



"AN EXPLORATORY STUDY OF LEADERSHIP STYLES AND TEACHER EFFECTIVENESS FOR STUDENTS' INTERACTIONS IN SECONDARY SCHOOLS"

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Abstract:

In the context of secondary education institutions, this exploratory research explores the dynamic link between methods of leadership and effectiveness of educators. Recognizing that instructor's play a critical role in influencing students' academic paths, this study aims to explore the complex effects of leadership on the development and efficiency of secondary school educators. The dynamic nature of education calls for a sophisticated comprehension of the ways in which the many leadership philosophies used by school administrators impact teacher morale, instructional methods, and ultimately student accomplishment. 247, teachers—128 men and 119 women—who worked at several colleges and high schools in Lucknow, participated in the study. It is hoped that as the research progresses, the results will clarify the nuances of leadership techniques and promote a greater awareness of the way administrations may enable and assist secondary school teachers. The research's consequences go beyond the local educational setting, offering insightful data on topics such as teacher development, educational management, and secondary schools' ongoing quest of greatness.

KEY WORDS: Leadership, Teacher Effectiveness, Secondary Education, Teacher Morale, Educational Leaders, Policymakers and Educators,

Introduction

Education is essential to the advancement of society, and the quality of a teacher's instruction has a significant impact on the experiences and results of their pupils. Within the intricate realm of secondary education, the influence of school leadership has become a vital component in shaping teachers' professional development and efficacy. School administrators' leadership philosophies have the power to either accelerate or impede the learning process, which has a direct bearing on the quality of teaching, the morale of teachers, and eventually, student accomplishment.

In the dynamic landscape of higher education, the holistic development of students encompasses a myriad of interconnected dimensions, ranging from cognitive preferences and social competencies to strategic career decision-making. Recognizing the significance of these multifaceted aspects, this study delves into the



exploration of learning styles, social maturity, and career decision-making styles among two distinctive groups—award-winning and non-award-winning students. The academic journey of students in higher education is not solely defined by intellectual prowess but is profoundly shaped by their learning preferences, social interactions, and the choices they make regarding their future careers. Previous research has indicated that a student's success extends beyond academic achievements, involving factors such as social skills, emotional intelligence, and the ability to make informed career decisions. This study builds upon this foundation, aiming to unravel the intricate relationships between learning styles, social maturity, and career decision-making styles among students distinguished by their academic achievements.

Education can be defined as the process of imparting knowledge, skills, attitudes, or character traits to individuals with the purpose of preparing them to live their lives in a manner that is meaningful to them. To the extent a nation's citizens are educated is directly proportional to the strength of that nation. An education is a very important instrument that may be utilized to alleviate the majority of the difficulties that are encountered in life. Education serves to open doors to a lot of options for greater professional advancement prospects, and the knowledge that is gained via education helps to bring about these opportunities. Higher education used to be a safe route to employment that required a high level of expertise and wage, as well as to the growth and development of the nation. Additionally, there are a great number of other reasons why higher education is essential, despite the fact that many people value it for financial reasons.

Additionally, students are able to strengthen their critical thinking skills through the process of higher education. India is home to a large number of universities that offer higher education for a variety of subjects. These institutions are home to a large number of students, each of whom possesses a unique set of skills and capabilities. As a result, the academic accomplishments of each student vary, and as a result, some students obtain exceptional results, while others achieve mediocre results, and still others achieve terrible results.

CONCEPT OF LEADERSHIP STYLES

The concept of leadership styles and teacher effectiveness in secondary schools involves understanding how the behaviors, attitudes, and approaches of school leaders influence the professional growth and performance of teachers, thereby impacting the overall quality of education at the secondary level. Leadership styles represent the ways in which school administrators, such as principals and other educational leaders, guide, direct, and interact with their teaching staff. Teacher effectiveness, on the other hand, pertains to the ability of educators to achieve positive outcomes in student learning, engagement, and overall academic success.

Leadership Styles

1. Transformational Leadership

- Characteristics: Inspirational, visionary, and focused on fostering a positive organizational culture.



- Impact on Teachers: Encourages innovation, collaboration, and a shared vision among teachers, leading to increased motivation and job satisfaction.

2. Transactional Leadership

- Characteristics: Emphasis on clear roles, rules, and performance expectations with rewards or consequences.
- Impact on Teachers: Provides structure and accountability, but may be less motivational than transformational leadership.

3. Laissez-Faire Leadership

- Characteristics: Hands-off approach, allowing teachers significant autonomy in decision-making.
- Impact on Teachers: Can empower experienced and self-motivated teachers but may lead to a lack of direction and inconsistency.

4. Distributed Leadership

- Characteristics: Leadership responsibilities shared among various individuals within the school community.
- Impact on Teachers: Fosters a collaborative environment, encourages collective decision-making, and recognizes the expertise of all staff members.

Teacher Effectiveness

1. Instructional Effectiveness:

- Indicators: Quality of lesson planning, classroom management, and delivery of content.
- Impact on Students: Influences student engagement, understanding, and academic achievement.

2. Professional Development

- Indicators: Willingness to learn, adaptability, and participation in ongoing training.
- Impact on Teachers: Enhances pedagogical skills, keeps educators updated with best practices, and contributes to job satisfaction.

3. Classroom Management

- Indicators: Ability to create a positive and structured learning environment.
- Impact on Students: A well-managed classroom promotes a conducive learning atmosphere and minimizes disruptions.



4. Communication and Collaboration

- Indicators: Open communication with students, parents, and colleagues; collaboration with peers.
- Impact on School Culture: Positive communication fosters a sense of community and teamwork, benefiting both teachers and students.

Understanding the interplay between different leadership styles and teacher effectiveness involves examining how leadership behaviours impact aspects like teacher motivation, professional development opportunities, and the overall organizational climate. Effective school leadership should aim to create a supportive environment that empowers teachers, encourages continuous improvement, and ultimately enhances the learning experience for secondary school students.

Background

Secondary education represents a critical juncture in a student's academic journey, requiring a skilled and motivated cadre of teachers. The role of educational leaders, including principals and administrators, becomes paramount in creating an environment that nurtures effective teaching practices. Previous research has acknowledged the significance of leadership in educational settings, but a comprehensive exploration of how distinct leadership styles impact teacher effectiveness in secondary schools is warranted.

Rationale

In their search of ongoing development, educational establishments should investigate the subtleties of leadership philosophies that either support or undermine secondary school instructors' efficacy. Through the identification of trends, advantages, and opportunities for development in approaches to leadership, this research attempts to provide practical advice to educators, legislators, and school administrators who want to improve the quality of education for all students.

LITERATURE REVIEW:

Hasan, Richard, and Murray (2014) conducted research on the topic of "The relationships between school principal leadership styles and school principal decision-making styles in an Indonesian school context." Four hundred seventy-five educators from six different school districts in Lampung took part in the research. The findings of the study indicated that there was a substantial connection between the leadership styles of school principals and the decision-making techniques that they utilized. On the other hand, when it comes to decision-making styles, principals should favour the logical decision-making style and avoid the avoidant decision-making style. In the case of leadership styles, teachers believe that principals should prefer the transformational leadership style and avoid the laissez-faire leadership style.

A study titled "Correlation between level of emotional intelligence and intuitive decision-making among top and middle level managers in the Slovenian automotive industry" was conducted by Erenda, Mesko, and



Bukovec (2013). A sum of 150 chiefs from the Slovenian auto area partook in the review. The information was assembled using two unique surveys. The principal survey was utilized to gauge the capacity to understand individuals on a profound level (the SSEIT poll), and the subsequent poll was utilized to distinguish dynamic style (the GDMS poll) among the supervisors who were the subject of the exploration. The discoveries demonstrated that there was serious areas of strength for a between the capacity to understand people on a profound level and the inclination for going with choices in light of instinct. Omari (2013) led research on the subject of "The connections between administration styles and dynamic styles among directors of state funded schools." A sum of 108 chiefs from the Russaifa Training Region in Jordan were chosen for this information assortment. The authority styles known as "Order Dynamic Style" and "Voting public Focused Organization" were the ones that were generally famous among school directors. Despite the fact that there was a link between the decision-making styles of school principals and the leadership styles of those principals, there was found to be no relationship between the two.

As per Wood (2012), "The relations between dynamic styles and dynamic quality" went under examination. The scientist took a gander at five distinct dynamic styles (Scott and Bruce, 1995), every one of which gives understanding into an alternate part of dynamic quality. These styles incorporate explanation based, esteem based, and imaginative direction, notwithstanding broad dynamic quality. There were 320 understudies from Midwestern College's undergrad programs who were picked for this determination. The Overall Dynamic Style measure created by Scott and Bruce (1995) and the Worldwide Character Thing Pool short scopes for the NEO PI-R (Goldberg, 1999; Goldberg et al., 2006) were used in this review. A positive connection was seen between self-detailed reasonable dynamic style and friend evaluated dynamic quality; however, a negative relationship was recognized between self-revealed avoidant and unconstrained dynamic styles and companion evaluated dynamic quality. The discoveries uncovered that the connection between these two kinds of dynamic styles was unique. It very well might be closed from this information that how choices are made has a huge impact in deciding the nature of choices that are made. It is particularly a fact that the result is positive when the decision is made in a reasonable and consistent way, however the results are horrible when one evades navigation and when one settles on choices spontaneously.

A study titled "The impact of emotional intelligence on the relationship among leadership styles, decision making styles, and organizational performance" was conducted by Rahman (2011). The work is backed by the conceptual evidences that were discovered in the literature that came before it. In light of the exploration introduced, it was found that capacity to understand people on a profound level goes about as a mediator in the cooperation between initiative styles and dynamic styles. Similar discoveries were likewise found in regards to the connection between authority styles and the exhibition of associations. Also, it was found that how choices are had meaningfully affects the general working of the association.



OBJECTIVE

The objectives of this study are as follows-

1. To study the leadership styles and teacher effectiveness of secondary school teachers.
2. To study the Decision-making styles of secondary school teachers.

1.4 PURPOSE OF THE STUDY

As previously said, the increasing demand for English as a spoken language in Hindi throughout the world is creating a major need for highly qualified English teachers. The ability to reflect, inspirational leadership, and efficient classroom management are just a few of the many crucial factors that define the professionalism and calibre of EFL teachers due to their significant roles in shaping the growth of education. As such, they have piqued much greater attention. While a plethora of data exists about the effect of each of these factors independently, nothing is known about how each of these factors relate to one another in the context of education in general and teaching English as a Hindi language in specifically. Besides, this study endeavours to take on a substantially more comprehensive exploration strategy to consider the hypothetical and systemic disparities that were recently referenced. As a result, using Structural Equation Modelling (SEM) to suggest a model of potential relationships between the provided variables, the present study expanded on previous investigations. Subsequently, a work was made to utilize a more extensive model (Figure 1 underneath) on the possible connection between educators' viability in dealing with their study halls, intelligent reasoning, and a ground-breaking authority style.

The initial hypothesized model of the associations among the main variables

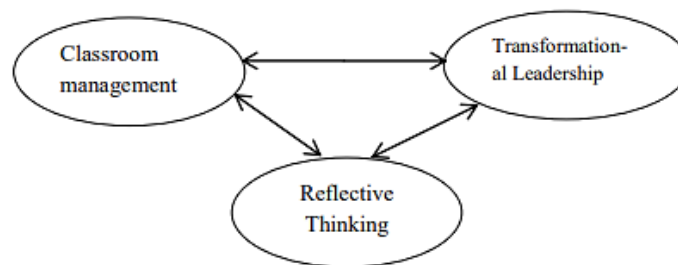


Fig. 1 Model of the relationships between the primary variables that is hypothesised.

METHOD

Respondents were 247 (127 men and 120 women from various colleges and high schools in Lucknow, Uttar Pradesh, India. Respondents were selected using a sampling strategy with stratification procedure. This



approach included selecting and inviting distinct smaller segments of a population, known as strata, for membership in the research. These participants were assured that the results of the investigation would be kept secret.

Instrumentation

In this research, three types of surveys were used to gather data: (1) Teacher Sense of Effectiveness Scale, (2) Reflection Thought Scale, and (3) Multifaceted Leadership Questionnaire.

Data Collection Procedure

After receiving approval from the institutions and secondary schools in the month of September 2018, questionnaires were distributed in two Iranian regions. In all, it took a total of two months to give away and collect all of the interviews. The study participants met with teachers and offered them instruction on how to fill out the questionnaires. All survey respondents had their data sourced into AMOS and the Statistical Package for Social Science (SPSS) program for assessment.

Analysis of data

We used AMOS version 21 to conduct structural equation modelling research in order to look at the link to our route model. Confirmation factor analysis and exploratory factor examination are the two stages of SEM. Utilizing exploratory factor analysis; one could identify the right number of variables for a research project. Confirmatory factor analysis uses goodness of fit indices to confirm or verify the hypothesized model by investigating all possible connections between the major scales and their subscales for each.

RESULTS

A variety of statistical approaches were used to address the present study's query. The next section presents the descriptive statistics for the study's subscales, accompanied by the correlated matrices, SEM, multivariate regression, KMO and Bartlett's test of association. Table 1 shows the descriptive data for all subscales of the key variables.

Table 1 The descriptive statistics for each metrics.

Variables	N	Mean	Sd	Skewness	Kurtosis	Sig.
Effectiveness of instructional techniques	247	6.69	1.98	-.89	-.54	.00
Effectiveness of student administration	247	6.48	1.58	.47	-.36	.00
Effectiveness of classroom instruction	247	6.96	1.98	-.59	-.28	.00
Ability to evaluate oneself	247	6.87	1.68	-.59	1.85	.00
Understanding one's own learning style	247	6.98	1.96	-.126	2.86	.00



(TLS= a Transformational Managerial style, RT= Reflected Thinking, and EFM as a= Effectiveness of Managing a Classroom.)

Table 1 demonstrates that the continuous parameters were not normally distributed (Skewness and Kurtosis < 2), hence a Spearman multivariate correlation analysis was performed. Table 2 displays the correlation matrices of the study's subscales in general.

Table 2 Matrix of correlation for all subscales.

Variables	ECM	1	RF	1	TLS
Effectiveness of education in classes	-				
Classroom administration	.95**	-			
management of students	.47**	.56**	-		
Teaching techniques	.58**	.68**	.14**	-	
Reflective thinking	.14**	.51**	.39**	.57**	
Awareness of how learns	.54**	.25**	.47**	.69**	.96**

(TLS= a Transformational Managerial style, RT= Reflected Thinking, and EFM as a= Effectiveness of Managing a Classroom)

Table 3 KMO or Bartlett tests for variables associated with study.

Variables	EFM		RT	TLS
The KMO quality of sample metric	.55		.698	.78
Bartlett's Test	R ²	796.145	986.54	308.962
	Df	4	6	10
	Sig.	.000	.000	.000

Table 3 show that all KMO measure the statistical process were more than.5, suggesting that the number of respondents was appropriate. Furthermore, the confidence level of.00 for the test conducted by Bartlett indicates the applicability of the factor approach to all of the major variables in the research.

As demonstrated by Table 4, the model's fit statistics were evaluated using eight criteria.

Table 4 Fit statistics in the structural equation model.

Evaluation	Present level	Accept level	Statistics
Normal chi-square	$X^2/Df < 5$	1.59	Accepted
Root means squares approximations error	RMSEA < .05	.08	Accepted
Roots means square residual	RMR > 0	.47	Accepted
Goodness-of Fit index	GFI > .8	.98	Accepted



Index of adjustment the goodness of fit	NFI > .96	.93	Accepted
Comparative fit index	CFI > .69	.84	Accepted
Incremental fit index	IFI > .90	.99	Accepted

Table 4 shows that for the educational environment leadership, reflective behaviour, and transformational management approach, all indices have been awarded (= 1.58; RMSEA = .08, RMR = .07; GFI = .75; AGFI = .96; NFI = .98; the CFI, which stands = .88; international financial organizations = .59).

Many multivariate associations between study measures have been suggested by the findings of the correlational investigations mentioned earlier. Bivariate research, however, was unable to fully capture the impact of one variable on another. Multiple regression analyses yield more accurate evidence. In the simplest terms, numerous regression analyses determine which variable in the independent variable is responsible for which dependent variable. As shown in Table 5, transformational leadership has a stronger predictor of classroom administration effectiveness ($B=.98$, $t=6.98$, $Sig=.00$) than reflective thinking. Both the independent variables' β and t coefficients are positive classifiers.

Table 5 Multiple regression analysis predicts instructors' success in classroom management.

Predictor	B	t	Sig.
Constant	1.96	1.89	.08
Reflective thinking	.98	6.98	.05
Transformation leadership	.58	8.69	.00
F=.06			F=18.96
R ² =.169			R=.95

DISCUSSION

This research investigated the relationship between instructors' revolutionary managerial style, lateral thinking, and success in managing a classroom. Additionally, by simultaneously showing a link between these three elements and using an improved analytical approach, this study built on earlier studies. Using the Structural Equation Modeling approach, the study's primary results verified the original hypothesized model that described the relationship between the study's key variables. The transformational leadership style and teachers' analytical thinking were shown to be most closely associated. This remark makes some sense in light of the result. Contemplation has an impact on the leadership development of student instructors.

The result above is consistent with other research reported in the literature. In which the researcher discovered a substantial link between teachers' effectiveness in classroom management and transforming management. The effectiveness of management in the classroom is divided into three areas: instructional strategy, managing a classroom, and controlling students. On the other side, transformational leadership focuses on students to develop them to be problem solvers, thoughtful and creative thinkers about problems,



professional communicators, and effective students in academic settings. Taking the purpose as well as significance of each of these factors into consideration, it is possible to infer that they have the same aims. There were just a few correlations found between the success of teaching strategies with idealised effects behaviour and motivating inspiration in terms of intergroup relationships linking the efficiency of administration in the classroom and leading that changes.

CONCLUSION

The results obtained by employing the Structural Equation Modelling technique showed that the effectiveness of reflective thinking, leadership that transforms style, and classroom management by Indian English as Hindi Language instructors are significantly correlated. Because these factors are interrelated, these results showed the significance of analytical thinking or the style of transformational leadership in the instruction process. The degree of other instructors' qualities increases as one of these talents rises. Undoubtedly, these findings have a number of consequences for educators and practitioners for the field of education. Since reflective thinking and an approach to transformational leadership are highly correlated with the effectiveness of managing the classroom, educational practitioners are advised to investigate these two traits of teachers independently in order to offer them training beforehand to their competent start.

It would be appropriate at this time to discuss the restrictions of the current research. The study's variables were mostly responsible for the variation seen, as was noted and shown in the results section. We shouldn't disregard the origins of the residual variance, which may be explained by other variables that are autonomous as a result of this.

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