without Churchill the British would have acquiesced to the Germans (1940); trait theories, which contend that leaders are endowed with superior qualities that differentiate them from followers; and environmental theories, which assert that leaders emerge as result of time, place, and circumstance. Regardless of the theory used to explain it, leadership has been in timely linked to the effective functioning of complex organizations throughout the centuries (Snell, 2012).

Hall (2003) the traditions and beliefs about leadership in schools are no different from those regarding leadership in other institutions. Leadership is considered to be vital to the successful functioning of many aspects of a school. Given the perceived importance of leadership, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school. Cabrita (1998) in many ways school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teacher, and the degree of concern for what students may or may not become.

The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a lively, progressive, child-centred place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. Given the perceived importance of leadership in schools and the central role of the principal in that leadership, one might assume that suggestions regarding leadership practice in schools are based on a clear, well-articulated body of research spanning decades. Unfortunately, this assumption is incorrect for at least two reasons. First far less research on school leadership has been done than one might expect.

To illustrate, in a review of the quantitative research from 1980 to 1995, Hallinger and Heck (1996) identified only 40 studies that address the relationship between school leadership and student academic achievement. In our examination of the investigation over the last 35 years, we found more than 5000 articles and studies that address the topic of leadership in schools, but only 69 that actually examine the quantitative relationship between building leadership and the academic achievement of students. In spite of the relative paucity of empirical studies on school leadership, books recommending leadership practices for educational administrators abound (Snell, 2011).

Second, the research that has been on school leadership is quite equivocal, or at least is perceived as such. For example some assert that it provides little specific guidance as to effective practices in school leadership. Donmoyer (1985) explains that recent studies of schools invariably identify the principal's leadership as a significant factor in a school's success. Unfortunately these studies provide only limited insight into how principals contribute to their school's achievements.

According to Armstrong (2009) effective leadership within the content of the organization may be defined as the "influencing of the individual and group behaviour towards the optimal attainment of the enterprise's goals".

Leadership is a social process in which one individual influences the behaviour of others without the use of threat or violence (Buchnan &

Hucznski, 2004). Bennis (2008) said that “leadership is a function of knowing yours; having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential?”

Gardner (2003) indicated that leader ship is the process of pervasion and example by which an individual induces a group to take action that in accord with the leader’s purpose, or the shared purposes of all.

House (2004) defines ‘leadership’ organizationally and narrowly as “the ability of an individual to influences, motivate and enable others to contribute toward the effectiveness and success of the organization of they are members”.

Definition of collaborative leadership of Public school focuses on strategic school wide actions directed toward improvement in student academic performance that are shared among teachers, administrators, and others. In the context of the current study, leadership styles emphasizes governance structures and processes that foster shared commitment to achieving school improvement goals, broad participation and collaboration in decision making, and shared accountability for student learning outcomes. I focus on measuring teacher perceptions about the extent to which cooperative, improvement-oriented leadership existing the school and then representing how such perceptions change over a 5years period?

Four assumptions frame our approach to investigating how collaborative leadership may contribute to schools’ academic performance/successfulness.

First, the practice of leadership involves developing a shared vision for change and then enabling people to work collaboratively to achieve the vision (Bass, 1990; Hallinger et al., 1996; Leithwood et al., 2004; Yukl, 2002).

Second, leadership in schools tends to be distributed among a variety of people in different roles, and therefore its measurement should not be limited to the actions of the principal alone (Day, Gronn & Salas, 2006; Gronn, 2002; Leithwood et al., 2009; Marks & Printy, 2003).

Third, leadership should facilitate conditions that support effective teaching and learning and build capacity for professional learning and change (Fullan, 2006; Hallinger et al., 1996; Heck et al., 1990; Leithwood et al., 2004, 2009; Marks & Printy, 2003; Opdenakker & Van Damme, 2007; Robinson et al., 2008; Wiley, 2001).

Fourth, leadership that increases the school's capacity for improving teachers' instructional expertise will affect student outcomes positively (Fullan, 2006; Lee & Bryk, 1989; Leithwood et al., 2004; Mulford & Silins, 2003; Robinson et al., 2008; Stoll & Fink, 1996).

According to Carl (2009) Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skills levels.

While many different leadership theories have arisen, most can be sorted as one of eight major types:

Great man theories assume that the capacity for leadership is inherent that great leaders are born not made. These theories often portray great leaders as heroic, mythic destined to rise” was used because, at a time when leadership was needed. The term “Great Man” was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership (Carl, 2009).

The great man theory of leadership became popular during the 19th century. The mythology being some of the world’s most famous leaders such as Abraham Lincoln, Julius Caesar, Mahatma Gandhi, and Alexander the Great helped contribute to the notion that great leaders are born and not made. In many examples, it seems as if the correct man for the job seems to emerge almost magically to take control of a situation and lead a group of people into safety or success (Anderson 2003).

Similar in some ways to “Great Man” theories, trait theories undertake that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership (Carl, 2009).

The trait approach to personality is one of the major theoretical areas in the study of personality. The trait theory suggests that individual personalities are composed broad dispositions. Deliberate how you would describe the personality of a close friend. Chances are that you would list a number of traits, such as outgoing, kind and even-tempered. A trait can be thought of as a relatively stable characteristic that causes individuals to behave in certain way (Smith, 2002).

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership styles, makings of the followers and aspects of the situation (McMillan, 1998).

After studying the trait and the behavioural leadership theories it became apparent that there's not a "best leadership style" to be applied in every possible situation. Thus the contingency theories appear as a response to solve this issue. Contingency means "it depends" In other words, the theory deals with matching a leader style with the context (situation) that the leader faces (Carl, 2009).

Situational theories propose that leader choose the best course of action based upon situational variables. Diverse styles of leadership may be more appropriate for certain types of decision-making (Snell, 2002). This theory

suggests that on the basis of situational variable, leaders should choose the course of act. Diverse styles of leadership will be more suitable to make certain types of decisions (Carl, 2009).

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation (Anderson, 2003).

The prime focus of this theory is on actions of leaders. The focus is not on internal states or mental qualities. This theory believes that people can become leaders through the processes of teaching, learning and observation (Carl, 2009).

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others (Carl, 2009).

This theory defines ideal leadership style. An ideal leadership style takes into consideration the input of its associates. Such leaders encourage

contribution and participation from group members. The leader also has the right to say no to any suggestion of other team member (Anderson, 2003).

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership (Smith, 2002).

Transactional leadership, also known as managerial leadership, focuses on the role of supervision, group and group presentation. This theory of leadership was first described in by sociologist Max Weber, and further explored by Bernard M. Bass in the early 1980s (Carl, 209).

Types of Leadership Styles in Education were introduced to address the needs of students from diverse backgrounds. Education is an important aspect of human life. How we receive and translate it into our daily way of life is quite largely dependent upon the way it gets passed on. Educational leadership has been studied over years to address long-standing concern of students, educators, and society as whole.

As the need to understand which types of leadership styles in education will work best, alone or in combination, it is imperative to understand these types individually in regards to their methods and what they offer (Coulthard,

2005. Smith (2008) with an eye for reform, many educationists have either supported or criticized certain leadership styles, however, which style suits and works best is subjected to a matter of opinion. Educational leadership styles are based on the understanding that certain characteristics, such as bodily vigour and or social interaction play a part in the way education is imparted. Effective leadership styles in education are about strengthening the performance of education leaders, primarily the educators, to improve student achievement. Hence, effective leadership is crucial for teachers and students to enhance performance at the highest level.

There is no denying the fact, that there is no single best way to lead and inspire in the field of education. Each educator, as well as schools, view leadership strategies differently, as certain situation, features and actions seems far more favourable than others at different levels and times. Broadly, three strategies that can also be summed as types of leadership styles in education are used individually or as a versatile combination. They are hierarchical, transformational and facilitative (Bittel, 2008).

2.2 School Improvement

A systematic and sustained effort aimed at change in learning conditions in one or more school, with the ultimate aim of accomplishing educational goals more effectively (Cooper & Good, 2001). The goal is improving the existing structure of a school in order to increase its effectiveness (Neff, 2000).

Increasing the school's competence for improvement of secondary school

represents a key target of strategic leadership's style efforts designed to affect teacher practice and student learning (Heck & Hallinger, 2009a; Leithwood et al., 2004, 2010; Robinson et al., 2008). We refer to school improvement capacity as a set of conditions that support teaching and learning, enable the expert learning of the staff and provide a means for implementing strategic action aimed at continuous improvement (e.g., Darling-Hammond, 2006; Fullan, 2001; Heck & Hallinger, 2009a; Hill & Rowe, 1996; Leithwood et al., 2004, 2010; Mulford & Silins, 2009; Stoll & Fink,

A systematic and sustained effort by an entire school community to enhance learning opportunities for all students and teachers and to build the school's capacity to manage changes effectively; resulting in increased student achievement (David, 2009).

According to Hamillon and Thomas (2002) school is a very important element of a society. Students and teachers learn many lessons, academics and otherwise, that influence their personal well-being and academic success. Snowden & Gorton (2002) are expected not only to conserve out value while at the same time meeting higher achievement standards, they are also expected to be dynamic, reflecting the constantly changing world around us school cannot afford to stand still. They must develop process and technique to facilitate effective change.

School improvement is high on the agenda of most countries, educational policies. School improvement is mainly concerned about changing the quality

of teachers and schools without automatically looking at the consequences for student outcomes. In short, school improvement is trying to find out how school can change in order to improve (Creamer, 2004).

Wilcox, Farrell & Jession (2011) quoted the history of school improvement in England and Wales over the past twenty years has exhibited a dogged singularity of approach. School self-evaluation was popular as an agent of improvement in the late 1970s and early 1980s; the Technical and Vocational educational Initiative appeared as a major curriculum reform in 1984; and teacher appraisal after a long gestation period, was started in 1987.

Each in its way was premised on the assumption that it should be given primacy in school's efforts to change. These initiatives were closely followed, however by the proposals of the Education Reform Act in the late 1980s and early 1990s.

The main elements of the legislative programme took schools in different directions. They included a national curriculum, delegated funding, governing bodies and external inspections. They were regarded by those who introduced them as somewhat free-floating initiatives which would in combination raise standards.

There was potentially attention here between the long traditions of school improvement. Over the past decade government has continued to initiate a series of reforms while advisers, academics and consultants have continued to

advocate internal strategies such as a school self-evaluation, staff development and development planning. It is only recently that efforts have been made to integrate elements of the two (Victoria, 1999).

Joyce (2000) implicit assumption was the behind each door a series of interconnected passageways that will lead eventually to improvement. However, because of their insulated nature, most school improvement strategies fail in practice, to a greater or lesser degree to affect the culture of the school. They tend to focus on individual changes, and individual teachers and classroom, rather than on how these changes can fit in with and adopt the school's organization and ethics. As consequence, when the doors are opened they may only lead to cul-de-sac.

This difficulty partially accounts for the uneven effect of most educational reforms. To continue in this vein for a moment, it seems logical that if the problem of educational change is to be overcome, somehow needs to be found of integrating an organization curriculum change within a coherent policy. The entrances to school improvement need to be opened simultaneously or consecutively and the passageways behind them linked together.

During the past ten years a number of school improvement strategies have been developed in order to do just this to provide, that is, the coherence sense of strategic direction missing from previous efforts. Most of them, in line with the political pressures for decentralization, have focused on some

form of intervention at the school level. Development planning for example provides a generic and paradigmatic illustration of a school improvement combining as it does selected curriculum changes with modification to the school's management arrangements or organization. As teachers and school leaders have struggled to take control of the process of change, such approaches have become influential (Joyce, 2000).

2.3 Aspiring Principals

Almost all the centres operate programs for aspiring principals, one of the few exceptions, being Sweden, which prefers to focus its attention, and resources, on programs for newly appointed heads. The main distinction is between those systems that have mandatory programs and those where courses are available but not compulsory. This is an important issue for England which has been running a national qualification (NQ) since 1997.

The government is consulting interested parties about making NQ from 2004. It originally planned to do so by 2002 but this has been delayed, probably because of a concern that this would exacerbate the existing problem of a shortage of applicants for many headships, particularly for inner-city schools (James, 2006).

Most American states appear to have compulsory programs, and this is the case in North Carolina with its Masters in School Administration.

2.4 Qualitative Dimension

Education provides the bedrock for reducing poverty and enhancing social development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow. In Pakistan, the quality of education has a declining trend. It is realized that Secondary level education in particular is reaching lowest ebb and needs to be improved urgently. There is acute shortage of well-trained Secondary teachers.

Educational Assessment System and Training (EAST) is a company in Pakistan that has developed a curriculum and teaching methodology to educate older student (age 9+) and training to teachers effectively teach their curriculum. In-service training is the responsibility of the Curriculum Boards and Extension Centres. In addition, the provinces have assigned in-service responsibilities to one or more GCETs. There are three different types of in-service education possibilities for the teachers;

- In-service training of untrained staff through full-time crash programs of three months duration provided by the government
- Short term refresher courses for those already teaching provided by the government
- Limited private sector initiatives (short as well as medium term)
- Varied donor-funded projects directed towards in-service training of government teachers
- Gender Differences

According to UNESCO figures (Dawn, 23 Feb 2004, editorial), Secondary school enrolment for girls stands at 60 per cent as compared to 84 per cent for boys. The secondary school enrolment ratio is even more discouraging, 32 per cent for females and 46 per cent males. Regular school attendance for female students is estimated at 41 per cent while that for male students is 50 per cent. According to the Population Census of 1998, the overall literacy rate in Pakistan was 56 percent. The number of literate females increased from 0.8 million in 1961 to 11.4 million in 1998 -97. The growth rate for males' literacy was 5.1 percent per annum. The largest part of our nation which is the rural Pakistan has more than 70% illiteracy. It may be noted that the overall literacy rate in Pakistan is lower when compared to other countries in the region like India and Sri Lanka brag literacy rates of around 75% and 91% respectively. The reasons could be limited number of educational institutions in the country and accessibility to those. The situation in rural areas, where the majority of population resides, is even more serious. The people in those areas avoid sending their children to schools especially females because schools are in far flung areas.

In Pakistan, 21% of the 187m population lives in poverty, earning less than \$1.25 per day and 20% lives in hunger. Over 70% population in rural areas is illiterate and that is one of the major reasons for their poverty.

2.5 New Challenges

Although Pakistan experienced massive growth in enrolment soon after independence, such exponential growth has been accompanied by manifold challenges and dilemmas. This section discusses some of the issues surrounding the challenges and dilemmas to the initiatives at getting everybody in school and provides them with quality education.

2.6 Conclusion

From all these studies, it is clear that Leadership is an important aspect of any organization but the skills and ideals embraced by each leader is paramount to the success of the organization. It is therefore important to analyse and examine the Leadership styles employed by Principals and explore if they have impacted on academic performance of these schools and after that recommend strategies that Principals can adopt to become better leaders.

CHAPTER III: Research Methodology and Procedure

3.1 Methodology

This chapter deals with the methodology and procedure and was adapted to achieve the desired objectives. This research was conducted for evaluating the influence of Principal's Leadership styles on improvement in academic performance of Public Schools in Pakistan. In this regard, a case study research method was adopted and a sample of Rural and Urban Secondary level schools in Faisalabad District was selected to study the potential influence of the Principal's Leadership styles of management upon the overall performance of in the public schools.

3.2 Research Population

The population of the study was all Principals, teachers and parents in Public secondary schools of Faisalabad District.

3.3 Sampling

This research makes an effort to target 20 Principals, 92 teachers and 87 parents. All will be obtained from a sample of 20 Public schools at secondary level. The study will be carried out in Faisalabad District; I focused on selected Public schools at Secondary level.

3.4 Data Collection and Analysis

For purposes of this research, I used both primary and secondary data. For primary data, I designed three survey questionnaires for Principals, Teachers and Parents. The data collection through questionnaires was

administered by a trusted research assistant. The public school principals and Teachers were interviewed in their offices for approximately 45 minutes during a formal visitation. The focus of the questions was on the background and experiences of the principals, formal working relationship between the Principal and colleague Teachers, various factors affecting school climate, Principal's role in establishing favorable school climate and potential impact of school climate on the overall success of the school in positive annual results of the school children etc. At the same time, 87 parents will also be interviewed to collect their response as important stakeholders of the school climate through their children. In this regard, Informal follow-up interviews and visitations will be conducted to deepen the researchers understanding on an as-needed basis.

Additionally, I also have to consult, as secondary data sources, the internet, books, academic records and government documents etc. to further broaden my research data collection.

To analyze the data, I have first produce descriptive statistics using frequency counts, mean, Standard Deviation. And then I have conducted inferential statistical analysis using regression analysis by means of SAS Program. Detailed tables were produced for having detailed findings, recommendations and conclusions.

3.5 Measurement of Variables

3.5.1 Leadership Styles

These Independent variables were identified using a standard instrument developed by sage publications which measures the qualities of Democratic, Authoritarian and Laissez faire.

3.5.2 Improvement in Academic Performance

This dependent variable was be analyzed by comparing academic performance for a period of five years across the different schools.

CHAPTER IV: Analysis of Finding and Interpretation of Data

4.1 Introduction

In this chapter, data analysis of the findings will be conducted. This field survey was conducted in 20 Public secondary schools and in total 20 Principals responded to administered questionnaires. I also have responses from 92 Teachers and 87 Parents from the same schools. The questionnaire was designed to respond to my research questions. These research questions were as below:

1. What are the common leadership styles employed by Principals in managing public schools in Pakistan?
2. Is there a relationship between leadership style and the respective school's academic performance?
3. What strategies can be used to improve academic performance in public secondary schools?

In order to avoid the interference of other factors, I used purpose sampling to select schools that have the same characteristics in terms of financing, location and general socio-cultural settings. In the first section of this chapter, am going to present statistics on the demographic characteristics of Principals, Teachers and Parents of these secondary level schools. These include gender, age group, experience, education and marital status.

4.2 Gender Disaggregated Data

4.2.1 Principals

From the data collected, 60% of the Principals who responded were males and the remaining 40% were females. This is the general picture of the Faisalabad district in Pakistan community in terms participation in the productive sector. Males are still more dominant although there is a positive trend with an increasing number of females in the formal sector as the table below shows;

Table 1: Gender disaggregation of principals in public secondary school

Gender	Frequency	Percent
Male	12	60
Female	08	40
Total	20	100

Source: Field survey, 2013

4.2.2 Teachers

Basing on the number of respondents in the field survey, the number of female teachers in public schools is slightly more than male teachers. The female teachers constituted 51% while their male counterparts constituted 49% of the total teaching population in the schools that were surveyed. This information is tabulated below;

Table 2: Gender disaggregation of teachers

Gender	Frequency	Percent
Male	45	49
Female	47	51
Total	92	100

Source: Field survey, 2013

4.2.3 Parents

It was noted that female parents were more involved in school activities than their male counter parts. Principals were asked to refer interviewers to most active parents in their respective schools and as the data indicates, 57.5% of the respondents were females as compared 43% who are males. This is probably embedded in people's culture whereby the responsibility children upbringing is a duty for women as the table below shows;

Table 3: Gender disaggregation of parents

Gender	Frequency	Percent
Male	37	42.5
Female	50	57.5
Total	87	100

Source: Field survey, 2013

4.3 Age Group

In this section, data related to age group of principals, teachers and parents as per the respondents of my field survey is highlighted.

4.3.1 Principals

From the statistics got from the field, almost all the Principals fall in the upper tier category of age. It was found out that 60% of Principals are in the age group of 41 – 50 and 30% are in the last tier of 51 – 60 years while the remaining 10% are in the age group of 31 - 40. This literary means there are no Principals in the range of 31 – 40. This is attributed to the promotion system of public servants at Faisalabad district in Pakistan government. Promotions are majorly based on number of years spent in the service, that is, the more the years, the more one is likely to get a promotion.

Table 4: Age group of principals of public schools

Age group	Frequency	Percent
31 - 40	02	10
41 – 50	12	60
51 - 60	06	30
Total	20	100

Source: Field survey, 2013

4.3.2 Teachers

Unlike is the above scenario, the age distribution amongst the teachers

surveyed is more spread in the age groups of 21 – 30, 31 – 40, 41 – 50 and 51 – 60. Nonetheless majority of the teachers are in the age group of 31 – 40, followed by 41 – 50, then 21 – 30 and lastly 51 – 60 as the table below shows;

Table 5: Age group distribution of teachers

Age group	Frequency	Percent
21 - 30	19	20.6
31 - 40	41	44.6
41 – 50	23	25
51 - 60	09	9.8
Total	92	100

Source: Field survey, 2013

4.3.3 Parents

The age distribution of parents falls in the age groups of 41 – 50 and 51 – 60. This is obvious and was expected since we were dealing with secondary schools. And as such, it was found out that 46% of the parents were in the age group of 41 – 50 while 43% were in the age group of 51 and above and the remaining 11% was in the lower age group of 31 – 40 as the table below shows;

Table 6: Age group distribution of parents

Age group	Frequency	Percent
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31 - 40	09	10.3
41 – 50	40	46
51 - 60	38	43.7
Total	92	100

Source: Field survey, 2013

4.4 Education and Experience

The level of education and experience of Principals and teachers are very important ingredients in the academic performance of any school whether in terms of quality or in terms of quantity. As such, I took it as of importance to collect data on the level of education and experience of Principals and teachers plus Parents of schools under study. And these, I will highlight in this section.

4.4.1 Principals

From the Principals surveyed, it was discovered that majority of Principals (67%) had undergraduate degrees while the other 33% were graduates. Most of these Principals had degrees in Education while those who had upgraded to Masters Level had concentrated in management courses. This literary means that the level of education of Principals in Public Secondary Schools in Pakistan is good although we cannot be certain about the quality of their qualifications.

When it comes to experience on the other hand, this was measured by the

number of years served in both the teaching profession and as Principals. The data shows that all the Principals and an experience of more than 10 years in the teaching profession. The differences were however, in terms of experience as Principals. As the data suggests, 52% have been Principals for less than 5 years while 41% have been Principals for between 5 – 10 years and it is only the remaining 7% that has served as Principals for more than 10 years.

4.4.2 Teachers

Just like the case for Principals, the education and experience of teachers are equally important ingredients though not satisfactory, in achieving academic performance in public secondary schools. In general the academic qualifications of teachers were found to range between undergraduate and graduate degrees. From the survey, 89% of the teachers reported having Bachelor's degrees while the remaining 11% have advanced and acquired Masters Degrees. Majority of these degrees were in Education.

As regards experience on the other hand, it was discovered that it is lacking because about 51% of the teachers had served for less than five years, 37% had served between 6 – 10 years while the remaining 12% had experience above 11 years.

4.5 Leadership styles of Principals.

As a core component of this research, I was much interested in finding out the leadership styles employed by principals in managing their respective schools. To measure the leadership style, I used the standard instrument developed by Sage publications, was used (refer to http://www.sagepub.com/northouseintro2e/study/resources/questionnaires/895_27_03q.pdf).

This instrument was developed to measure the qualities of a leader on three major types of leadership styles, that is, Authoritarian, Democratic and Laissez faire.

From here, it provides a scoring system which classifies the leadership style of the respondent on the basis of their rating on particular questions. This instrument is attached together with the questionnaire for reference purposes.

From the results, it was evident that the common styles of leadership used by Principals are: Democratic and Laissez faire.

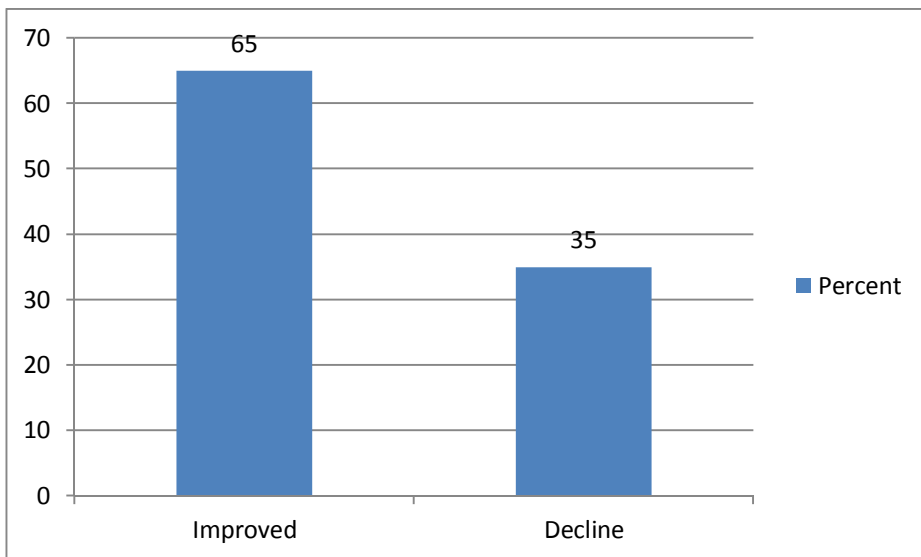
4.6 Progress of Academic Performance

The core component of my research was to ascertain the progress of academic performance in my schools of interest. This was to be based on assessment of academic performance in national examinations of the respective schools over a period of 5 years, that is, from 2008 – 2012. On the basis of the results of five years a computation was made showing whether a

school had improved, remained decline in academic performance that was done by comparing the ratio of students passing in Division I & II and failures across the years.

From this analysis, discovered that 65% of the schools had registered an improvement in academic performance and 35% had registered a decline.

Figure I: Progress of academic performance in public secondary schools



Source: Field survey, 2013

4.7 Regression Analysis

After the computing the scores of Principals on the three leadership styles, that is, Authoritarian, Democratic and Laissez fair, it was found out that the predominant styles are democratic and laissez faire. After doing categorisation, majority of the principals (17) are democratic while the remaining (3) are

laissez fair. Therefore, the regression is based on democratic and laissez faire leadership styles. The document with scores is appended. The measurement of leadership style is 0 or 1, is the predomination of democratic style and 0 – laissez fair style.

Using SAS statistical program, a regression was run to determine if leadership style explains any variation in the academic performance of a school. Control variables such as age, gender, education and experience of principals and the results were as follows;

The Model:

$$Y = b_0 + b_1x_1 + b_2x_2..... b_5x_5 + e$$

Where:

Y = Dependent variable (Academic performance)

B = Regression coefficients

X = Independent and Control variables

Table 7: Results from regression

Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	Intercept	1	1.49568	1.32816	1.13	0.2790
Leadership stlye	Leadership stlye	1	1.06179	0.28848	3.68	0.0025
Experience	Experience	1	-0.08377	0.08176	-1.02	0.3229
Education	Education	1	0.21117	0.25605	0.82	0.4234
Gender	Gender	1	0.06120	0.181173	0.34	0.7413
Age	Age	1	-0.02735	0.03823	-0.72	0.4860

** - Significance level 95%, * - significance level 90%.

From the above results indicated that the leadership style has a significant impact on academic performance. In particular, democratic leadership style was found to have an effective positive impact on academic performance as compared to laissez fair leadership style.

As the results show, a Principal who employed democratic values has likelihood to achieve better academic performance because this type has a positive impact on it. On the other hand, laissez faire has not an effective

positive impact on academic performance. More explanation on this is given in the next chapter.

Surprisingly, experience and age have not a significant negative impact on academic performance and this is attributed to the fact that in Pakistan. Promotions are not majority influenced by one's academic excellence and experience but rather it is based on one's connections with superiors, in short, the principal of merit is not highly regarded or respected.

Chapter V: Discussion, Recommendations and Conclusion

5.1 Introduction

The basis of this research lay in the fact that public secondary level education in Pakistan was facing enormous challenges as academic performance was increasingly declining. So it was set to find out if school management and specifically the leadership styles of Principals had an impact on dwindling academic performance of schools. Therefore in this chapter the findings presented in chapter IV will be discussed.

5.2 Research Tasks

Briefly, the first task was to find out the leadership styles used by Principals in managing schools. As earlier stated in the previous chapter, the standard instrument developed by Sage publications was used to examine the leadership styles of Principals.

After that, the second task was to ascertain whether or not the respective leadership styles are associated with the school's academic performance. It was taken to account that there some other factors, which may affect a school's academic performance such as the financial and human resources and to control this, the survey on schools that do not significantly differ in terms of financial resources they receive was targeted, the education and experience of teachers, the socio-cultural environment in which they are located and physical infrastructure.

The last but not least task was after analysing evidence on the ground, to come up with strategies that can help to improve academic performance in public secondary schools with particular attention on the appropriate leadership style of Principals.

5.3 Leadership Styles

As the evidence presented in the previous chapter suggests, three major leadership styles possessed by Principals were identified. Much as these styles are not mutually exclusive to a single Principal, the categorization was based on the level of scores one obtains for each leadership style and finally, it was apparent that the common leadership styles are authoritarian, democratic and laissez faire.

To put this issue into perspective, it is indicated that depending on the respective Principal's leadership style, there are certain attributes that go hand in hand for instance democratic Principals were found to be associated with regular meetings and teachers and parents indicated that these meetings were free and open discussion without any undue coercion or intimidation. For schools where Principals were laissez faire, there were not even meetings taking place.

5.4 Academic Performance

Another fact of consideration was the academic performance of public schools for the last five years in the schools under field study. This was captured by analysing national academic results for the schools in question to

compare each school's academic performance in SSC (10th Class) examination per year from 2008-2012.

Evidence from field survey indicated that although some schools had been progress in registering better grades over the years, quite a number had been declining. This was in agreement with my literature review. However, the progress achieved was not successive a lot.

5.5 Discussion of Major Findings.

From the findings, it was clear that principals with democratic values are more effective and have a likelihood of achieving success in academic performance. This outcome agrees with most researchers on the impact of leadership style on performance. Jonathan et al (2010) asserts that democratic style promotes a cordial relationship between the leader and subordinates making them more efficient at work. Jaiyeoba (2001) however, warns that if it is abused to enhance accelerated promotions, awards of honour and commendation letters, it compromises performance. According to Mehta (2000) this kind of leader, solicits suggestions and considers them in decision making and this promotes a sense of belonging and team spirit.

It was also found out that principals with laissez faire leadership style are not effective and therefore are not likely to achieve better academic performance.

This style is associated with poorly defined roles and lack of motivation (Lewin, 1938). It has been found to produce the least results because the leader provides little or no guidance to subordinates. Morgan (2013) argues that Laissez-faire Leadership (also known as declarative leadership) is a rather relaxed leadership style, giving complete decision-making control to the staff. It is up to them to manage their workload, while the leaders neither get in the way nor closely oversee what they are doing. Laissez faire leadership is praised for granting independence, and for that the employees will feel important. It is a huge responsibility for them to make the decisions themselves and to be in charge of their own work loads.

However, productivity is at risk of falling if this leadership style is implemented on someone who could benefit from more guidance and direction. It might also backfire, as it could look like the manager is just lazy or cannot be bothered to lead properly.

5.6 Conclusion

Leadership styles might not be mutually exclusive. A principal may be democratic but once in a while act in a laissez faire way and the opposite is true but as the results show, a principal who employs more of democratic values is likely to achieve success in academic performance because as we see, this type has a positive impact on academic performance. On the other hand, laissez faire has a negative impact on academic performance and this is basically because the leader neglects his duties.

It is possible therefore to reject the null hypothesis which stated that leadership styles do not affect academic performance and to accept the alternative hypothesis that leadership styles do affect academic performance.

5.7 Recommendations

If Principals are to maximize benefits from the leadership styles, they should know how and when to apply them and hence I recommend that;

- Democratic style should be applied when dealing with a team of workers who know their job. When the subordinates know their jobs and are knowledgeable, they should be encouraged to be part of the team even in decision making.
 - Laissez faire too should be minimized
 - As a rule of thumb, deliberate efforts should be made to promote team work and cooperation amongst Principals, Parents and Teachers. This way, they will be able to overcome most of the challenges they face and improve academic performance.

5.8 Areas for further Research

More researches are required to study other factors that affect general improvement of schools and most importantly the ways of reforming the education curriculum to match the needs of the productive sectors of the economy.

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Appendix A: School District Administrator Letter

Dear Sir/Madam,

Education District Office, Pakistan.

I am carrying out a research for Master's Thesis in Public Administration under the direction of **Prof. Kim, Bong Hwan** at Graduate School of Public Administration (GSPA) department, University of the Seoul National, Seoul, South Korea. The research is designed to study the leadership style of Principal flexibility and effectiveness of Public Secondary Schools.

You have been selected to participate in the study. Being head of a Secondary School, you are better able to provide data for this research.

Please complete the enclosed proformas and return it in the self-addressed stamped envelope. The guidelines for the completion of the proformas are as under:

Proforma

Guidelines

1. Proforma (DVIP) Demographic Variables Information

Performa. The Completion of this proforma is very simple.

2. ALQ The analysis of the Leadership Questionnaire has been prepared in the style of multiple choice questions. You are required to read the stem (statement) carefully and then encircle the most appropriate option.

I am also desirous to have names of those teachers of your school who have been teaching to 10th class only 10 teachers will be selected to act as respondents to a questionnaire which will be later on delivered to them individually. I am also desirous to have names of those 10 parents to whom students get study in 10th class of above mentioned each teacher.

I will be appreciated if you could complete the proformas at priority and return it along with the names of the teachers of your school. Other phases of my research cannot be carried out until you extend your cooperation very promptly.

I assure you that the information provided by you will not be used for any purpose other than this study. I shall feel pleasure to send you a copy of the study results if you so desire.

Making forward for your cooperation and thanking you in anticipation.

Yours sincerely,

RubinaKausar

GMPA Student

Approved by

_____ (Seal)

Prof. Kim Soon Eun,

Director, GMPA, SNU

Appendix B: Demographic Variables Information Proforma (DVIP)

Principal of school to please inform about the following:

1. Your age.....

Y	M

2. Date of joining this school _____

3. Years of experience as Principal of school _____

4. Highest level of Academic qualifications (other than education degree) _____

5. Professional training (Education degree) _____

6. Courses in management attended _____

7. Present enrollment in the school _____

8. No. of teachers in the school _____

9. Secondary School SSC results by % age and divisions:

Domain	Year	Grade 1 Results in 2008 to 2012 (# of Students)					
URBAN	School #	Total student Appeared	Total Passed	Up to 80 %	Up to 70 %	Up to 60 %	Between 33-60 %
	School 1						
	School 2						
	School 3						

	School 4						
	School 5						
	School 6						
	School 7						
	School 8						
	School 9						
	School 10						
RURAL	School 11						
	School 12						
	School 13						
	School 14						
	School 15						
	School 16						
	School 17						
	School 18						
	School 19						
	School 20						

10. Physical environment (just tick): Congested Open

11. School #

Appendix C: Questionnaire Packets

Appendix C contains the information included in the questionnaire packets that were sent to the schools and school district administrators.

The following is an outline of which documents were sent to principals, teachers, parents and school district administrators.

List of Documents

1. Principal
 - A. Principal letter
 - B. Leadership styles Questionnaire
 - C. Self-addressed, stamped envelope
2. Teacher
 - A. Teacher letter
 - B. Leadership styles Questionnaire
 - C. Self-addressed, stamped envelope
3. Parent
 - A. Parent Letter
 - B. Leadership styles Questionnaire
4. School District Administrators
 - A. Letter requesting permission to do research

Consent Letter for Principal, Teacher and Parent

Dear Sir/Madam

Faisalabad, Pakistan.

This is to inform you that am studying a Master Degree in Public Administration at Seoul National University in the Graduate School of Public Administration at Seoul, South Korea.

As a requirement for final fulfilment of requirements of this course, is conducting a research for my dissertation in the field of education titled “THE IMPACT OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF FAISALABAD DISTRICT IN PAKISTAN”.

This study involves the completion of one survey. Principals, Teachers and Parents will be asked to complete a questionnaire to assess their perception of the school’s achievement or principal’s leadership style. I request you to be as truthful as possible in answering these questions. The questionnaire should take approximately 45 minutes of your time. The outcomes are for academic purposes only and the privacy of your responses is guaranteed.

For any inquiries, you may contact me at:

rubi.csa2@gmail.com & Ph: +821072646467

Thank you for signing and dating this letter and returning it with your

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Signature of participant _____

Date: _____

Appendix D: School Improvement Questionnaire (SIQ)

(To be filled in by Principal, Teacher and Parents of Secondary schools)

(For Principal)

Section A: Personal Information

1. Name
(optional).....
2. Age (Tick appropriate answer):
 - a) Below 18
 - b) 19 – 30
 - c) 31 – 40
 - d) 41 – 50
 - e) Above 51
- 3) Marital status:
 - a) Single
 - b) Married
 - c) Separated
 - d) Divorced
 - e) Widowed
- 4) Level of education:
 - a) Tertiary
 - b) Diploma
 - c) Undergraduate
 - d) Graduate and above

Section B:

5. For how long have you been in the teaching profession?
 - a) 0 - 5 years
 - b) 6– 10 years
 - c) 10 –15years
 - d) Above 15years
6. For how long have you been a Principal?
 - a) 0 - 5 years
 - b) 6 – 10 years
 - c) 10 – 15years
 - d) Above 15years
7. For how long have you been a Principal of this school?
 - a) 0 - 5 years
 - b) 6 – 10 years
 - c) 10 – 15years

d) Above 15years

8. What are your major responsibilities as a Principal?(Tick appropriate answers)

- a) Providing overall leadership of the school.
- b) Supervising and evaluating staff
- c) Executing school policies and guidelines.
- d) Making decisions for day to day running of the school
- e) Financial controller
- f) To manage and develop the school curriculum.
- g) To act as adviser to the School Board
- h) Of working in partnership with parents, other professionals, agencies and schools.
- i) Ensure academic excellence
- j) Others (specify).....

9) Do you hold meetings? (If NO, go to question 19)

- a) Yes
- b) No

10) If Yes, in a term, how often do you hold meetings with;

Category	1	2	3	4	5 & above
Parents					
School board					
Teachers					
Student leaders					

11) To what extent do you find these meetings helpful?

- a) Very helpful
- b) Helpful
- c) Don't know
- d) Less helpful
- e) Very unhelpful

12) What percentage of decisions made in these meetings is implemented?

a) 0 – 25%

b) 26 - 50%

c) 51 – 75%

d) 76 – 100%

13) On a scale of 5, What are these decisions mostly about?

Decision	1	2	3	4	5
Finance related					
School performance					
Teacher's conduct					
Student's conduct					
Principal's conduct					
Policy making					

Section C:

14) How do you rate your relationship with the following categories of people?

Category	Very good	Good	Not sure	Bad	Very bad
Parents					
Board chairperson					
Teachers					
Students					

15) How would you rate yourself in terms of effective management of the school?

a) Very good
d) Don't know

b) Good
e) Poor

c) Fair
f) Very Poor

Section D: Measuring leadership styles (as developed by Sage publications –

<http://www.sagepub.com/northouseintro2e/study/resources/questionnaires/89>

[527_03q.pdf](#))-

16) For each of the statements below, circle the number that indicates the degree to which you agree or disagree

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Employees need to be supervised closely, or they are not likely to do their work					
2	Employees want to be a part of the decision-making process					
3	In complex situations, leaders should let subordinates work problems out on their own					
4	It is fair to say that most employees in the general population are lazy					
5	Providing guidance without pressure is the key to being a good leader					
6	Leadership					

	requires staying out of the way of subordinates as they do their work					
7	As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives					
8	Most workers want frequent and supportive communication from their leaders					
9	As a rule, leaders should allow subordinates to appraise their own work					
10	Most employees feel insecure about their work and need direction					
11	Leaders need to help subordinates accept responsibility for completing their work					
12	Leaders should give subordinates complete freedom to solve problems on their own					
13	The leader is the chief judge of the achievements of the members of the group					
14	It is the leader's job to help subordinates find					

	their “passion.”					
15	In most situations, workers prefer little input from the leader.					
16	Effective leaders give orders and clarify procedures.					
17	People are basically competent and if given a task will do a good job					
18	In general, it is best to leave subordinates alone.					

Section E: Academic performance

17) What has been your school academic performance (% of total students who sat) for the last 5 years?

Year	Div 1	Div 2	Div 3	Div 4	Failure
2012					
2011					
2010					
2009					
2008					

18) What is your status after the last five years?

a) Improved

b) Same

c) Decline

19) What factors have been responsible for your status
(improved/same/decline)?

.....
.....
.....

20) In your opinion, how best can secondary education be improved in
Pakistan?

.....
.....
.....

Thank you for your valuable time

(For teachers)

Section A: Personal Information

1. Name
(optional).....
2. Age (Tick appropriate answer):
a) Below 18 b) 19 – 30 c) 31 – 40
d) 41 – 50 e) Above 51
- 3) Marital status:
a) Single b) Married c) Separated
d) Divorced e) Widowed
- 4) Level of education:
a) Tertiary b) Diploma c) Undergraduate
d) Graduate and above

Section B:

5. For how long have you been in the teaching profession?
a) 0 - 5 years b) 6 – 10 years c) 10 – 15years
d) Above 15years
6. For how long have you been a teacher at this school?
a) 0 - 5 years b) 6 – 10 years c) 10 – 15years
d) Above 15years
7. For how long have you been working under your current Principal at this school?
a) 0 - 5 years b) 6 – 10 years c) 10 – 15years
d) Above 15years

8. What are your major responsibilities as a teacher?*(Tick appropriate answer)*

- a) Teaching students
- b) Participate in meetings
- c) To participate in developing the school curriculum.
- d) To act as adviser to the Principal
- e) Working in partnership with parents, other professionals, agencies and schools.
- f) Ensure academic excellence
- g) Others (specify).....

Section C:

9 i) Do you ever have meetings with your Principal?

- a) Yes
- b) No

9 ii) If Yes, how often in a term, do you hold such meetings? -----

10) How would you rate the participation of teachers in these meetings?

- a) Very active
- b) Active
- c) Don't know
- d) Less active
- e) Not active at all

11) How would you rate the freedom of expression in these meetings?

- a) Very free
- b) Free
- c) Don't know
- d) Less free
- e) Not free at all

12) What percentage of decisions made in these meetings is implemented on average?

- a) 0 – 25%
- b) 26 - 50%
- c) 51 – 75%
- d) 76 – 100%

13) On a scale of 5, what are these decisions mostly about?

Decision	1	2	3	4	5
Finance related					
School performance					
Teacher's conduct					
Student's conduct					
Principal's conduct					
Policy making					

14) To what extent is your Principal open to constructive criticism?

- a) Very open b) open c) Don't know
d) Less open e) Not open at all

15) How often do you seek advice from your Principal?

- a) Very often b) often c) Don't know
d) Less often e) Not at all

Section D: Measuring Leadership styles (as developed by Sage publications – http://www.sagepub.com/northouseintro2e/study/resources/questionnaires/89527_03q.pdf)

16) To what extent do you think your Principal agrees/disagrees with the following statements?

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Employees need to be supervised closely, or they are not likely to do their work					
2	Employees want to be a part of the decision-making process					
3	In complex situations, leaders should let subordinates work problems out on their own					
4	It is fair to say that most employees in the general population are lazy					
5	Providing guidance without pressure is the key to being a good leader					
6	Leadership requires staying out of the way of subordinates as they do their work					
7	As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives					
8	Most workers want frequent and supportive communication from their leaders					

9	As a rule, leaders should allow subordinates to appraise their own work					
10	Most employees feel insecure about their work and need direction					
11	Leaders need to help subordinates accept responsibility for completing their work					
12	Leaders should give subordinates complete freedom to solve problems on their own					
13	The leader is the chief judge of the achievements of the members of the group					
14	It is the leader's job to help subordinates find their "passion."					
15	In most situations, workers prefer little input from the leader.					
16	Effective leaders give orders and clarify procedures.					
17	People are basically competent and if given a task will do a good job					
18	In general, it is best to leave subordinates alone.					

Section E: Academic performance

17) In the last five years, has this school;

a) Improved

b) Remained the same

c) Declined

18) What factors have been responsible for your status
(improved/same/decline)?

.....
.....
.....

19) In your opinion, how best can secondary education be improved in
Pakistan?

.....
.....
.....

Thank you for your valuable time

(For parents)

Section A: Personal Information

1. Name
(optional).....
2. Age (Tick appropriate answer):
a) Below 18 b) 19 – 30 c) 31 – 40
d) 41 – 50 e) Above 51
- 3) Marital status:
a) Single b) Married c) Separated
d) Divorced e) Widowed
- 4) Level of education:
a) Tertiary b) Diploma c) Undergraduate
d) Graduate and above

Section B:

5. For how long have you been a parent at this school?
a) 0 - 5 years b) 6 – 10 years c) 10 – 15years
d) Above 15years
6. How many children do you have in this school?
a) 0 - 5 years b) 6 – 10 years c) 10 – 15years
d) Above 15years
7. Compared to other public schools in this area, how would you rate this school?

- know a) Very good b) Good c) Fair d) Don't
 e) Bad f) Very bad

8. Compared to private schools in this area, how would you rate this school?

- know a) Very good b) Good c) Fair d) Don't
 e) Bad f) Very bad

9. What are your major responsibilities as a parent in this school? *(Tick appropriate answers)*

- a) Paying school dues
- b) Participate in meetings
- c) To participate in developing the school curriculum.
- d) To act as adviser to the Principal
- e) Ensure academic excellence
- f) Others (specify).....

Section C:

10 i) Do you ever have meetings with your Principal?

- a) Yes
- b) No

10 ii) If Yes, how often in a term, do you hold such meetings?-----

11) How would you rate the participation of parents in these meetings?

- a) Very active
- b) Active
- c) Don't know
- d) Less active
- e) Not active at all

12) How would you rate the freedom of expression in these meetings?

- a) Very free
- b) Free
- c) Don't know
- d) Less free
- e) Not free at all

13) What percentage of decisions made in these meetings is implemented on average?

- a) 0 – 25% b) 26 - 50% c) 51 – 75%
- d) 76 – 100%

14) On a scale of 5, what are these decisions mostly about?

Decision	1	2	3	4	5
Finance related					
School performance					
Teacher’s conduct					
Student’s conduct					
Principal’s conduct					
Policy making					

15) To what extent is the Principal open to constructive criticism?

- a) Very open b) open c) Don’t know
- d) Less open e) Not open at all

16) How often does the Principal implement decisions without your consent?

- a) Very often b) often c) Don’t know

d) Less often

e) Not at all

17) How often do you talk to the Principal on school issues?

a) Very often

b) often

c) Don't know

d) Less often

e) Not at all

Section D: Measuring Leadership styles (as developed by Sage publications –

http://www.sagepub.com/northouseintro2e/study/resources/questionnaires/89527_03q.pdf)

18) To what extent do you think the Principal agrees/disagrees with the following statements?

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Employees need to be supervised closely, or they are not likely to do their work					
2	Employees want to be a part of the decision-making process					
3	In complex situations, leaders should let subordinates work problems out on their own					
4	It is fair to say that most employees in the general population are lazy					
5	Providing guidance without pressure is the key to being a good leader					

6	Leadership requires staying out of the way of subordinates as they do their work					
7	As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives					
8	Most workers want frequent and supportive communication from their leaders					
9	As a rule, leaders should allow subordinates to appraise their own work					
10	Most employees feel insecure about their work and need direction					
11	Leaders need to help subordinates accept responsibility for completing their work					
12	Leaders should give subordinates complete freedom to solve problems on their own					
13	The leader is the chief judge of the achievements of the members of the group					
14	It is the leader's job to help subordinates find their "passion."					

15	In most situations, workers prefer little input from the leader.					
16	Effective leaders give orders and clarify procedures.					
17	People are basically competent and if given a task will do a good job					
18	In general, it is best to leave subordinates alone.					

Section E: Academic performance

19) In the last five years, has this school;

- a) Improved b) Remained the same c) Declined

20) What factors have been responsible for your status (improved/same/decline)?

.....
.....
.....

21) In your opinion, how best can secondary education be improved in Pakistan?

.....
.....
.....

Thank you for your valuable time

Appendix E: Raw Scores of Principals on Leadership styles as rated by Teachers and Parents

School ID#	Age	Gender	Education	Experience	Performance	Authoritarian	Democratic	Laissez fair	Category*
1	42	0	0	5	0	250	207	291	0
2	45	1	1	6	1	240	246	215	1
3	53	0	1	8	0	270	304	228	1
4	40	0	0	5	0	244	196	276	0
5	51	1	1	10	1	255	267	206	1
6	44	1	0	6	1	230	251	199	1
7	51	1	0	9	0	295	340	240	1
8	40	1	0	7	1	269	300	230	1
9	47	0	1	7	1	247	259	185	1
10	53	0	1	12	0	201	223	171	1
11	41	1	0	5	1	187	218	162	1
12	42	0	0	5	1	214	241	183	1
13	55	0	1	10	1	130	158	111	1
14	43	1	1	6	0	268	218	275	0
15	50	1	1	9	1	202	227	183	1
16	44	0	0	6	1	169	185	136	1
17	50	1	1	9	0	118	134	97	1
18	43	0	0	5	1	148	179	128	1
19	48	1	0	5	1	268	272	207	1
20	54	1	1	10	1	209	247	191	1

*1= Democratic, 0= Laissez faire

Appendix F: List of Public Secondary School (Sample)

Sr. No.	Name of Principal	Name of Public Secondary School
1	Mr. Rao Muhammad Iqbal	Government M.C High School, Alama Iqbal road, Faisalabad.
2	Mr. Muhammad Zafar Islam	Government Technical High School, Peoples colony, Faisalabad.
3	Mr. Muhammad Masud-ul-Haq Khan	Government Crescent Model High School, Faisalabad.
4	Mr. Sheikh Zahid-ur-Rehman	Government Chiniot Islamia High School, 203/RB, Manawala, Faisal Town, Faisalabad.
5	Mr. Mumtaz-ul-Hassan	Government High School, Chak Jhomray, Faisalabad.
6	Mr. Anwar Ahmed	Government High School No. 1, Samundri road, Faisalabad.
7	Mr. Muhammad Yasin	Government High School, 100/RB, Jaranwala, Faisalabad.

8	Mrs. Razia Sultana	Government Girls High School, 279/RB, Sheikh Colony, Faisalabad.
9	Mrs. Mussarat Sharif	Government M.C Girls High School, Peoples Colony No.1, Faisalabad.
10	Mrs. Sumera Mehtab	Government Kindergarten Girls High School, Faisalabad.
11	Mr. Rashid Nawaz	Government Girls High 202/RB, Gatti, Faisalabad.
12	Mrs. Sidra	Government Comprehensive Girls High School, Madina Town, Faisalabad.
13	Mrs. RubinaKausar	Government Public Girls High School, 214/RB, Faisalabad.
14	Mrs. Nighat Hamid	Government M.C Girls High School, Jarranwala, Faisalabad.
15	Mr. Saeed Zafar	Government High School No.1, Samundri, Faisalabad.
16	Mrs. Zubaida Khanum	Government M.C Girls High School, Bhowana Bazar, Faisalabad

17	Mr. Shukat Ali	Government Comprehensive Boys High School, Samanabad, Faisalabad.
18	Mr. Muhammad Irshad	Government A.V Modern High School, Peoples Colony, Faisalabad.
19	Mr. Manzoor Ahmad Raikhi	Government City Muslim High School, Amen Town, Faisalabad.
20	Mr. Muhammad Sajid	Government High School No. 214/RB, Madina Town, Faisalabad.

국문초록

리더십 스타일이 공립학교의 학업성과에 미치는 영향: 파키스탄 파이살라바드 시 지역 중등학교에 관한 연구

RubinaKausar

행정대학원 행정학 전공

서울대학교

본 연구는 파키스탄 공립학교의 학업 성과를 향상시키기 위해 교장들이 발휘하는 리더십 스타일에 대해 살펴보고자 했다. Armstrong (2009) 에 따르면 조직에서 효과적인 리더십이란 조직의 목표를 달성하기 위해서 집단이나 개인의 행동에 미치는 영향이라고 정의된다.

공립 중등학교의 리더십을 향상시키기 위해서는 교사, 교직원 및 학부모들이 의사결정에 참여할 수 있도록 해야 한다. 많은 선행연구들이 교장이 어떻게 학교의 효과성에 영향을 미치는지를 연구하고 있다. 하지만 실제로 학교 운영과 학생들의 학습내용을 변화시켜 궁극적으로 학교발전을 이루기 위해서 어떻게 교장의 역량을 개발시킬 것인지에 대해서 다루는 연구는 많지 않다. 본 연구는 다양한 리더십 스타일에

대한 선행연구를 검토하였는데 특히 학업성과에 대한 리더십의 영향력을 분석하기 위해서 커뮤니케이션에 중점을 두고 살펴보았다.

최근 파키스탄에서는 교육분야의 리더십이 악화되고 있다는 점에 대해 문제가 많이 제기되고 있다. 특히 중등교육의 질이 하락하고 있다는 것이 중요한 사회문제로 부각되고 있다. 따라서 본 연구는 이러한 문제를 살펴보기 위해서 20개 중등학교의 교장을 연구대상으로 선정하였다. 동시에 학교별로 교사와 학부모들에 대해서도 조사했는데, 82명의 교사와 97명의 10학년 학부모를 분석대상으로 선정하였다. 파이살라바드 지역을 연구하기 위해서 목적할당 표본추출 방식을 사용하였다. 또한 도시 및 농촌지역에서 남학교와 여학교를 할당하여 선정하였다.

교장의 리더십 스타일을 세 가지로 측정하기 위해서 Multi-factor 리더십 질문지를 사용하였다. 학생들의 학업성취도는 각 학교별로 5년간의 결과를 이용하였다. T-test와 로지스틱 회귀분석 그리고 개방형 질문을 사용하여 분석하였다. 수집한 자료를 활용하여 기술통계를 보여주기 위한 통계표를 작성하였고 또한 SAS 프로그램을 사용하여 통계분석을 실시하였다. 전체적으로 보면, 본 연구를 통해 분석한 연구결과가 기존의 교장의 리더십과 학교운영에 대한 이론적인 논의들과 일치하는 것으로 나타났다. 특히 교장의 리더십 스타일이 학교의 학업성과를 좌우한다는 것을 확인하였다. 또한 연구는 리더십 스타일이 상호 배타적이지 않다는 것을 강조하고자 했다. 민주적인 가치를 수용한 교장의 경우 학교의 학업성취도가 더욱 높았다. 반면에

자유방임형이나 권위주의 유형의 리더십을 보인 교장의 경우
학업성취도에 부정적 영향을 미치는 것으로 나타났다.

어떤 학교에서나 학교장은 학교발전의 중심이다. 따라서 교장이
교직원과 학부모 및 학교들과 상호작용하는 방식은 중요하다. 이러한
협동적인 관계를 통해서 확인할 수 있는 사실은 모든 구성원들 간의
신뢰가 높을수록 학교발전의 목표를 달성하는데 있어서 더욱
성공적이라는 것이다.

주요어: 리더십, 교장, 학업성과, 학교운영, 공립학교, 중등학교

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