Leadership Trends of Principals of Higher Secondary Schools in Punjab

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Abstract

The present study was conducted to identify leadership trends used by principals and to explore relationship between leadership trends and students' performance. The objective of the study was to find out leaderships trends currently being practiced by principals of higher Secondary Schools in Punjab. 327 males and 343 female principals working in Government Higher Secondary Schools in the Punjab were the population of the study. Questionnaire developed on five-point Likert scale, was used to collect data from the respective respondents i.e. Principals. Student's performance was examined through their Board results. Stratified sampling technique was used in the study. The Punjab province is divided into four strata viz. districts of very high literacy, districts of high literacy, districts of low literacy and districts of very low literacy. It was found that male and female both principals possess different leadership trends. Leadership trends of the respondents of rural and urban schools are almost the same. The results of Higher Secondary Schools are significantly correlated with the leadership trends. Overall Visionary leadership trend is highly correlated with the better results of Higher Secondary Schools.

Keywords: leadership, trends, impact, performance, literacy

Introduction

It is evident from the historic data that, 1987, all Government intermediate colleges were combined with Higher Secondary Schools. Thus, the classes of first year and second year of colleges became the part of Government Higher Secondary Schools. Principals are heading these educational institutions. Their role is considered very important being leaders and managers of these institutions. Trends of leadership are changing in the world, due to which the roles of principals are being affected.

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Successful principals need to be expert in different leadership trends to get educational objectives. In view of the Ibrahim& Sheikh (2013) have pointed out some trends in leadership as follows:

   i.   Visionary leadership trend
  ii.   Trend of positive school culture
 iii.   Distributive leadership trend
  iv.   Change initiating trend
   v.   Conflict management trend
  vi.   Use of new technology trend
 vii.   Harmonizing leadership
viii.   Building relationship with stakeholders

Anyhow from the different studies, it was reflected that, According to Branch, Hayer and Rivkin (2000). Understanding the impact of principals on learning is a particularly difficult analytical problem. The non-random sorting of principals among schools and consequent difficulty separating the contributions of principals from the influences of peers and other school factors raise questions about the degree to which principals are responsible for differential outcomes.

According to Kunwar (2001), Principals who use productive leadership practices also can positively influence teacher working conditions, including fostering a school culture that is collegial, trusting, team-based and supportive; promoting ethical behavior; encouraging data use; and creating strong lines of communication.

One of the research studies conducted by Nawab (2011) conducted research on "Principals distributed leadership behaviors and their impact on student achievements in selected schools in Texas" the objectives of the study were, as to examine the possible impact of principals' distributed leadership trend on student achievement in the selected higher secondary school of Texas. To explore the relationship between the perceptions of teacher leaders from a distributed perspective and the professional development of new principals. It was also concluded from the findings of the said study as, the researcher used descriptive statistics to describe the distributed leadership trends of selected schools' principals as measured by the LPI. There were consistencies in responses as well as discrepancies in what teacher leaders and principals perceived to be important in terms of leadership behaviors. "Enabling Others to Act" was the highest rated category as perceived by teacher leaders among leadership practices in the schools. By developing collaborative relationships, embracing different opinions and assisting others in achieving organizational goals, the principals were able to achieve organizational goals. Successful leaders treat people in a way that leads to extraordinary achievements to the

students. Chaudhary et. al., (2017), that the Institutional heads play key role and their style of management in the performance of their teachers.

It is concluded form the above said studies that these are the effective leadership styles as:

    i.   Facilitating shared vision
    ii.   Creating positive school culture and change.
    iii.   Good relationship with communities and family members.
    iv.   Sustaining integrity and fairness among the staff.
    v.   Use of new technologies.

The present study has been designed to analyzed the "leadership trends used by the principles of higher secondary school in Punjab".

Objectives of the study

Following are the objectives of the study:

    i.   To find out leaderships trends currently being practiced by principals of higher Secondary Schools in Punjab.
    ii.   To analyze academic performance of students of the target higher Secondary Schools in Punjab.
    iii.   To explore the relationship between leadership trends of principals and academic performance of the students at higher Secondary School level in the Punjab.

Methodology of the study

The study is descriptive in nature. A survey was conducted for data collection. Questionnaire developed on 5-point Likert scale, was used to collect data from the respective respondents i.e. Principals. Students' performance was examined through last three years (2012-14) results of higher secondary school certificate (HSSC) of respective educational boards.

Population of the study

According to Education Department of the Punjab, Lahore (2015), there are 327 males and 343 female principals working in Government Higher Secondary Schools in the Punjab. All principals and HSC students of educational institutions, included in the study, was the population of the study.

Sample

Keeping the above division of districts in view, districts from region of very high literacy rate (more than 57.90 percent) included Lahore and Gujrat, whereas districts from the region of high literacy rate (40.90

percent to 57.90 percent) included Sahiwal and Multan. Similarly, two districts from the region of low literacy rate (29.96 percent to 43.90 percent) included Okara and Kasur. Whereas two districts from the region of very low literacy rate (up to 29.96 percent) included Muzaffargarh and Rajanpur were taken as sample districts.100 percent Principals (both male and female) from the selected districts were taken as sample. Therefore 71 males and 81 female principals constituted the sample of the study.

Results of the Study

The details description of the analysis of each category of respondents is as follows:

Table No. 1

District wise distribution of respondents

Districts	% age
Districts of very high literacy.	28.95%
Districts of high literacy.	44.74%
Districts of low literacy.	11.84%
Districts of very low literacy.	14.47%

In the table No.1 district wise distribution of respondents reflects that 44.74% respondents belongs to Districts of high literacy and 28.95 % respondents are from districts of very high literacy whereas, 11.84 % respondents are from districts of Low literacy.

Table No 2

Gender wise comparison of leadership trends

Types of Trends	Gender	Mean Rank	Z	Asymp. Sig.
Change Leadership Trend	Male	75.42	-.316	.752
	Female	77.61		
Cultural Leadership Trend	Male	68.25	-2.397	.017
	Female	84.97		
Visionary Leadership Trend	Male	66.46	-2.879	.004
	Female	86.81		
Conflict Leadership Trend	Male	64.75	-3.385	.001
	Female	88.57		
Technological Leadership Trend	Male	67.22	-2.700	.007
	Female	86.03		
Building Relationships with Stakeholders Trend	Male	74.23	-.670	.503
	Female	78.83		
	Male	71.34	-1.523	.128

Distributive Leadership Trend	Female	81.79

Table 2, analysis of data reflects that there is no significant difference in the leadership trends of male and female respondents for Change Leadership trend. (p=.752>.05), for Building Relationship with stake holders (p =.503>.05), and for Distributive Leadership trend (P=.128>.05). There is significant deference between male and female leadership trends for Cultural Leadership trend. (p =.017<.05), Visionary Leadership trend (p =.004<.05), Conflict Leadership trend (p =.001<.05), and Technological Leadership trend (p =.007<.05).

Table No 3

Locality wise comparison of leadership trends

Types of Trends	Locality	Mean Rank	Z	Asymp. Sig.
Change Leadership Trend	Rural	62.85	-2.445	.015
	Urban	81.41		
Cultural Leadership Trend	Rural	82.57	-1.211	.226
	Urban	73.30		
Visionary Leadership Trend	Rural	77.05	-.190	.849
	Urban	75.57		
Conflict Leadership Trend	Rural	72.99	-.550	.582
	Urban	77.24		
Technological Leadership Trend	Rural	71.52	-.827	.409
	Urban	77.84		
Building Relationships with Stakeholders Trend	Rural	64.32	-2.185	.029
	Urban	80.80		
Distributive Leadership Trend	Rural	68.70	-1.367	.172
	Urban	79.00		

Table 3, locality wise comparison of leadership trends shows that there exists a significant difference among rural and urban respondents about Change Leadership trend (p =.015<.05) and Building Relationship with stake holders (p =.029<.05), whereas there is no significant difference for the remaining leadership trends of rural and urban respondents i.e Cultural Leadership trend (p=.226>.05), Visionary Leadership trend (p =.849>.05), Conflict Management Leadership trend (p =.582>.05), Technological Leadership trend (p =.409>.05) and Distributive Leadership trend (p =.172 > .05).

Table No.4

Over all gender wise comparison of leadership trends

Gender	Mean Rank	Z	Asymp. Sig.
Male	74.88	-.511	.609
Female	78.17		

Table 4, over all gender wise comparison of leadership trends shows that there is no significant difference ($p = .609 > .05$) between the leadership trends of male and female respondents.

Table No.5

Over all locality wise comparison of leadership trends

Locality	Mean Rank	Z	Asymp. Sig.
Urban	78.32	-.465	.642
Rural	75.05		

In the above table 5, over all locality wise comparison of leadership trends shows that there is no significant difference ($p = .642 > .05$) of leadership trends of urban and rural respondents.

Table No. 6

Overall Relationship of leadership trends among Males using Correlation Coefficient

Leadership Trends	Change	Cultural	Visionary	Conflict	Technological	Building Relationship	Distributive
Change	1.000 .	.418** .000	.427* .000	.447** .000	.424** .000	.430** .000	.395** .000
Cultural		1.000 .	.480** .000	.650** .000	.466** .000	.544** .000	.575** .000
Visionary			1.000	.666** .000	.592** .000	.538** .000	.532** .000
Conflict				1.000 .	.613** .000	.654** .000	.608** .000
Technological					1.000 .	.630** .000	.610** .000
Building Relationship						1.000 .	.739** .000
Distributive							1.000 .

N = 152

The table 6 reflects relationship for leadership trends. It is obvious that all the trends are significantly co-related with each other. The relationship between cultural leadership trend and conflict management leadership trend (r=.650), between visionary leadership trend and conflict management trend (r=.666), between conflict management trend and Technological leadership trend (r=.613), between conflict management trend and building relationship trend (r=.654), between conflict management trend and distributive leadership trend (r=.601), between technological leadership trend and building leadership trend (r=.630), between technological leadership trend and distributive leadership trend (r=.610), between building relationship trend and distributive leadership trend (r=.739) shows a tendency or relatively stronger relationship.

Table No.7

Responses of Principals regarding administrative problems of open-ended questions

Sr. No	Administrative Problems	Respondents	%age	Ranking Order
1.	Drop out ratio due to poverty	40	26.41	5
2.	Lack of classrooms	42	27.63	4
3.	Lack of motivate in teaching staff	45	29.71	3
4.	Non-cooperation from the parents	46	30.31	2
5.	Lack of teaching and non-teaching staff	50	32.91	1

In response to open ended question regarding the administrative problems of the principals of sample schools, principals of higher secondary schools of sample districts pointed out different problems which affect the performance of students. These are presented in rank order in the above table No.4.8. According to the table the problem of lack of teaching and non-teaching staff was on the top in the ranking order whereas, the problem of drop out ratio due to poverty was the lowest in the ranking order.

Table No.8

Responses of Principals regarding remedial leadership trends

Sr. No	Remedial Trends	Respondents	%age	Ranking Order

1	Change Leadership Trend	40	26.41	5
2	Technological Leadership	42	27.63	4
3	Building Relationship Trend	45	29.71	3
4	Distributive Leadership Trend	46	30.31	2
5	Visionary Leadership Trend	50	32.91	1

In response of open-ended question about remedial leadership trend, principals of higher secondary schools of sample districts recommended different remedial leadership trends. These are presented in rank order in the above Table No.4.9. According to the table, visionary leadership trend was on the top in the ranking order, whereas change leadership was the lowest in the ranking order.

Findings

The findings of the study are reported below:

i.   Some of the leadership trends are significantly different among male and female respondents i.e. cultural leadership trend ($p = .017 < .05$), Visionary leadership trend (p=.004 <.05), Technological leadership trend (p=.007<.05), Conflict management leadership trend (p=.001<.05).

ii.   Most of the leadership trends of the respondents of rural and urban schools are not significantly different i.e. cultural leadership trend (p=.226>.05), visionary leadership trend (p=.849 >.05), conflict management leadership trend (p=.582>.05), technological leadership trend (p=.409>.05) and distributive leadership trend (p=.172 > .05).

iii. Over all gender wise comparison of leadership trends show that there is no significant difference (p=.609 > .05), between the leadership trends of male and female respondents.

iv.   Comparison of leadership trends regarding urban and rural areas show no significant difference between leadership trend of the respondents of urban and rural areas.

v.   All the leadership trends are significantly correlated with the results of Higher Secondary Schools.

vi.   Visionary leadership trend is highly correlated with the results of Higher Secondary Schools.

vii.   Technological leadership trend of male schools is high correlated with the school results.

viii.   Most of the leadership trends of female principals are significantly correlated with the school results. i.e. Change leadership trend (r=.355),
Visionary leadership trend (r=.474) conflict management leadership trend (r=.404), technological leadership trend (r=.321), building relationship leadership trend (r=.411), and distributive leadership trend (r=.345).

ix.   Technological leadership trend of urban schools is highly correlated with the results of Higher Secondary Schools Certificate (r=394).

x.   Distributive leadership trend is highly correlated (r=474) with the results of rural schools.

xi.   All the leadership trends are mutually correlated with each other. The relationship between cultural leadership trend and conflict management leadership trend (r=.650), between visionary leadership trend and conflict management leadership trend (r=.666) and building relationship leadership trend and distributive leadership trend (r=.739) shows the tendency towards stronger relationship.

xii.   All the leadership trends among male respondents are correlated with each other. The relationship between visionary leadership trend and conflict management trend (r=.710), between technological leadership trend and building relationship leadership trend (r=.641), between building relationship leadership trend and distributive leadership trend (r=.681) show the tendency towards stronger relationship.

xiii.   All the leadership trends among female respondents are mutually correlated with each other. The relationship between building relationship leadership trend and distributive leadership trend (r=.783), between conflict management leadership trend and building relationship leadership trend (r=.775) and between conflict management leadership trend and distributive leadership trend (r=.761) shows the tendency towards stronger relationship.

xiv.   All the leadership trends among urban respondents are mutually correlated with each other. The relationship between distributive leadership trend and building relationship trend (r=.824), between visionary leadership trend technological leadership trend (r=.719) and between conflict management

leadership trend and building relationship leadership trend (r=.678) shows the tendency towards stronger relationship.

xv.   All the leadership trends among rural respondents are mutually correlated with each other. The relationship between distributive leadership trend and building relationship leadership trend (r=.711), between conflict management leadership trend and technological leadership trend (r=.666) and between technological leadership trend and distributive leadership trend (r=.638) shows the tendency towards stronger relationship.

xvi.   All the leadership trends among respondents of districts of very low literacy are mutually correlated with each other. The relationship between cultural leadership trend and conflict management leadership trend (r=.757), between visionary leadership trend and conflict management leadership trend (r=.756) shows the tendency towards stronger relationship.

xvii.   All the leadership trends among respondents of districts of low literacy are mutually correlated with each other. The relationship between technological leadership trend and building relationship leadership trend (r=.887), between conflict management leadership trend and building relationship leadership trend (r=.882) and between visionary leadership trend and distributive leadership trend (r=.798) shows the tendency towards stronger relationship.

xviii. All the leadership trends among respondents of districts of high literacy are mutually correlated and moderate with each other.

xix.   All the leadership trends among respondents of districts of very high literacy are mutually correlated with each other. The relationship between building relationship trend and distributive leadership trend (r=.802), between visionary leadership trend and technological leadership trend (r=.794) and between conflict management leadership trend and distributive leadership trend (r=.752) shows the tendency towards stronger relationship.

xx.   Analysis or variation of administrative trends among sample districts reflects that significant difference was found in the leadership trend among the respondents of different districts.

xxi.   In responses of open-ended question regarding remedial leadership trends for the solution of administrative problems, the principals of higher secondary schools of sample districts recommended the visionary leadership trend on the top in

ranking order. According to them, visionary leadership trend is the more effective remedial leadership trend for the solution of their administrative problems.

Conclusions

It's concluded from the above said finding that, both male and female principals possess different leadership trends as working in the Punjab higher secondary educational institution. However, Leadership trends of the respondents of rural and urban schools are almost the same. The results of H S Ss are significantly correlated with the leadership trends. Overall Visionary leadership trend is highly correlated with the better results of H S Ss. Technological leadership trend of male schools is highly correlated with the better results of higher secondary. Change leadership trend, Visionary leadership trend, Conflict management leadership trend, technological leadership trend, building relationship leadership trend and distributive leadership trend of female principals are significantly correlated with the school results.

The technological leadership trend of urban schools is highly correlated the result of higher secondary schools. The higher secondary schools' results of rural schools are highly correlated with the distributive leadership trend of the principals of those schools. Leadership trends of the respondents are mutually correlated. All the leadership trends among male respondents are mutually correlated. All the leadership trends among female respondents are mutually correlated. All the leadership trends among urban respondents are mutually correlated. All the leadership trends among rural respondents are mutually correlated. All the leadership trends among respondents of districts of very low literacy are mutually correlated. All the leadership trends among respondents of districts of low literacy are correlated. All the leadership trends among respondents of districts of high literacy are mutually correlated. All the leadership trends among respondents of districts of very high literacy are correlated. In the sample districts, the leadership trends vary among principals including male and female.

Recommendations

It was found that leadership trends of rural and urban Principals were similar which reflected that there exists stagnancy in school leadership. The principals fear to adopt innovative trends. It is, therefore, recommended that they may be provided with training, seminars and workshops for creating awareness among school principals and administrators regarding new trends in school leadership. There exists a difference in leadership trends of male and female school leaders. It was

observed that female school leaders were good in adopting change leadership trend and male school leaders were good in building relationship with stakeholders but unfortunately, trend of technological leadership and distributive leadership were not properly taken into consideration by both the female and male school leaders.

It is, therefore, recommended that there may be hands on activities arranged by the respective District education officer for promoting the said two leadership trends. It was observed that the visionary leadership trend is highly correlated with giving good results. It means that the school leaders use their personal vision based on their experience, qualification and decision making for improving the student's results. Therefore, it is recommended that the school leaders utilizing their personal vision may be encouraged and stimulated to propagate their vision to other leaders of the schools. For this purpose, knowledge sharing and discussion sessions may be arranged to help school leaders in promoting their vision.

As male are more proficient in using technological leadership trend than those of females, it may be investigated how the male school leaders develop their favorable attitude towards the technology. The findings of such investigations may be implemented for promoting the use of technology among female school leaders. Moreover, physical infrastructure of implementing technology may be equally provided in the female schools and ensured its usability. It reflects that in the rural areas the use of technology is limited and students have minimum access to such technology. It is, therefore, recommended that rural Higher Secondary Schools may also be brought under the sphere of technology development with the co-ordination of District Education Officer.

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