EFFECT OF PRINCIPAL'S LEADERSHIP STYLE ON THE QUALITY OF EDUCATION IN PRIVATE FRANCHISED SECONDARY SCHOOL IN PUNJAB, PAKISTAN

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ABSTRACT

The focus of this study is to explore the effect of principals' leadership style on quality of education. An additional objective was to investigate leadership styles of principals through the observations of teachers hold of such leadership styles effect on quality of education, and the specific principal behaviors that enhance quality of education. The study was concerned to the private franchised secondary school in Punjab, Pakistan. Research outcomes exposed leaders/administrators with optimistic and collective styles generate a helpful atmosphere in institution. The principals with a more work experience, professionally and academically qualified give better results of school and education as well. Staff members usually discus principal's different styles of leadership and their relation with each other, and also about their expectations of principals' leadership style using in the institution. Teachers' main concern is that principal should know all expects of their school, and give freedom to take necessary action in class. High moral, intellectual and integrated principal is preferred by majority of the teachers.

Keywords: Leadership, Principal's Leadership style, Quality, Education, School

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Introduction

A quality education is a rudimentary obligation in world educational market. The objectives of quality education can only be attained by means of some innovatory changes to make sure healthier planning leadership style, meaningful research and better educational governance. Effective principal's leadership style is one of the main features that have been observed as essential for institutional success. A talented principal delivers way for the school and lead cohorts towards attaining desired goals.

To achieve all the educational goals a suitable and competent leadership is required. Leadership is encouragement, not authority; personnel who can need other to do their command because of their authority are not leaders, leadership only happens when others eagerly accept for a period of spell, the areas of a group as their own.

Pakistan is a developing country its requirements to give proper emphasizes in the area of education. For the improvement and progress of education public and private sectors work side by side. In all those efforts one is franchised school system which has been established and promoted since last few decades very rapidly especially in Punjab. Many mushroom heads schools are being seen in different areas of Pakistan especially in Punjab province. This franchised school system is not new, in past, much such school system run here like Beacon House School System, The Educator etc. But now many new school systems have jumped in this stream like Allied School, The Smart School, The Spirit School, The Roots School System and The Native School etc. These franchised school systems have helped education to reach far away in villages and towns but with the passage of time some administrative and managerial problem faced by them and the most important one is adopting of different leadership styles by principal.

Principal is the most important person to run school, set and achieve educational objectives. Able and qualified principals can be seen in majority of these franchised schools. Majority of Director and owners of such franchised schools are investors and haven't any educational background, required qualification and experienced. Their preferences, at the time of appointment, to hire a person on lowest salary demand rather than experience and qualification. This study aims to help such unexperienced and unqualified director or owner to realize the significance of principal's purpose in their institution and also helps professionally untrained principals to recognized the significance of their post and select the best leadership style according to their school's

environment so that they would take part in improving quality of education. Research is specially designed to analyze the effectiveness of leadership style on quality of education. There are large numbers of franchised secondary schools running by private sector in Pakistan. Besides its levels is capable with global market standard. Does principals' education and experience equal with its posts. Because quality of school will be measure when its specialist administrator available, in case at private level well educated and experienced principals are not available or functioning under investors who have not educational background, the problem is of vital importance. The print media and expert have been showing their concern regarding school management and administration. Few teachers and principals were interviewed and they responded that the quality can improved by taking strict measure. Therefore the research has taken the initiative to resolve this issue by application of scientific method.

Literature Review

Leadership is a continuous action of a person; it is not a game of power. It is orientated action not by rectitude of any rank. All of us sometime acts like a leader in some circumstances. Sometime we are influenced by the work of other and have taken obligation of our own work. All such actions in these circumstances are reflected as leadership role. Leadership practices and styles have countless methodologies and theories that have been documented and discussed in literature. Great interest has developed in educational leadership and management in the primary portion of the 21st century. This is as a consequence of prevalent acceptance that substantial difference can be created by quality of leadership in institutions and students results.

As the world economy gathers pace, highly competitive, capable and skilled workforce is needed for the countries' development so administrations are realizing that their chief possessions are such peoples who are well trained and expert in their particular fields. Highly operational principals with the backup of others managers are needed to produce trained and committed teachers for the development of country.

Operation of schools and other educational organizations are study in the field of educational leadership and management. (Bolam, 1999: 194)states educational management as "an managerial purpose for carrying out absolute policy". According to Bolam, educational leadership and management are different in organizational transformation and responsibility for policy formulation (p. 194). (Sapra, 2002)states that efficient and effective management is a set

of deeds focused towards consumption of institutional resources in order or manage institutional tasks.

(Glatter, 1979)claims that the internal operation of educational organization is concerned with management studies, and link between environment and communities in which they are set, and all formal responsibilities given by the principal.

Principals have a vital effect on the success of schools (Boyan, 1998; Dinham, 2005; D Gurr, 2005; Hallinger P, 1998)Leithwood, 2004). Through Hallinger. (1996) research, student's progress and achievement although is not directly related to the principal's role but indirectly relates the action, instruction and policy made by principal in the school to achieve the educational goals. The principal's efforts do not directly effect on the students but it influences the persons who are on daily basis involve with students' progress(Leithwood K. , 1990; Heck RH, 1990; Boyan, 1998).

(Elmor, 2005)argues that due to the universal and fundamental demand placed upon the school leadership have modified the way of current school leadership. The increased emphasis on leadership style has improved the concentration on issues that affect quality of education.

Principal's Leadership Style

Leading school in optimistic and intellectually fruitful style, principals play essential role in it. Principals also understand the role of teachers and staff in the school and let them feel more comfortable to get best of them. Teachers and staff respond to the principals if they are inspired and stimulated. Principals employ different leadership styles particularly when it arises to leading teachers and creating key conclusions that mark the institute.(Fullan, 2004) states that increasing rational skills, having moral determination, allowing for change procedures and being able to attain steadiness in the workplace are five main characteristics of leadership styles.

The principal can stimulates staff members with greater objectives rather than direct self-attention, for accomplishment and self-actualization instead of protection and safety by using transactional leadership style (Murray, 1989). For the institutional objectives of the school principals support staff members, enhance their commitment level and capability(Leithwood K. &., 2000). (Barker, 1990)stated that provide needed services to staff members if the leaders wish them to accomplish independent objectives. In this research, the concentration would be on

numerous styles of leadership, these styles contain democratic, autocratic, laissez-faire, transformational and transactional.Hersey, Blanchard, and Johnson (2000) describe usually leaders do not use single style of leadership but they use different style of leadership depending upon the situation. (Bass, 1985)enhanced Burn's theory of transformational leadership in context of model and factors measurement, formal theory. Courage, openness, leadership qualities, values, learning and ability of visionary are the characteristics quality of transformational leadership presented by (Tichy, 1986).

Initially employees do not know about the system of new institution rather they are experienced, at that time they are incompetent and need to learn about job knowledge and skills. The leader is a key person to guide and train them, he or she can improve their level of competence, once they have achieved the prescribed level, they can begin contributing to the institution.

Methodology

This study allows the features of "survey research" as it tries to reveal the leadership styles of franchised secondary school. This research follows quantitative research methods. These methods practice to gather data regarding the principals' leadership styles effectiveness and the tracer's rating through questionnaire.

Population& Sampling

The population is large and diverse so collection of data form all franchised private secondary school in Punjab was difficult. In this study population is franchised private secondary school's principal and teachers. Therefore stratified random sampling is adopted.Simple stratified random sampling is adopted. The themes of this study contain 30 franchised secondary school principals and 50 teachers in Punjab, Pakistan.

Sample Design

Random sampling was used to collect data to minimize personal bias of researches 30 schools were selected randomly from rural and urban areas. From each school principal and 1or 2 teachers were selected.

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Analyzing of data is organized into four sections; section one is sample composition, section two is research question and verification of research questions, section three is item-wise analysis of collected data from principals' questionnaire, and section four item-wise analysis of collected data from teachers' questionnaire.Questionnaire's items were really more about the respondents' determining and recognizing their own and their principals' characters, traits and perceptions. T-test and chi square were used in statically analyzing the data.

Result

The basic purpose of the study was to critically analyze the effect of principals' leadership style on the quality of education in franchised secondary school in Punjab, Pakistan, and make recommendations for improvement of quality of principal's leadership style and education as well.This study was limited to the private franchised secondary school in Punjab, Pakistan.

The following five major research questions were set for the study.

- Is there no significant relationship between principals' age and their leadership effectiveness?
- Is there no significant difference in the leadership effectiveness of male and female principals?
- Is there no significant difference in the management style of professionally qualified or unqualified principals?
- Is there no significant difference in the administration ability of urban or rural schools' principal?
- Is there no significant relationship between the principals' years of experience and their leadership effectiveness?

Depicts the division of principal according to gender.

Table 1
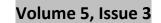
Distribution of Principal according to Gender

Gender	Frequency	Percentage
Male	13	43.33%
Female	17	56.66%

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Total	30	100%

Depicts the division of principal according to the professional qualification

Table 2

Distribution of Principal according to professional qualification

Qualification	Frequency	Percentage
Qualified	17	56.66%
Unqualified	13	43.33%
Total	30	100%

Depicts the division of principal according to the working experience

Table 3

Distribution of Principal according to working experience

Experience	Frequency	Percentage
More than 15	11	36.67%
Less than 15	19	63.33%
Total	30	100%

Depicts the division of principal according to Age

Table 4

Distribution of Principal according to Age

Age	Frequency	Percentage
More than 40	11	36.67%
Less than 40	19	63.33%
Total	30	100%

Depicts the division of principal according to the working experience

Table 5

Distribution of Principal according to areas

Experience	Frequency	Percentage
Urban	19	63.33%
Rural	11	33.37%
Total	30	100%

Finding

After analyzing and evaluating the data, the principals with a high experience, qualification both academic and professional scored high.The current research exposed that male and female principals have almost equal quality of leadership but in some respondent show male principals slightly advantage over female principals especially in rural areas. Majority of the principals do not use one leadership styles, they generally use different leadership styles according to the need and requirement.They frequently use democratic and transformational leadership style in their schools.Additionally, this result can be attributed to the highly centralized franchised school system which leaves principals with very little freedom in schools because they are run under the supervision of directors or investors who have limited resources. The principals are tackled with serious decline and budget cuts in education so they cannot find ways to create new work opportunities and enhance and welfare of the schools.

Moreover, teachers with a more work experience rated principals relatively high on the frames. The result also show that teacher who have spent more time in school have observed the principals and his leadership style more than the new one. Teachers' belief that their separate and shared capability and cooperative efforts are significantly influenced by principals' leadership style. When teachers are being respected, supported and appreciated by the administration, they felt relax to work there.

Suggestion & Recommendations

It is recommended that acknowledgement of various leadership style is essential for every principal because it may effect to the quality of education in school and bring positive change in it. The style that most consistently results in trust and respect and therefore increases the likelihood of a positive response to contingency management is the democratic style. So the principals should read all the leadership styles thoroughly. Principals should consider

transformational leadership style for implementation because this style seems to improve presentation without growing stressor weight on the juniors. This leadership style overall seems to be the most beneficial leadership style in terms of stress and productivity. Senior teacher should get involved in decision making, as key stakeholders, in formulating school vision, mission and strategic plans. There is a need to give these teachers management and leadership skills to some extent.

It is recommended that principals should enhance their knowledge in areas such as principal certification, ongoing professional development, and administrator licensure so that they can effect positively on quality of education.

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