

**LEADERSHIP: FACTORS INFLUENCING
SCHOOL LEADERSHIP & HOW LEADERS
IMPACT TEACHERS SATISFACTION &
OUTCOME**
A CASE STUDY AT SCHOOLS IN KOLKATA, INDIA

**A Independent Study Presented to
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Leadership: Factors influencing leadership and How School leaders Impact teachers
satisfaction and outcome. A case study for Schools in Kolkata, India

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ABSTRACT

Education is widely held to be crucial for the survival and success of individuals and countries in the emerging global environment. Indian politicians of all stripes have placed education at the center of their political platforms, and education has been at the center of many Asian policy agendas. Comparable agreement is also evident about the contributions of leadership to the implementation of virtually all initiatives aimed at improving teacher's development and outcome and in turn improving students learning and the quality of schools. Effective education leadership makes a difference in improving learning.

Focusing on school leadership relations between principals and teachers, this study examines the potential of their active collaboration around instructional matters to enhance the quality of teaching and teachers performance. The analysis is grounded in conceptions of leadership. The sample comprises of 10 regionally selected private secondary schools and 200 teachers following ICSE curriculum based in South Kolkata. 41 survey questions were framed for the teachers to gauge their perceptions about their leader's capacity and quality. The study finds that when shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its teachers, is substantial.

It is recommended to use the information derived in this research that might improve practice and give administrators more information as to what might improve the morale of their teachers. This study provided greater understanding of the importance of empowering teachers and including them in this experience. Including teachers in the process and providing meaningful feedback that promotes teacher growth will help schools and teachers reach the goal to which they all aspire- better student achievement

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Chapter 1:

Introduction

Successful leadership is not the result of simply obtaining a position, but rather possessing the knowledge and understanding of successful leadership skills along with the personal ability to effectively implement those skills. Hence, "School leaders need impressive skills to provide effective leadership in India's diverse school environments". In India, during the past decade, numerous states, localities, and foundations have launched initiatives to recruit and train better principals. What these efforts share is a recognition that school leaders exert a powerful, if indirect, influence on teaching quality and student learning.

1.1 Problem Outline

Leadership has always been more difficult in challenging times but the unique stressors facing schools throughout India today call for a renewed focus on what constitutes genuine leadership. The new approach to leadership is dealing with the realities of constant change, new challenges; technologies, market demands, and competition. The problem addressed in this study involved the effects of principal leadership styles on teacher job satisfaction, motivation and teacher efficiency and development. Research indicates that a principal's leadership style can influence job satisfaction and teaching efforts among school teachers (Grayson & Alvarez, 2008) When workers feel their needs are being met and experience a sense of satisfaction in their job, they experience a stronger motivation to exert extra effort to accomplish organizational goals (Mackenzie, 2007). When employees feel overwhelmed with their job and feel they have little support from their leader, they experience low levels of job satisfaction (Fuming & Jiliang, 2007). It is imperative that principals exhibit strong educational leadership within the school in order to provide the support teachers need to be successful in the classroom.

Kolkata is in East India has always been considered as the intellectual capital of India. Major School reform activities root from this region of India and there has been various researches undergoing in line with school reforms, School leadership and 21st century learning. The research is been conducted in this region with 10 private secondary schools

which includes 3 large school in terms of number of students and teachers in Kolkata and the findings will somehow reveal and reflect upon what's really going on in major parts of India.

1.2 Objectives

The aim of the research is to determine school leadership practices currently in Schools in South Kolkata and to evaluate how leadership influences and impacts teacher's motivation and teachers skills in teaching and overall performance in School.

The main objectives are:

1. To determine what effects successful leadership has on teacher's motivation.
2. How do principal develop principle-teacher relation and how much influence principals has in supporting and developing teachers?

1.3 Scope of Study

Education is the basic indicator of the development of any nation in the emerging global environment. It is the key factor for the social, political, economic, cultural, moral, ethical development of the country. Therefore developing nations have put in lots of efforts for improving of the quality education system. India as a developing country, has also been working in this direction immediately after its independence. Several commissions, committees and educational policies have been commissioned and based on their recommendation several programmes have been created to meet the large, growing and changing educational needs of the population. Ministry of Human Resource Development, Govt. of India, (2011). Indian politicians of all stripes have placed education at the center of their political platforms. The broad focus of this paper is to identify the nature of successful educational leadership and to better understand how such leadership can improve educational practices and student learning.

Efforts to improve institutional leadership are not unwarranted. Recent journal dated 24th July 2011 issued by Indian ministry of human resource development; (Journal DNA, 2011) confirms that there is a limited supply of talented candidates to lead schools and also the existing leaders lack important skills in improving teaching and learning.

1.4 Research Questions

The purpose of this study was to determine the impact of principals' leadership styles on teachers' motivation. The design of the research questions helped ease the process of examining the impact of teachers' job satisfaction on teacher motivation. Research questions discussed two major factors: first was the relationship between principals' leadership styles and teacher motivation. The second factor was the relationship between teachers' job satisfaction and their motivation and involvement in learning activities.

The research questions will be aimed to look at:

1. What are the behaviors of school principals that impacts teacher's performance as perceived by the teachers?
2. How do teachers perceive the leadership quality of their school principals as leadership outcomes of satisfaction, effectiveness, and motivation?
3. Do principals supports and provides teacher preparation program and how do that influence in managing and gaining principal teacher relation? How do leaders perceive the support and development of teacher?
4. Do principals and/or teachers perceive teacher leaders serve as a vehicle for shared decision-making? Does that Impact in Teachers motivation and outcome?

1.5 Significance of Study

Many recent researchers indicate that successful leadership can play highly significant and frequently underestimated role in improving student learning through teacher's development, motivation and skill. Specifically, the available evidence about this topic and nature of the effects of successful leadership on student learning justifies one important claims: that leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school. The result, therefore, point to the value of changing, or adding to, the leadership capacities of underperforming educational organization as part of their improvement efforts or as part of school reconstitution. Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004).

This matter of “school leadership” was hardly a hot issue 10 years ago. Indeed, it was seen as a distraction, noticeably absent from most major school reform efforts. Even those who recognized leadership as important expressed uncertainties about it. Why and how did school leadership matter? What could be done to improve it? The field was long on questions, but short on answers. (DeVita, The Wallace Foundation, 2009). Effective education leadership makes a difference in improving learning. There’s nothing new or especially controversial about this idea. What’s far less clear, even after several decades of school reform efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, this research paper aims at greater attention and investment in finding out how leadership can be a pathway for large-scale teacher development and education improvement.

Chapter 2:

Literature Review

This research work is based primarily on two assumptions regarding leadership in the field of education. The first being the amount of influence leadership exerts in the arena of education and second being the indirect impact of such influence on teachers.

2.1 Related Literature and previous studies

Definition of Leadership

Like other complex human activity, is difficult to pin down, precisely define or accurately describe the definition of leadership. This is because there is no agreed definition of the concept of leadership Leithwood et al (1999); Yukl (2002). The many abundant and disjointed sub-categories of leadership offer only limited explanations and incomplete analysis of the art and science of leadership. In support of this, Cuban (1988), argue that many definitions of leadership have no clear and unequivocal understanding as to what distinguishes leaders from non-leaders. Yet, given the widely accepted significance of leadership for school effectiveness and school improvement it is important to establish at least a working definition of this complex concept to provide a useful frame of reference. Leadership can be referred to as a function of management which involves influencing followers to achieve stated organizational objectives. It is about what leaders and followers do together for the collective good of the organization. In accordance with this Bennis & Nanus (1985) attempt a definition, as the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives. Owens (2001, p.239) contends that —leadership is not something that one does to people, nor is it a manner of behaving toward people: it is working with and through other people to achieve organizational goals. In this sense, leadership is a result of an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1991). The view of Cuban (1988) as an influence process where people bend the motivations and actions of others to achieve certain goals is not different from the above. The inference from these definitions is that leadership is a process of social influence of subordinates by the leader.

Indian School leadership

The role of the principal in Indian schools has been in a constant state of change since the Indian Independence from the British. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction. The emergence of the school principal began in the mid-nineteenth century (Rousmaniere, 2007). With the formation of graded schools in urban areas, a head teacher merged in many regions to help guide or lead the other teachers in the school. As Rousmaniere points out, the lead teacher or principal teacher was the authority in the school, organized curriculum, was the disciplinarian, and supervised operations. With the continuation of urbanization in India, the development of the principal's position continued through the end of the nineteenth century when most urban schools had a principal. The role was very diverse in that some systems had the principal as primarily teacher with minor operational duties while others had the principal as simply a clerk with record keeping duties.

Into the twentieth century, the principal continued the emergence from teacher to an administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues (Usdan, McCloud, & Podmostko, 2000). As Indian education moved into a new era of accountability in the Principal Leadership and Teacher Morale later part of the century, this role necessitated the inclusion of leadership. As Cawelti (1984) stated: "Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a "good" leader" (p. 3). Usdan, McCloud, & Podmostko (2000) further develop this role of principal by stating: "principals today must serve as leaders for student learning"(p. 2). They list the following items as the requirements for fulfilling this role:

- Knowledge of academic content and pedagogy.
- Working with teachers to strengthen skills.
- Collect analyze and use data.

- Rally all stakeholders to increase student performance.
- Possess the leadership skills to fulfill the role.

School leaders

School leadership has been variedly interpreted by different educational researchers. According to Peretomode (1991) the prime objective of Leadership in school is to successfully accomplish the school's educational programs, objectives and goals. In Cheng's (1994) view leadership in educational institutions comprises of five major dimensions: structural leadership, human leadership, political leadership, cultural leadership and educational leadership. These five dimensions describe the role and functions of school leader. However the role of a school principal is not just restricted to these five functions. A principal's job entails many responsibilities and challenges most of which are unforeseen. In an attempt to explain the requirements of a competent principal, Cranston (2002) explained the skills and capacities which principals are expected to possess, a principal's competency needs to be judged from different perspectives especially since all those who are involved with the school do not share a common perception on what tantamount to competency. The perceptions of students, teachers, parents, communities and their employers need not necessarily converge on what constitutes a principal's competency and hence all these divergent perceptions need to be taken into account as well when discussing the leadership competency of a school principal.

Leadership Style

Akin to leadership, different leadership styles, although not an entirely new or an unknown concept in leadership studies, also has no concise definition (Hoover et al, 1991, Leithwood & Jantzi 1990). The concept was associated with Weber's (1947) work on charisma. Burns (1978) contends it is a process in which leaders and followers raise one another to higher levels of morality. Bass (1985) described a leader as influencing followers to transcend their self-interests for the good of the group or organization by raising their awareness of the importance and value of group outcomes. Graham (1991) observed leaders as encouraging charismatically led followers to develop their skills so that they might eventually develop initiative in working for the leader's goals. This type of leadership is all

about building a unified common interest between leaders and followers. More recently, Leithwood (2008) in attempting a definition considered leadership is a that facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. He explains that the central focus of this leader is commitment and capacities of organizational members for accomplishing goals that are assumed to result in organizational functioning and greater productivity. This form of leadership was originally developed for a business mode but researchers such as Leithwood (1992) and Fullan (2001) have developed the theory further as it applies to an educational setting. Summarizing from the above definitions, leadership could be inferred as an interaction between a leader and his followers in which the leader, working through his workers aims at advancing workers attitude to accomplish organizational goals, mission and purpose. These processes involve the arousing of follower interest and zealous commitment most important to the fulfillment of organization's visions, goals and mission.

Leadership and teacher job satisfaction

Every employee would wish to be satisfied with his or her job to be able to perform to the maximum of his or her capacity. This attitude leads to an emotional orientation that has to do with the individuals 'general attitude towards the job which is either one of satisfaction or dissatisfaction. Considerable research by Bass, (1985) and Vroom & Jago, (1988) has pointed to the fact that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction. This stance is collaborated by Griffin & Bateman (1986) and Steers & Rhodes (1978) that leadership behavior has an immense and steady influence on employees 'job satisfaction. According to Maslow (1954), an administrator's job is to provide possibilities for the satisfaction of employees' needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior. In school management, Maslow's suggestion was supported by Drysdale, Ford & Gurr,(2009) who established that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community which in turn enhances teachers satisfaction to work. This is in agreement with Mine's (2008) study of leadership behavior in

public school leaders in relation to teacher job satisfaction in Cyprus. The study established that due to the individual considerate behavior of leaders, a significantly positive relationship between leaders and teacher with regards to their satisfaction on the job was maintained. This transformed to expressed high job satisfaction of teachers. Evidently, perceived individual considerate behaviors of school principals satisfy an employee's needs and thus leading to the satisfaction of teachers on their job. In a related development, a study by Ryan (1980) in Newfoundland, found a positive relationship between management style and job satisfaction of teachers. But this study was completed before the concept of transformational leadership was widely practiced and so the specific type of leadership. Yet in the same set up, Delaney's (1991) quantitative study to investigate teacher perceptions and the effect of management or administrative practices on teacher morale and job satisfaction found management practices significantly affecting morale of teachers.

Leadership and teacher role/performance

In decentralized school settings ... principals have the autonomy to develop two very different leadership models:

- a more hierarchical and directive model, or
- A more inclusive model which brings teachers in particular, and the local school community into the frame." (Riley & Louis, 2000, p. 216)

Research on decision making in Australian primary (Mulford et al, 2000) and secondary (Mulford et al, 2001) schools found that the more positively teachers viewed the decision making processes in the school the higher the degree of influence and control they perceived to be exerted by education staff groups in the school. Ongoing analysis of this data base (Mulford et al, in press) shows that where decision making is perceived by teachers in secondary schools as collegial, cooperative and consultative and providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making is more top-down, executive, or does not foster widespread teacher involvement.

However, many research results shows that while decentralization may have occurred from the system to school level it had not necessarily occurred within schools and where it

had it tended to be about administrative rather than education matters. These results are supported by other research. Gray (2001, p. 13) points out that in England teachers “note considerably greater changes in areas to do with their schools’ management and organization than in ethos, culture or teaching classroom-level ‘changes’ were far less frequent than school-wide initiatives.” From case studies in nine Scottish secondary schools Adler et al (1997, Pp. 6-7) also concluded that implementation of devolved school management “has, so far, fallen short of transforming the culture and working patterns of schools but had contributed to a dramatic change in the role and status of head teacher.” Schools “seemed able ‘to respond more quickly to changing needs and priorities’, but this was mainly in terms of repairs, maintenance and equipment.”

Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. Louis and Kruse (1995) have shown the important role of school-level leadership in the development of a professional community. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000) “There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, and collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work ‘with’ rather than ‘through’.” (Day et al, 2000, p. 20)

Day et al (2000, p. 160) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. ... Essentially, schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff.” Research on school leaders in Denmark, Scotland, England and Australia by MacBeath (1998, p. 63) identified a number of characteristics of effective leaders including “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers’ autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them.” Durland and Teddlie (1996) posit a ‘Centrality-Cohesiveness Model of Differentially Effective Schools’. Differentially effective schools can be distinguished by the cohesiveness of the and the centrality of the leadership within the school.

Principal Effects on Teachers Achievement

One of the problems principals face in achieving the school's goal of academic success is that the principal cannot be in every classroom every day in order to personally affect student performance (Gentilucci & Muto, 2007). Davis, J., & Wilson, S. M. (2000) suggested that research still needs to be conducted at the middle school level concerning whether there is a direct effect between principal leadership and teachers achievement. Kythreotis, et al. (2010) cited numerous earlier studies producing contradictory findings concerning the direct influence principal leadership has on student academic achievement. If a principal cannot directly affect student learning, principals must provide leadership that can somehow indirectly influence student achievement. Research suggests that a possible way principals can indirectly affect student learning is by providing leadership for teachers (Ross & Gray, 2006). Though principals cannot be in the classroom every day, teachers are directly teaching and influencing students in the classroom on a daily basis. A study conducted by Ross and Gray (2006) suggested that a principal's leadership style and behavior may have an impact on teacher effectiveness in the classroom.

Professional Learning and development of teachers

Professional development and professional learning can be distinguished from each other by defining professional development as the activities (often short term in nature) that teachers attend often outside the school. Professional learning, on the other hand, could be seen as continuous lifelong learning or growth for which teachers take responsibility. Traditional methods of teacher learning are probably no longer suitable for the 21st Century learners. (Bransford et al. 2000, pp. 19–21). More recent examples of successful practice include: action research and action learning; mentoring and coaching, university accredited modules, learning communities and greater use of technology through use of blogs and wikis. Most importantly it is now recognized that teacher professional learning is vital to improving schools and student achievement effective professional learning strategies are more critical than ever before. Professional learning needs to embrace the concepts of lifelong learning, learning communities, quality teaching, continuous improvement and collaboration, none of which is easy. Loucks-Horsley et al. (2003). If professional learning is to be effective in lifting student achievement, there needs to be a focus on the day to day activities of teachers work, that is, subject content, pedagogy, curriculum and assessment. Activities need to be

designed with teacher and student input and their needs should be at the forefront of planning a design of activities. Long term efforts need to be in place analyzing student learning strengths and weaknesses and putting in place strategies to overcome the weaknesses. (Hawley & Valli, 1999) suggest there are nine principles that lead to effective professional development. The principles focus on form not content of professional development. Whatever, the content and goals, professional development activities that have the characteristics below are more likely to be effective than do not.

Literature suggests that recent professional development initiatives for mid-career teachers have taken a variety of forms. (Lieberman & Miller, 2001) They can have an individual, collective or dual focus and frequently target student thinking, instructional practices, curriculum development, assessment and other aspects of practice. (Borko, 2004) Typical processes include teacher inquiry, moderation or collaborative review of student products, professional learning communities, use of videotape, and a range of other strategies.. Studies of these initiatives provide helpful guidance in relation to the design and delivery of high quality professional development/programs (e.g. core components, appropriate standards [content], effective delivery modes and practices, approaches to assessing professional learning) and their impact on student learning. The literature is unequivocal, a more deeply integrated conception of professional development - that is attentive to certain core elements (e.g. teachers' stages and pathways, student achievement, research on teaching and learning, educational change) and their interrelationships - is fundamental to the design and delivery of an effective professional development program (Berliner, 2005).

Most of the literature suggests that a composite of characteristics are considered and interwoven into the design and delivery of effective professional development programs for mid-career teachers. Three perspectives that share common elements are provided below. (Guskey, 2000) reviewed research on professional development, and determined that high quality professional development programs have an "integrated design" which combines a focus on student outcomes, backward design, inclusion of contextual considerations and links larger systemic initiatives with the professional needs of the learner. He particularly stresses that understanding of change processes should inform professional development planning. Thus, collaborative work, organizational supports and structures to sustain change, connecting individual classroom work to larger goals, providing ongoing feedback and

information to learners and whenever possible connecting innovations to existing initiatives to avoid overload, are key considerations in designing professional development.

The relationship between role and distributive leadership and organizational learning

In the research findings of Scotti Jr. and William (1997) the teachers' perceptions of their principals' leadership is one of the many variables, which affects a school's productivity. Teachers' perceptions of a principals' leadership behavior is also positively related to teachers' morale; Hunter-Boykin and Evans (1995). Luo (2004) further contended that perceptions about principals as leaders by their teachers are an important dimension necessary for evaluating the leaders' capacities. According to him, it is important to know how teachers perceive their principals leadership capacities as it provides evidence for improvement of school leadership.

Research has also demonstrated that the teachers' perceptions of their principals' capabilities and their working conditions tend to determine the organizational climate and culture of the school. Such perceptions are also liable to have an impact on the performance of the school, Govinda and Verghese (1991)

Hunter-Boykin and Evans (1995) found that majority of the principals were rated as ineffective by their teachers. This reveals the big discrepancy that exists between what the principals' are and how they are perceived by the teachers. Lee *et al.* (2000) in a study of pre-service primary teachers in Hong Kong revealed that they had a very negative image of the principals. In 2007 Luo and Najjar did a study of how the senior Chinese masters viewed the principals' leadership capacities. In developed nations studies on principals' competencies are widely available, it is not the same in the lesser developed and emergent economies like India where the role of the principal as the leader of secondary schools is critical as these schools are attended by a large section of the populace. Keeping in mind the importance of the role of the principal as a leader within the school system, it is imperative to examine the leadership attributes of school principals. Most studies in India have focused on leadership styles, rather than leadership attributes. The attempt here is to fill this gap by investigating the perception of teachers on the leadership attributes of their principals in terms of leadership capacities and leadership qualities.

School leader and Communication skill

The communication process and skills have been extensively researched as a means of enabling school leaders to lead their school establishment more efficiently. In fact, it is known that successful schools are the natural outcome of successful leadership policies dependent on effective communications. La Plant (1979) expressed the idea that ideal communication produces lasting outcomes affecting all corners of the educational process. According to Pitner and Ogawa (1981) “superintending is communicating” (p. 49). They studied a number of school leaders on communication skills and concluded that an essential element of the school leader’s job is the ability to communicate effectively with people. In another study by Mazarella and Grundy (1989) with a sample of school principals based on interviews and surveys, it was revealed that effective school leaders are particularly distinguished as communicators and have the skill and aptitude “...they need to interact well with others; they know how to communicate” (p. 18).

School leaders and Empathy

Empathy is a construct that is fundamental to leadership. Many leadership theories suggest the ability to have and display empathy is an important part of leadership. Transformational leaders need empathy in order to show their followers that they care for their needs and achievement (Bass, 1985). Authentic leaders also need to have empathy in order to be aware of others (Peterson, 2008). Empathy is also a key part of emotional intelligence that several researchers believe is critical to being an effective leader (Bar-On & Parker, 2000)

Leadership and decision making and shared decision making

Research on decision making in various primary (Mulford et al, 2000) and secondary (Mulford et al, 2001) schools found that the more positively teachers viewed the decision making processes in the school the higher the degree of influence and control they perceived to be exerted by education staff groups in the school. Ongoing analysis of this data base (Mulford et al, in press) shows that where decision making is perceived by teachers in secondary schools as collegial, cooperative and consultative and providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making is more top-down, executive, or does not foster

widespread teacher involvement. . Leithwood et al (1998) listed a school's vision, culture, structure, strategies and policy and resources. Marks et al (2000) used school structure, participative decision making grounded in teacher empowerment, shared commitment and collaborative activity, knowledge and skills, leadership, and feedback and accountability.

Leaders influence on teachers

Johnson (2004) cited research studies that identify the school principal as having the most significant influence in determining how and how well a school will function. The teachers in Johnson's study desired school leaders who were "present, positive, and actively engaged in the instruction life of the school" (Johnson, S.M., 2004, p. 98). They hoped to work in a school where order was maintained, and where they received support in classroom management. More of the new teachers than not described dissatisfaction with their principals; however, principals who received accolades from the new teachers were identified as being visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders, and clear communicators. Those who moved to other schools or left teaching expressed dissatisfaction with the overwhelming demands of teaching, low salaries, and few prospects for improvement. They described their principals as being "arbitrary, abusive, or neglectful" (Johnson, S.M., 2004, p. 113). They described themselves as being isolated and unsupported. Sergiovanni (1996) addresses school leadership specifically as he describes its roots in Community Theory. He explains how leadership is the ability to influence a group of people to share a vision and move forward until it is realized. Unlike commanding or coercing, the Community Theory of leadership relies on the leaders' ability to influence followers by persuasion or example. Kouzes and Posner advocate five practices of exemplary, transformational leadership. To bring about necessary change and improvement, they say leaders should (a) "model the way," (b) "inspire a shared vision," (c) "challenge the process," (d) "enable others to act," and (e) "encourage the heart" (2002, p. 13). Outstanding leaders must lead by example to bring about organizational transformation. "Exemplary leaders go first" (Kouzes & Posner, 2002, p. 14). They must consistently model what they believe to influence others to follow them.

Leadership and Self-Management

Self-management leadership dimensions were derived from Manz and Sims' (1986, 1987) theory and research. Their purpose is to measure those specific leadership dimensions that

help and encourage employees to develop behaviors for greater autonomy, self-motivation and self-leadership. In self-management leadership, leaders are facilitators, not heroes, and they “take inordinate steps to scout for the right mix of talents and coach each team member... they encourage team members to improve their inherent, and necessarily distinctive, talents” (Jassawalla and Sashittal, 2000: 39), i.e. ‘creative talents’. Moreover, the rationale of creative leadership is to promote a positive climate akin to consideration and transformational leadership (Rickards and Moger, 2000). However, Manz and Sims’s (1987) scales contain certain themes, such as motivation, trust and respect for people’s ideas and feelings common to those measured by, Stogdill’s (1963) consideration leadership dimensions and Bass’s (1985) transformation leadership dimensions. Further, Jones (1996) indicated that a leader with hierarchical attitudes (i.e. diametrically opposite to creative leader) will create a rigid formal structure which blocks dialogue and hence creativity.

Leadership and time management, commitment and Involvement

Time in the schools is constant and irreversible. Nothing can be substituted for time. Worse, once wasted, it can never be regained. Leaders have numerous demands on their limited time. Time keeps getting away and they have trouble controlling it. No matter what their position, they cannot stop time, they cannot slow it down, nor can they speed it up. Thus, time needs to be effectively managed to be effective. Many studies of direct effects of principal behavior on teachers and classroom instruction include Sheppard's (1996) synthesis of research demonstrating the relationship between certain principal behaviors and teacher commitment, involvement, and innovation.

In educational institution, the central and most effective factor required to enhance teacher commitment is leadership (Bennis & Nanus, 2003, p. 8). Leaders are those most able and capable of creating and maintaining cultures where people feel wanted, where they are energized and creative, and where they love coming to work (Bennis & Townsend, 2005, p. 7). Technically, everything school principals do could be regarded in one way or another as bringing support for teaching and learning (Prestine & Nelson, 2005, p. 47). For this reason, educators and policymakers alike seek a frame for effective leadership that can produce sustainable school improvement and continuous teacher commitment (Lambert, 2002, p. 38). Thus, school principals should be aware of their critical and most influential status in the educational system.

2.2 Summary of the literature and gaps found

According to many researchers, school principals “exercise a measurable, on school effectiveness and teachers achievement.” (Brookover and Lezotte, 1982). School leadership appears to impact the quality of teaching in schools. School leaders are responsible for providing focus and direction to curriculum and teaching, to manage the organization efficiently and to support student and adult learning. Principals also evaluate teachers and make decisions about their classroom assignments. When classroom instruction is weak in underperforming schools, or when large numbers of teachers are teaching out-of-field in these schools, significant responsibility rests with the principal. (Hallinger and Heck 1980–1995).

Generally speaking, management and leadership perspectives are not fixed entities; they evolve and develop because of continuous research, although the range of the change may vary from one context to another. In the field of education, management and leadership are subjected to rapid and complex change. This is partially because they are still developing and new theories and perspectives are changing assumptions and expectations. In addition, the academic field itself necessarily reflects leadership and management practices which are powerfully affected by other imperatives. Leadership theory evolved in this direction over the course of time. It moved from charismatic leadership and traits theory to more extensive and holistic perspectives taking into consideration leadership behavior and organizational processes as well as interactions between the leader and subordinates.

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For many years now, researchers in the area of educational leadership have attempted to identify links between educational leadership and school effectiveness research. This phenomenon is mainly due to the perception that educational leaders, especially school principals, affect school effectiveness (Edmonds, 1979)

Today principal cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for academic accountability and accessibility (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improves student learning.

However, there is little preparation for teachers and administrators to work together. Greenlee (2007) agreed with Carr (1997) asserted that frustration and dissatisfaction of many teachers is rooted in their lack of understanding of the school functions beyond the classroom, such as budgeting, scheduling, and so on. At the same time, it seemed that many administrators lacked knowledge to be curriculum and instructional leaders thus defying schools to be of high performing ones.

The Principal's role may be multifaceted from school to school or place to place, yet there is one role that all principals must face: dealing with "change." While undergoing change, many researchers have found that teachers have to be empowered so that they are willing to work for new change. Research suggests that leaders need to have qualities that facilitate followers to transform from one situation to another (Shamir et al., 1993; Yukl, 1999).

A School principal is expected to cultivate and communicate a vision to teachers, students, and the community. These essential works involves constructing at least a preliminary view of the school organization, and engaging the community in the process of developing a shared or common vision for the future. There is no enough research and literature that supports the concept of "principal ship" which means that the principal must change schools into caring, responsible, knowledge rich, competent centers of the community where students are free to learn and will learn. Today, school principal duties in India go beyond traditional mandate. The principal wears many hats being manager, administrator,

instructional leader, curriculum leader as well as paternally responsibilities at different time of a day.

Inevitably, future principals and administrators must share the particular knowledge and skills that are manifest as educational leadership. Thus, they might be educated together without the barriers of traditional university programming with its emphasis on the continuing role of the principal as the solitary instructional leader. Consequently, rather than imagining more ways to lure teachers into administration, we might concentrate on how to redefine the roles and responsibilities of administrators and teachers and re-conceptualize school leadership as a whole. No details literature was found where in this idea support. However, two main issues have arisen from this literature: Firstly, what capacity and quality a school leader should have in a school organization? Secondly, under what conditions does school leadership affect teachers achievement and to what extent? - This brings the research to develop the three hypotheses to conduct this study.

2.3 Hypotheses

A series of hypotheses and research questions were developed to serve as the basis for critically analyzing the quantitative data collected from school teachers during the course of this investigation. This research is quantitative by design, hypotheses and research questions pertaining to study are relate to an analysis of quantitative data collected from 200 teachers in 10 schools in Kolkata, India.

Hypothesis 1:

School leader's, leadership **capacity** will bring significant influence on teacher's knowledge, skill and development.

Hypothesis 2:

There is a direct impact on teachers depending on the School leader's leadership **quality** in the dimensions of communication skills, comfort, empathy, decision making, influence, self-Management, time management, commitment Involvement and shared decision making.

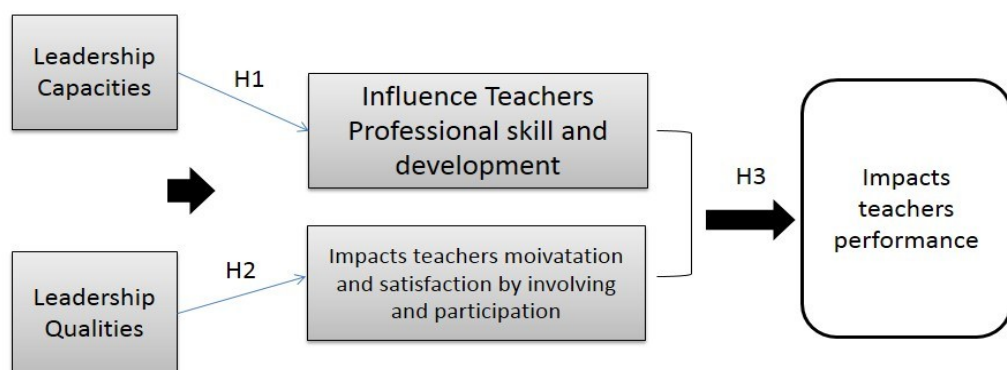
Hypothesis 3:

School leaders, through his or their capacity and quality can transform teacher's knowledge, skill and disposition which **impacts teachers' performance**.

2.4 Research Framework

For the purposes of this research study, was to determine if principal's managerial behavior and the principal's personal characteristics directly influences teachers and instructions. As obvious from the proposed framework, the school principal's managerial behavior (prevalent leadership style) may be at the same time considered a dependent and an independent variable. It plays the dependent variable role in relation to principal's personal characteristics, external characteristics, and external characteristics variables, while it plays an independent variable role when related to teacher's outcomes. The researchers is interested in exploring the change in knowledge, skill and disposition of teachers with principal's leadership capacities, qualities put together causing teachers job satisfaction, motivation and skill development. Researcher investigation is premised on the assumption that the school leader's effects on teachers' performance is almost direct.

Fig 1. Research Framework



Chapter 3:

Methodology

School leadership, from formal and informal sources, helps to shape students (including, for example, goals, culture, and structures) and classroom conditions (including the content of instruction, the size of classrooms, and the pedagogy used by teachers). A new generation of school leaders is required to create effective schools. Preparation programmes at research universities can play a vital role in equipping principals with the necessary skills and competencies to positively influence teachers and students performance. As such the core objective of all these professional programmes should be to promote high quality learning among all students at schools (Kent 2002, 230). Daresh et al. (2000, 81) are of the opinion that the manner in which people study leadership will directly influence what they do as school leaders.

3.1 Research Design

Researcher used quantitative methods for this research project to determine what effects does successful leadership have on teachers development and motivation and to find out how does successful leadership exercise its influence on their teachers.

Quantitative method was adapted as a part of the study to gauge certain measures and establish some generalizations from the findings from teacher's perception towards the attributes of their principal. As part of this research we will look at certain characteristics (variables) and endeavoring to show something interesting about how they are distributed within a certain population. Quantitative method has been adapted because the researcher wanted to establish a correlation and test the hypotheses. In quantitative research, an investigator relies on numerical data (Charles & Mertler, 2002). He uses postpositivist claims for developing knowledge, such as cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the test of theories.

Researcher used quantitative methods to answer the basic questions described in the Introduction to this section. Data from quantitative studies have been derived from the responses to questions that have been posed to school teachers on their school principal related to leadership capacities and quality.

The instrument that has been used for this survey research for the teachers are titled “**Attribute of My Principal**” which will comprise of two parts; **Part I- My Principals’ Leadership Capacities (MPLC) to measure the leadership capacities of Principals. Part II- Leadership qualities of My Principal (MPLQ).** The questionnaire had some dimensions comprising items each. These dimensions are Communication skills, Comfort, Empathy, Decision Making, Influence, Self-Management, time management and Commitment.

There are still many gaps about of knowledge about effective educational leadership. Therefore this research was to analyze and close the gap and present how educational leaders can balance their leadership and managerial responsibilities in ways that their schools move forward. This research had also debated if leadership functions are indeed distributed across many formal and informal roles in a school, how are these roles coordinated and who takes responsibility for what? Do educational leaders need answer to enduring questions about schooling, or are they most in need of provisional answer to immediate local concerns.

3.2 Data Collection methods

3.2.1 Population & Sampling

The target population of the study was all private Schools and in secondary school education following Indian Certificate School Education (ICSE) curriculum in Kolkata. The study was done with 200 teachers from 10 schools. Since the entire population could not be studied, only 10 School were sampled for the study.

The research has been carried out with ten schools in Kolkata comprising of 200 teachers (20 from each school). The Schools were all located in South of Kolkata. Since this research has been carried out in Private Schools and South Kolkata is the hub of reputed private schools, so this research was carried out in focus to get useful inputs from Schools around that area. Three major schools with largest number of students and teachers amongst the 10 school surveyed is also a part of this survey. There are about 150 private schools in South Kolkata, however, the researchers focus was to connect to schools which were reputed and operating successfully for quite some time and hence the researcher choose to carry out the research in 10 most reputed schools in South Kolkata which are more than 20 years in School Business.

Convenience sampling was used to select the sample from the population. Convenience sampling was defined by Gall, Gall, and Borg (2007) as a means to select a sample that suited the purpose of the study and that was convenient. Convenience referred to a variety of reasons: the sample was located close to the researcher; the researcher was familiar with the sites; or, the researcher had access to the sample through individuals who were known to the researcher. Schools from which participants were selected were chosen based on the closeness of the schools to the researcher and the access that was granted to the researcher from school leaders.

Summary of Demographic data

Table 1: Demographic Profile of Respondents

Gender		Age Group			Experience		
F	M	35<	35-45	> 45	<10	10-20	>20
110	90	06	142	52	06	136	58
(55%)	(45%)	(3%)	(71%)	(26%)	(3%)	(68%)	(29%)

From Table 1 it is evident that 110 teachers (55%) are female and 90 teachers (45 %) are male. 142 teachers (71%) are in age group 35-45 years followed by 52 teachers (26%) are in age group above 45 and only 6 teachers (3%) is in age group less than 35 years. The table also shows that majority of teachers 136 in numbers (68%) have teaching experience of 10-20 years, followed by 6 teachers(3%) have experience of less than 10 years while 58 teacher(29%)have experience of more than 20 years. These figures indicate that the teachers are well experienced teachers and as mentioned earlier all the teachers have been working with same principal for over five years and such a long experience with same principal makes a teacher to know well about their principal.

3.2.2 Research Instrument

Questionnaire Design and collection

The instrument used for this research for the teachers, “Attribute of My Principal” comprises of two parts:

Part I- My Principals’ Leadership Capacities (MPLC) to measure the leadership capacities of Principals. The descriptive questionnaire included items classified into six dimensions of knowledge, learning, Information, sharing, skill and development

Part II- Leadership qualities of My Principal (MPLQ). The questionnaire have some dimensions comprising items each. These dimensions were: communication skills, comfort, empathy, decision making, influence, self-management, time management, commitment, involvement and shared decision.

The questionnaire comprise of three parts i.e. Part A (demographic variables), Part B (Teachers perception on his/her Principals’ Capacity), and Part C (Teachers perception on his/her principals quality).

The questionnaire used in MLPC and MLPQ is a 4-point Likert scale for teachers to rate their principal’s leadership capacities and quality by indicating their assessment with each of the items on the following:

Scale: 1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly agree (SA)

Paper questionnaires were handed out to the teachers during their break time. Sufficient time was provided for respondents to complete the questionnaires in all 10 participating schools. Participation was voluntary and without coercion and took approximately twenty minutes in length for the survey questions to complete.

Test of Questionnaire

Survey Setting

(Vaus, 2005) stated that the setting is important to ensure reliability and validity. Consideration of this element includes very important concerns as to whether participants can give informed consent regarding participation (Tashakkori and Teddlie, 2003). Therefore, a consent letter was prepared and sent from before to allow participants to make decision on the location, conveniences, and permission for data collection was asked in advance.

Pilot test of instruments

The questionnaire was pre-tested using five teachers from two schools who did not form part of the study sample. This was to enable the researcher make necessary corrections (Gall, Borg, & Gall, 1996) if necessary. The pilot study exposed a few innate weaknesses in the framing of the questions which might blur the meanings of the responses to the items and a few suggestions from the respondents helped to reshape and fine tune the questions.

Reliability Test

Their response has been analyzed. The instrument is therefore reliable to measure the leadership attributes of school principals in Kolkata. Data collected for the study has been analyzed using SPSS, by calculating Mean and Standard Deviation. The reliability measurement was seen as suitable in this investigation. In the analysis, using the SPSS version 17.0 software program, a Cronbach's alpha reliability was obtained at 0.805

The face and content validity of the research instrument were ascertained. To arrive at the intended analyses, the participants' responses were keyed into SPSS version 17.0 software and several sets of statistical analyses were performed: mean point value, standard deviation and variance.

3.3 Questionnaires Analysis

Completed questionnaire were collected and all the data has been transported into SPSS for analysis. To determine if a relationship existed between the leaders capacity and quality and the effectiveness of teachers, the Spearman rho correlation coefficient was used.

Spearman rho was considered over Pearson's product-moment correlation coefficient because Spearman rho was used to compute relationships with ordinal data (Harris) whereas Pearson r was used to determine relationships when the variables were continuous and the data was collected on an interval or ratio scale (Gall, Gall, & Borg, 2007).

The Statistical Package for the Social Sciences (SPSS) was used to calculate and report the Spearman rho for this study. To interpret the Spearman rho, the researcher decided whether or not the calculation was statistically significant by using the two-tailed values of significance (Harris, 1998). Significance was determined at +0.87 level. Once significance was established, a positive rho meant that higher ranks on one variable were associated with higher ranks on the other variable, and larger absolute values of rho indicated a stronger relationship between the variables (Harris).

Questionnaires

Is there a relationship between the leadership of a principal as perceived by their teachers and teacher's motivation and performance? The research questions were developed in accordance with the purpose of the study and the statement of the research problem.

Some of the Questions are:

Is your School leader creating a successful learning community?

Do your school leader play a role as an instructional leader?

Have your principal designed a comprehensive information system that keeps everyone informed and involved?

Your principal incorporates advice from staff to make decisions?

The teachers has accessibility to key information?

Collegial relationships exist among staff that reflects commitment to school improvement efforts.

Principal encourages smooth communication inside the School?

Principal tries to understand teacher's problems and shows empathy?

Chapter 4:

Findings

This section enumerates the major findings of quantitative analysis used in the study. The descriptive information of average performance on leadership, its various attributes and the facets of job satisfaction and motivation of teachers showed that all the leaders in all ten schools were transformational in their leadership style these teachers in these schools enjoyed about the same level of job satisfaction.

4.1 Summary of major findings on quantitative analysis.

Using the research questions as a guide, research question set one sought to find out the extent to which their principal is capable of providing instructional leadership, share knowledge and information and involve in training and development of the teachers which in turn impact the on job satisfaction of the teachers. And Research questions set two tries to find out the quality of their principal in the dimensions of communication skills, comfort, empathy, decision making, influence, self-Management, time management, commitment Involvement and shared decision making.

The Statistical Package for Social Sciences (SPSS) software was used to analyze the data from the collected surveys. Since the surveys were returned anonymously, confidentiality of the participants and the schools was ensured. To examine the relationship between leadership capacity and quality and teacher's performance, responses to the survey items were analyzed and then statistical analysis was used to examine the relationship of the three hypotheses.

Statistical analyses were conducted after all surveys were received and data were entered. A Spearman rho correlation coefficient was used to examine the research question and additional intriguing relationships that emerged from the study. Spearman rho correlations are reported with values between -1.0 and +1.0. Spearman rho correlations greater than 0.7 are considered strong. Values between 0.3 - 0.7 are considered moderate, and values less than 0.3 are considered weak (Cronk, 2008). An alpha level of .001 was used to determine the significance for all statistical relationships. Results and data analysis are reported for the research question and other salient findings

The results of the study revealed that the teachers' perception of their principals' leadership attributes were somewhat positive. The teachers have rated their principals to be

having high level of leadership capacities and leadership qualities. It's noteworthy that leadership capacities and leadership qualities of principals are strongly and positively correlated. It also clearly indicates that if principals have excellent leadership qualities, they will be having excellent leadership capacities. Based on the results of the survey, we can answer the research questions by hypotheses.

4.2 Hypotheses testing, data analysis and findings

Hypothesis 1: Testing

For hypothesis one, we found that the more positive the perceptions of their principals' leadership capacity, the greater the teachers knowledge, skill and development which in turn giving more job satisfaction and perceived engagement.

Table 2: Mean & Standard Deviation for Perception of Teachers on Leadership Capacities of Principals

Leadership Capacities Dimensions	Mean	SD
Shared and Supportive leadership	3.60	1.044
Shared Values and Vision	3.50	0.840
Collective learning and Application	3.59	0.728
Shared Personal Practice	3.49	0.801
Supportive Conditions - Relationships	3.71	0.708
Supportive Conditions – Structures	3.62	0.868
Aggregate Score	3.59	0.826

Table 2 shows the Mean and Standard deviations for perception of teachers on four dimensions of leadership capacities of the principals. The overall Mean is 3.59 with Standard Deviation 0.826 suggests that leadership capacities of principals as perceived by teachers is of high level.

Statistical evidence

Research Question

What is the degree of the relationship as perceived by the teacher's between leadership capacity as demonstrated by their principal in sharing knowledge and involving in training and development of their teachers and the job satisfaction and engagement of teachers?

A Spearman rho correlation coefficient was used to analyze the relationship between the perceived practice of leadership capacity and the affective commitment of teachers. A total of 200 survey responses from teachers in were analyzed to derive the Spearman rho. Table 3 summarizes the findings.

Table 3: Correlations for Perceived Leadership Capacity & teacher's job satisfaction

	1	2
1. Leadership Capacity	----	
2. Teachers job satisfaction	0.85*	-----

Note. n = 200.

* p < .001.

A Spearman rho correlation coefficient was calculated for the relationship between leadership capacity and teachers' job satisfaction and engagement. A positive correlation was found ($\rho(200) = .85, p < .001$), indicating a significant relationship between the two variables.

Explanation

Specifically, more effective principal leadership capacity as an instructional leader more teachers are comfortable in dealing and sharing with their principal. As an instructional leader, principal can engage and contribute and support in teacher's teaching skills, students challenges and curriculum and instruction. This brings a strong influence on teachers' job satisfaction and, more so, on their engagement and collaboration.

Secondly, it's been found that more the principal engages in knowledge and information sharing amongst their teachers, better is the working relation, reliability and trust among themselves.

Hypothesis 2: Testing

For hypothesis two, the researcher can clearly see that there is a direct impact on teacher's performance depending on the School leader's leadership quality. The better the leader have communication skills, comfort, empathy, involve teachers in decision making, influence, self-Management, time management, commitment Involvement, the better the teachers motivation, job satisfaction and performance.

Table 4: Mean & Standard Deviation for Perception of Teachers on Leadership Qualities of Principals

Leadership Capacities Dimensions	Mean	SD
Communication Skills	3.59	1.025
Comfort	3.64	0.784
Empathy	3.69	0.763
Decision Making	3.62	0.765

Influences	3.73	0.764
Self-Management	3.68	0.889
Time Management	3.67	0.820
Commitment	3.66	0.806
Aggregate Score	3.66	0.741

Table 3 shows the Mean and Standard deviations for perception of teachers on five dimensions of leadership qualities of the principals. The overall Mean is 3.66 with Standard Deviation 0.741 suggests that leadership qualities of principals as perceived by teachers is of high level.

Statistical evidence

Research Question

What is the degree of the relationship as perceived by the teacher's between leadership quality as demonstrated by their principal in aspect of communication skills, comfort, empathy, involve teachers in decision making, influence, self-Management, time management, commitment Involvement and the motivation, outcome and performance of teachers?

A Spearman rho correlation coefficient was used to analyze the relationship between the perceived practice of leadership quality and the affective commitment of teachers. A total of 200 survey responses from teachers in were analyzed to derive the Spearman rho. Table 5 summarizes the findings.

Table 5: Correlations for Perceived Leadership Quality & teacher's motivation

	1	2
1. Leadership Quality	----	
2. Teachers motivation and performance	0.89*	-----

Note. $n = 200$.

* $p < .001$.

A Spearman rho correlation coefficient was calculated for the relationship between leadership quality and teachers' motivation and performance. A positive correlation was found ($\rho(200) = .89, p < .001$), indicating a significant relationship between the two variables.

Explanation

Teachers involving in Schools decision gives them the sense of belongings and commitment. The quality of leaders getting the teachers involve, share and execute plans makes a large impact on teachers motivation and in turn students learning.

The key component to be a good leader is that the leader have good communication skill, share comfort and empathy with his/her team, maintain a positive influence on their teachers and show high level of commitment. These quality results in positive contributing in developing and nurturing the teachers to its core.

Hypothesis 3: Testing

For hypothesis three the research data admits that teachers' performance is impacted from teachers' knowledge, skill, job satisfaction and motivation. The more teachers are involved, trained and have a say in major decision more are they connected to the School system and this impacts performance.

Statistical evidence

Research Question

What is the degree of the relationship as perceived by the teacher's between their job satisfaction, motivation, skill and development and their performance?

A Spearman rho correlation coefficient was used to analyze the relationship between the perceived teachers' performance to their job satisfaction, motivation, skill and development. A total of 200 survey responses from teachers in were analyzed to derive the Spearman rho. Table 6 summarizes the findings.

Table 6: Correlations for teacher’s performance & their skill, development, job satisfaction and motivation

	1	2
1. Teachers skill, development, job satisfaction and Motivation	----	
2. Teachers motivation and performance	0.87*	----

Note. n = 200.

* p < .001.

A Spearman rho correlation coefficient was calculated for the relationship between leadership quality and teachers’ motivation and performance. A positive correlation was found ($\rho(200) = .87, p < .001$), indicating a significant relationship between the two variables.

Explanation

Teacher’s transforms with leaders influence in both making them a better teacher and better teacher leader. The performance of any teachers depends on how much their leader involve, train and develop them. Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000) “There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work ‘with’ rather than ‘through’.” (Day et al, 2000, p. 20)

Table 7: Spearman Rho for Correlation between impacts of Teachers effectiveness on Leadership Capacities & Qualities of Principals

Mean for Leadership Capacities	Mean for Leadership Qualities	Spearman's Rho
3.59	3.66	+0.87

Table 7: shows correlation between Impact of teacher's effectiveness on Leadership Capacities and Leadership Qualities. The value of Spearman rho is +0.87 which suggest that there is strong and positive correlation between teachers' outcome on leadership capacities and leadership qualities. Hence it can be commended that leadership qualities and capacities of principals are related to each other. Values between -1.0 and +1.0. Spearman rho correlations greater than 0.7 are considered strong. Values between 0.3 - 0.7 are considered moderate, and values less than 0.3 are considered weak (Cronk, 2008).

4.3 Findings of the research questions with School teachers

There are statistically significant empirical and qualitatively robust associations between heads' educational values, qualities and their strategic actions and improvement in school conditions leading to improvements in pupil outcomes. The results confirm and go beyond the model of successful leadership practices identified in the project literature review (Leithwood et al., 2004) that involve Creating Vision and Setting Directions, Restructuring the Organization and Redesigning Roles and Responsibilities, Developing People and Managing Teaching and Learning. These affect and are affected by school internal conditions, culture and trust.

There are similarities between the effects of leadership practices on improvements in school conditions in Primary and Secondary schools in Kolkata India. However, the leadership of the Senior Leadership Team (SLT) has a more direct influence upon learning and teaching standards in Primary schools than Secondary schools.

There is no single model of the practice of effective leadership. However, it is possible to identify a common repertoire of broad educational values, personal and interpersonal qualities, dispositions, competencies, decision making processes and a range of internal and external strategic actions which all effective heads in the study possess and use.

Such a common repertoire is necessary but insufficient in itself to secure effectiveness. It is the particular combinations of strategies based upon the heads' diagnoses of individuals, the needs of schools at different phases of performance development and policy imperatives which are influential in promoting improved - student outcomes.

These strategies are underpinned by clearly articulated sets of values which focus upon promoting individual and social well-being and raising standards of achievement for all pupils. Taken together this effect cultural change as well as changes in school classroom practices.

The research indicates that there are significant differences in the intensity of actions and the use of certain strategies between schools in the Low start and High start groups especially in the secondary sector. A greater emphasis was given to the use of data for the improvement of teaching and learning conditions and classroom observation by schools in the Low start group.

Head teachers are perceived as the main source of leadership by staff, students and parents. Their educational values, strategic intelligence, and leadership strategies shape the school and classroom processes and practices which result in improved pupil outcomes.

Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership. Successful leaders draw on the same repertoire of basic leadership values, qualities and practices.

Effective leaders apply strategies in ways that are sensitive to school and student background characteristics, to nationally define needs and to their core educational ideals for maximizing pupils' achievement across a range of academic, social and personal competencies. In schools in more challenging contexts, heads give greater attention to establishing, maintaining and sustaining school wide policies for pupil behaviour, motivation

and engagement, teaching standards, the physical environments, improvements in the quality of teaching and learning and establishing cultures of care and achievement.

There are positive associations between the increased distribution of leadership roles and responsibilities and the continuing improvement of pupil outcomes. Leadership trust and trustworthiness are prerequisites for the progressive and effective distribution of leadership. Trust and improvement develop in a reciprocal way over time and are reinforced by evidence of improvements. Trust and the distribution of leadership evolve and differ by organizational context, history and the heads' diagnosis of need.

4.4 Findings on research objective

Successful leaders do not enact qualitatively different practices in every different context. Rather, they apply contextually sensitive combinations and adaptations of the core leadership practices. The questioners and detail analysis of the questioners comes up with the core findings related to this paper:

The analysis for the research objectives questions

My Principals' Leadership Capacities (MPLC) to measure the leadership capacities of Principals) Research Objective Part 1.

First, the analysis conducted for this study revealed three dimensions of principals' capacity to support teachers' classroom instruction. The three dimensions included providing teachers with professional development, instructional supervision, and classroom resources. Secondly, it also revealed a difference between the set of variables predicting principals' perceived capacity in providing professional development and instructional supervision and those related to providing classroom resources. Findings suggest that principals' beliefs about their capacity to provide professional development and instructional supervision was dependent upon their belief about the effectiveness of those instructional supports, their level of control over providing them, the time spent on instructional leadership tasks, and their level of job satisfaction; whereas principals' perceived capacity for providing classroom resources was dependent only on how effective they believe those resources are and the amount of control they have in providing them.

Leadership qualities of My Principal. Research Objective Part 2.

Results from the survey reveal that principals' perceived effectiveness of managing, involving, shared decision and leadership brings an indirect influence on how teachers behave and perform in guiding student achievement. It is the leadership quality that determines how the school performs in whole in contributing to student's achievement.

4.5 Analysis of Questions

Analysis of the teacher questions revealed three kinds of on-going activities or behaviors that clearly distinguished high-scoring principals from low-scoring principals. High-scoring principals have an acute awareness of teaching and learning in their schools. One means by which high-scoring principles gain awareness is keeping information open and knowledge sharing and involving. One the other hand scoring principal indicated that they depend on teachers to plan and execute teaching materials and never involve in developing teachers and never organize teacher's development workshops and upgrade programs.

High-scoring principals have direct and frequent involvement with teachers, providing them with formative assessment of teaching and learning. Both high- and low-scoring principals said that they frequently visit classrooms and are "very visible." However, differences between principals in the two groups come into sharp focus as they describe their reasons for making classroom visits. High-scoring principals frequently observed classroom instruction for short periods of time, making plenty observations a week, and most of the observations were spontaneous. Their visits enabled them to make formative observations that were clearly about learning and professional growth, coupled with direct and immediate feedback. High-scoring principals believed that every teacher, whether a first-year teacher or a veteran, can learn and grow. High-scoring principals described how they "meet each teacher where they are, by finding something good in what they are doing, and then providing feedback in an area that needs growth."

In contrast, low-scoring principals described a very different approach to observations. Their visits or observation in classrooms were usually not for instructional purposes. Even informal observations were often planned in advance so that teachers knew when the principal would be stopping by. The most damaging finding became clear in reports from teachers in buildings with low-scoring principals who said they received little or no

feedback after informal observations. Often, the frequency of informal classroom observations by low-scoring principals decreases as the year progresses. Low-scoring principals focus more on formal, summative observations, providing limited, non-threatening feedback, primarily to non-tenured teachers. So far this can be assumed that low-scoring principals do not regard the improvement of teaching and learning as an ongoing, long-term process, a culture for continual learning is compromised in their schools. High-scoring principals have the ability and interpersonal skills to empower teachers to learn and grow according to the vision established for the school. These principals seek out and provide differentiated opportunities for their teachers to learn and grow.

Chapter 5

Discussion

5.1 Discussion on research results in contract with the literature evidence

Leadership effects on teachers motivation, job satisfaction and development. Our review of the evidence suggests that successful leadership can play a highly significant – and frequently underestimated – role in improving teachers and their skills. Specifically, the available evidence about the size and nature of the effects of successful leadership on teachers and in turn in student learning justifies **few important claims:**

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Authors Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004) Leadership practices targeted directly at improving instruction have significant effects on teachers working relationship. When principals and teachers share leadership, teachers working relationships are stronger and student achievement is higher. Leadership effects on teachers motivation, satisfaction and output occur largely because effective leadership strengthens professional community—a special environment within which teachers work together to improve their practice and improve. The same has been also supported by (Marsh, 2000).

This was a controversial claim when it was first made, but has since been widely quoted without much challenge. We justified this claim initially with reference to key reviews of quantitative research linking leadership to teachers outcome (e.g., Hallinger & Heck, 1996; Waters, Marzano & McNulty, 2003), along with references to individual quantitative studies such as Silins & Mulford (2002) and Leithwood and Jantzi (1999). A number of qualitative studies were cited as evidence that leadership has especially critical effects in teachers facing challenging circumstances (e.g., Gezi, 1990; Reitzug & Patterson, 1998). Leadership seems to be especially important in schools that need it need it most.

This new evidence leaves our original conclusions about leadership effects unchanged. While the independent effects of school leadership are modest, these effects have to be interpreted in comparison with the effects other school variables. As Creemers and Rietzig (1996) have argued, almost all school variables have small effects. So for those aiming to improve schools, the challenge is to create ‘synergistic effects’; the accumulations

of small effects in the same direction. Successful leaders' contributions to teachers learning, development and motivation can, therefore be traced to the synergistic effects they create within their organizations.

2. Leadership effects are usually largest where and when they are needed most. Especially when we think of leaders in formal administrative roles, the greater the challenge the greater the impact of their actions on learning. While the evidence shows small but significant effects of leadership actions on teachers outcome across the spectrum of schools in Kolkata, existing research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.

These results, therefore, point to the value of changing, or adding to, the leadership capacities of underperforming schools as part of their improvement efforts or as part of school reconstitution.

Many earlier studies also differed in several important respects from the present study, but it addressed several of the same questions. Teacher's engagement rather than teacher's achievement was used as the dependent variable, and the variables mediating leaderships' influence on teachers were different from those used in the present study. Prior evidence relevant to this component of the study identifies factors related to leadership style, school conditions mediating the effects of shared leadership, and effective classroom instruction. We focus on variables that may contribute to a school's culture and climate, including (1) variables on which principals can have some direct effect, such as principal-teacher relations, trust, and leadership capacity; (2) variables on which principals may have less influence, such as teacher-to-teacher relations in professional communities, and collective responsibility; and (3) variables on which the principal has indirect control, such as teachers' sense of personal efficacy, and the quality of instruction through training and development.

This analysis provides a relatively comprehensive empirical "test" of the notion that a number of leadership variables (e.g., instructional leadership, shared leadership) and trust in

the principal, when considered together, are positively related to teachers positive outcome. This study suggests that shared leadership is one important means of creating a learning organization in which efforts are focused on ways in which increasing instructional capacity can influence teachers transformation to a better teacher leader. We found several critical differences between elementary and secondary schools that are particularly important in developing a theory of effective school leadership. In particular, the exercise of leadership for teachers achievement appears to be much easier in elementary rather than in secondary settings.

3. Teachers and School Leaders Professional Development are associated with teacher's achievement. In sum, the analysis suggests that investment in the professional development of school teachers will have limited effects on efficacy and student achievement unless School board also develops clear goals for improvement. On the other hand, setting targets and emphasizing responsibility for achieving them is not likely to produce a payoff for students unless those initiatives are accompanied by leadership development practices that principals perceive as helping them to improve their personal competencies.

The literature suggests two critical questions that have not been fully examined in the existing study:

(1) Do the specific attributes of leadership behavior – the sharing of leadership with teachers, the development of trust relationships among professionals, and the provision of support for instructional improvement – affect teachers' work with each other and their classroom practices?

(2) Do these leadership behaviors and attributes of formal school leaders contribute to student achievement?

An analytic framework derived from the review of the literature and the researcher previous investigation of the relationship of principal leadership and instruction (Wahlstrom & Louis, 2008) guided us in our findings of how teachers experience the leadership effects of the principal. We assume that both principal–teacher relationships (indicated by trust,

instructional leadership, and perceptions of shared leadership) and teacher–teacher relationships (indicated by professional community) will affect classroom practice. Classroom practice – particularly the type of focused instruction that thoughtfully combines elements of teacher-directed and constructivist approaches – should, in turn, affect student learning. We already know a considerable amount about these subcomponents. We know much less about how they interact to affect student learning, because there is little evidence, from either survey, that principal leadership can have a direct effect without involving changes in teacher practice.

5.2 Conclusion of quantitative research

The results of this quantitative study above add to the research findings on how teachers perceive their principals' leadership attributes. It provides evidences to understand the situations of India principal's leadership attributes. These results provide valuable information based on the empirical study for both educators and government who are exerting more and more efforts in the improvement of education in India. First of all, a primary avenue of influence was the principal's role in shaping the school's direction through vision (Hallinger and Heck 1998). Principal leadership influences student learning outcomes by the paths of school goals, and school organizational structure and culture. On the other hand, schools in which students achieve are led by principals who make a significant and measurable contribution to the teaching and learning practices (Andrew and Soder 1987; Bossert et al. 1982, Murphy and Hallinger, 1992). Fullan (2002) also suggested that at the heart of school capacity are principals emphasizing the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions – The initial review pointed to evidence indicating that 'on average' - or 'typically' - those in formal school leader roles have their greatest influence on student learning through the influence they exercise on staff motivations, commitments and working conditions.

5.3 Concluding Thoughts

In conclusion, principals now find themselves in the age of accountability and improvements with the expectation that they will function as instructional leaders. It is imperative that principals know that teaching and learning is occurring in the classrooms. A new generation of school leaders is required to create effective schools. Preparation programmes at research universities can play a vital role in equipping principals with the necessary skills and competencies to positively influence teachers performance. As such the core objective of all these professional programmes should be to promote high quality learning among all students at schools (Kent 2002, 230). Daresh et al. (2000, 81) are of the opinion that the manner in which people study leadership will directly influence what they do as school leaders. The question we need to answer is: how should the influence of preparation programmes be assessed? In essence, preparation programmes should at first address the individual professional development of principals and ultimately lead to effective learning by learners. The latter in itself is very complex and depends on other influential factors. Nevertheless, this research attempts to identify three major focus areas in assessing the influence of preparation programmes: setting a course, developing people and developing the organization. These areas can be used to judge the influence of preparation programmes for school managers. 'The longevity of leadership development rests, in large part, on being able to describe the differences leaders make in terms of improvements to school and students' performance' (Southworth and Du Quesnay 2005, 220).

As an Education administrator, this study presented invaluable findings on leader role. This study provided greater understanding of the importance of empowering teachers and including them in this experience. Including teachers in the process and providing meaningful feedback that promotes teacher growth will help schools and teachers reach the goal to which they all aspire- better student achievement

5.4 Implications for policy and practice

We have argued that there is a need for additional research to examine the specific leadership behaviors that are most effective in supporting teacher's outcome. However, even without additional investigations, there are four clear implications:

First, both teachers and those with formal administrative responsibilities need to acknowledge and act on the increased importance of collective and shared work around instruction. Our analysis suggests that the reality is more complex. Not only do teachers need to work together around instruction and student learning, but administrators need to be part of that process. While this may be as simple as having principals participate in professional development activities for teachers, or as difficult as reorganizing the formal authority structure of the school, it requires a substantial rethinking of the “line” that all-too-often separates administration and teaching.

Second, it is important to provide significant additional support for secondary school leaders to establish the kind of instructional leadership that is “workable” in their larger and more complex settings. It is unlikely that real improvements in the climate for principal–teacher collaboration and improved achievement in secondary schools will occur simply because of increased pressure. We suggest that states or even regional/national entities will need to be involved. Because we know from studies such as the Programme for Student Assessment (PSA) that Indian secondary schools (particularly high schools) are the weakest link in the Indian educational system, and they show limited evidence of improving under current accountability policies, we suggest that this must be a priority for school reform.

Third, school leader preparation and professional development programs should continue to emphasize both the “softer” (emotional) and “harder” (behavioral) aspects of leadership. Although our results suggest that principal behaviors are more important than emotional factors like trust, they are empirically part of a bundle that is difficult to separate. Although trust without supporting instructional and shared leadership may be of little consequence for students, our data suggest that teachers’ relationships with each other and their trust in the principal cannot be easily disaggregated.

Fourth, while there is increased emphasis on the responsibility of principals for student test scores, it is important to remember that their primary focus within the school must be on instructional and shared leadership. Increasing teachers’ involvement in the difficult task of making good decisions and introducing improved practices must be at the heart of school leadership. There is no simple short-cut.

5.5 Limitation

The research was undertaken with teachers and Principals of 10 Schools in Kolkata, India. As discussed in the introduction earlier, there are methodology and literature limitation within this research. Also, as stated by (Arkskey and Knight, 1999) that the purpose of survey was to find out what is in and on a teacher's mind. This might be the researcher's capability limitation that knowing what to probe for more information, knowing how not to indicate answers to respondent is important while framing up the questions.

5.6 Further Research

Three major recommendations are suggested for future research in the area of school Leadership. These recommendations are meant to provide a more widespread and deeper understanding of the relationships of the variables studied as well as their relationship to student achievement. They are also meant to provide additional information to aid and guide school administrators in a practical manner.

First, the researcher recommends expanding the research to include all levels of education. There may be unique differences in the levels of schools that create differences in the relationship between teachers and administrators and the impact of leadership. It is possible that elementary teachers are impacted more by their principal's actions than middle school teachers. High school teachers may be less impacted, or these groups may be similar to the group studied. Expanding the research over all levels of education could provide greater insight into the relationship of leadership and teacher morale.

Secondly, expanding the research to include a qualitative aspect could lead to greater insight as to why teachers answered as they did. This information could lead to recommendations that might improve practice and give administrators more information as to what might improve the morale of their teachers. Additionally, teachers might suggest aspects of leadership that affect their morale that are not included on the survey. An interview format that allowed teachers to express their opinions in detail would provide the data to expand this understanding.

Third, including a measure of student achievement in future research on teacher morale and leadership would expand the current knowledge in the area. Student achievement is the key

factor that is always the goal of improvement initiatives and projects. Including a measure to relate achievement to teacher morale and principal leadership would provide a direct link to the specific population studied with regard to the impact that morale and leadership had on achievement and would add to the body of knowledge in the area.

Chapter 6:

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Chapter 7.

Appendix I

Protocols

Protocol 1: Survey from Questionnaires

- Survey will be handed out to the teachers in the schools during their break sessions.
- A brief explanation of the questionnaires will be provided to avoid misunderstanding the questions.
- Completion of all survey questionnaires have been collected and transfer to SPSS.

Protocol 2: SPSS

- The survey data will be populated and transfer accordingly using variable data tool in SPSS Version 17.
- Identify scale, nominal and ordinal type for each questions in the SPSS
- Check the reliability of the scale data using Cronbach's Alpha with rule between 0.7-1.0
- Mean, median and standard deviation were used to analyze the selected variables.
- Correlation can be determined.

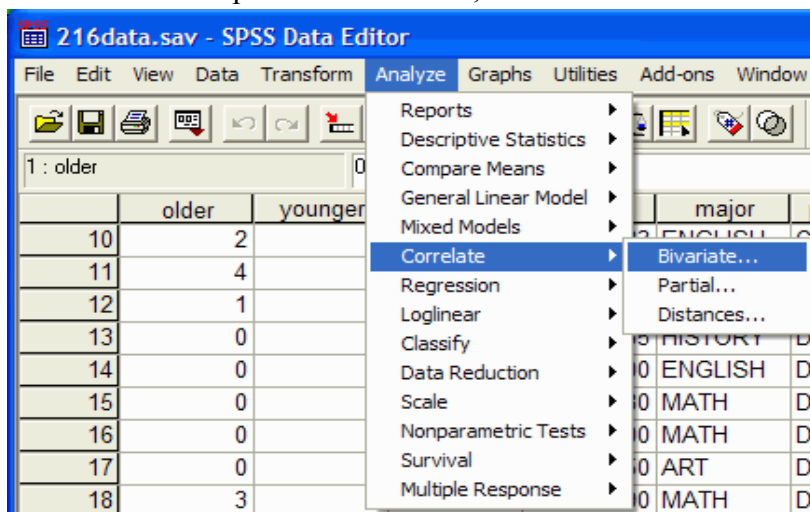
Appendix II

SPSS Correlation calculation process

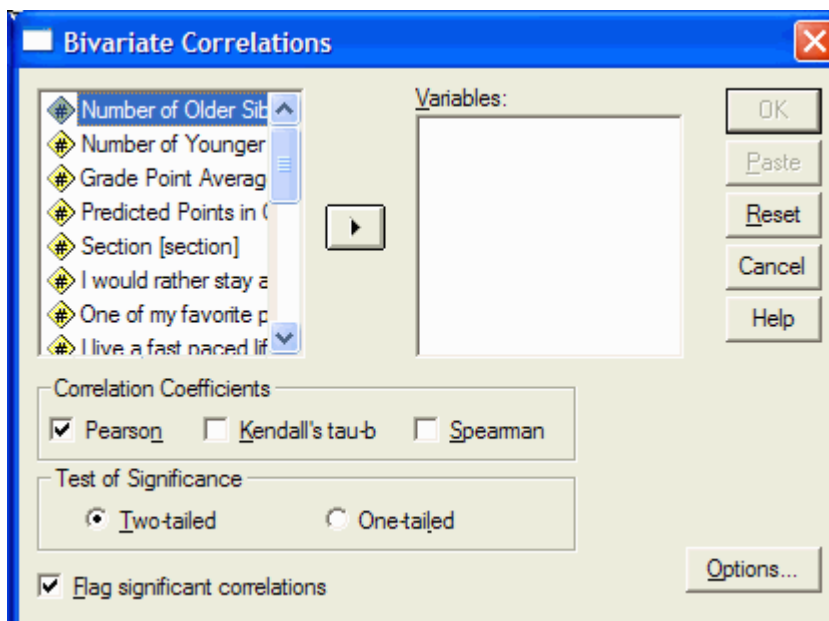
Bivariate Correlation calculation

Bivariate correlation was used to find the correlation here as the two variables are linearly related to each other.

The command for correlation is found at Analyze | Correlate | Bivariate (this is shorthand for clicking on the Analyze menu item at the top of the window, and then clicking on Correlate from the drop down menu, and Bivariate from the pop up menu.):

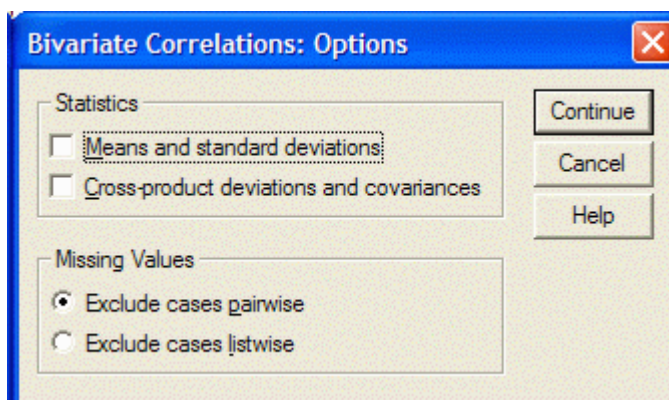
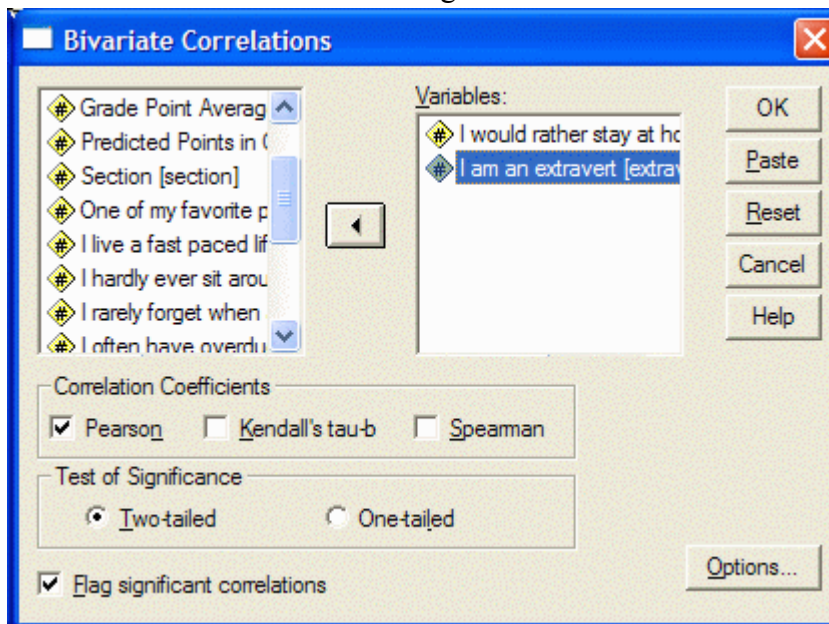


The Bivariate Correlations dialog appeared:



One of the variables was selected that was required to correlate by clicking on it in the left hand pane of the Bivariate Correlations dialog box. Then the arrow button was clicked to move the variable into the Variables pane. Clicking was done on the other variable that was

required correlate in the left hand pane and was moved it into the Variables pane by clicking on the arrow button. The test of significance should be two-tailed so that was selected.



From the Options dialog box, click "Means and standard deviations" was selected to get some common descriptive statistics. With the click on the continue button in the options dialog box the SPSS Output Viewer appeared.

In the SPSS Output Viewer, the table with the requested descriptive statistics and correlations appeared.

Calculation shown in table 3, table 5 and table 6.

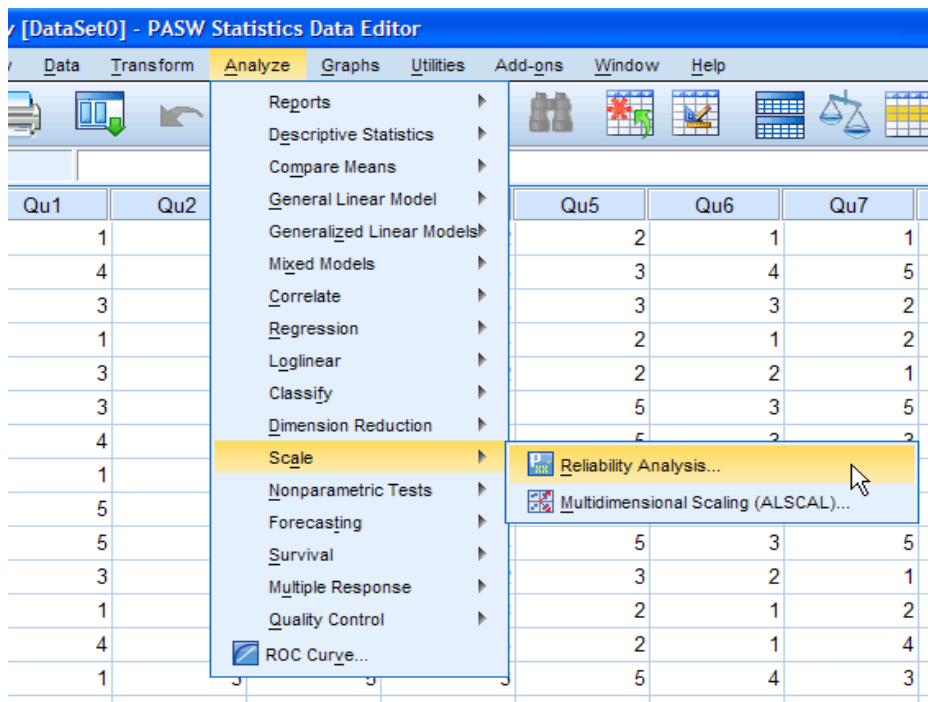
Appendix III

SPSS: Cronbach's alpha calculation process

Researcher has devised a forty one question to measure teachers' perception about their leader's capacity and quality in a School. Each question was a 4-point Likert item from "strongly disagree" to "strongly agree". In order to understand whether the questions in this questionnaire all reliably measure the same latent variable (so a Likert scale could be constructed), a Cronbach's alpha was run on a sample size of 200 teachers. In SPSS, the 41 questions have been labelled Qu1 through to Qu41.

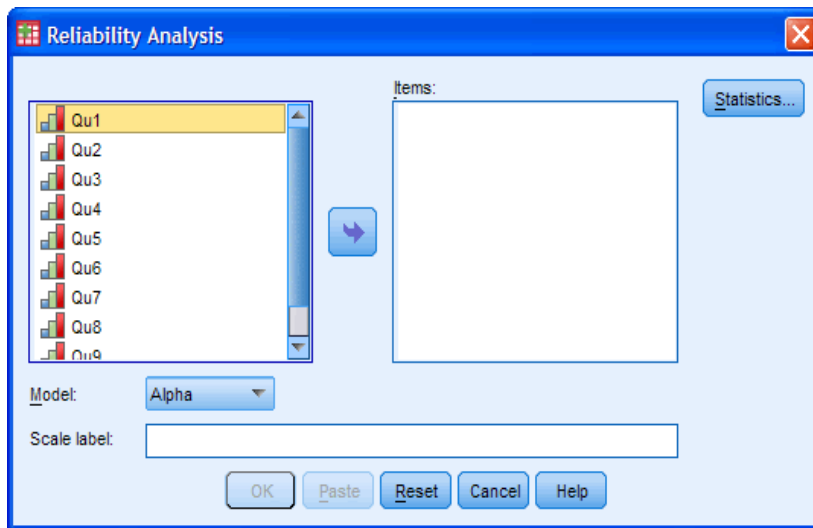
Step 1:

Click Analyze > Scale > Reliability Analysis... on the top menu as shown below:




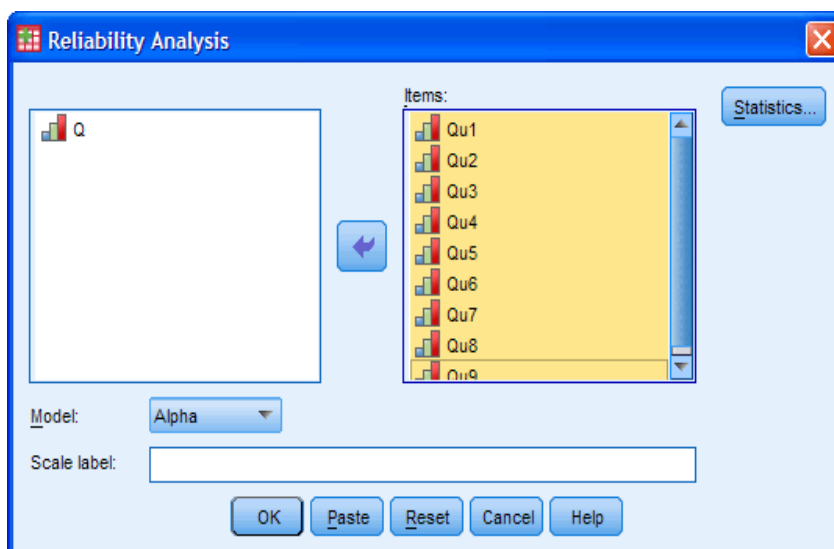
Step 2:

A **Reliability Analysis** dialogue box opened:



Step 4 :

Transfer the variables Qu1 to Qu41 into the item box. This can be done by drag-and-dropping the variables into their respective boxes or by using the  button. The following screen will show up:

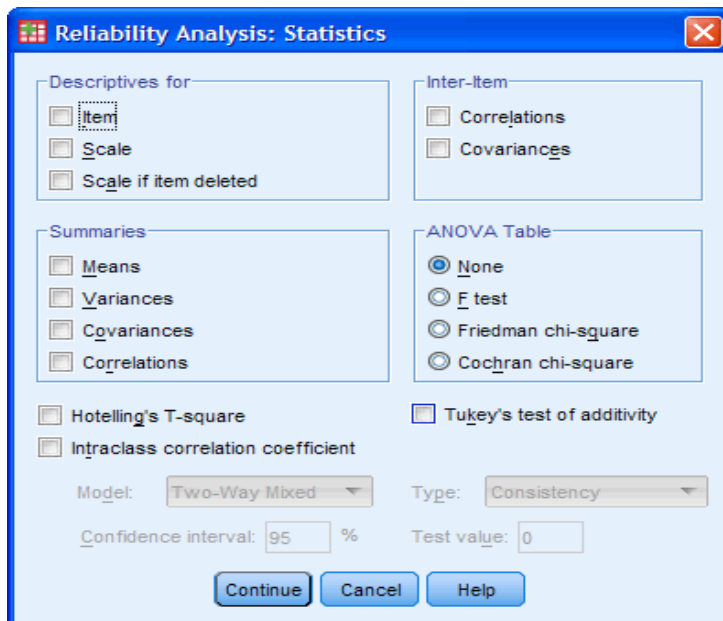


Step 5:

Leave the Model: set as "Alpha", which represents Cronbach's alpha in SPSS. If you want to provide a name for the scale, enter it in the Scale label: box. Since this only prints the name

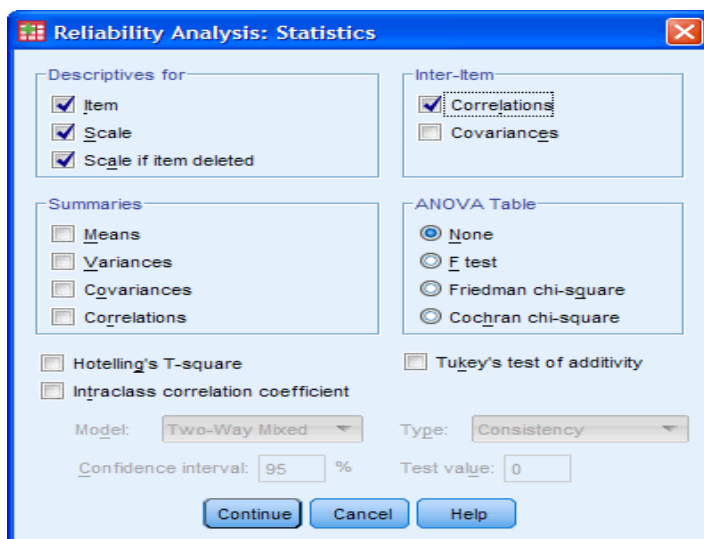
you enter at the top of the SPSS output, it is certainly not essential that you do; and in this case, we will leave it blank.



After Clicking on the **Statistics...** button, which will present the Reliability Analysis: Statistics dialog box, as shown below:



Step 6:

Select the Item, Scale and Scale if item deleted options in the -Descriptive for- area, and the Correlations option in the -Inter-Item- area, as shown below:



Click the  button. This will return you to the Reliability Analysis dialogue box. Click the  button to generate the output.

SPSS Output for Cronbach's Alpha

SPSS produces many different tables. The first important table is the Reliability Statistics table that provides the actual value for Cronbach's alpha, as shown below:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standard Items	N of Items
.085	.796	200

From our example, we can see that Cronbach's alpha is 0.805, which indicates a high level of internal consistency for our scale with this specific sample.

Appendix IV



STAMFORD
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*Masters of Business
Administration –
Research Questions*

QUESTIONNAIRE

for Teachers

**LEADERSHIP: IMPROVING SCHOOL LEADERSHIP &
LEADERSHIP INFLUENCES IN TEACHERS MOTIVATION
AND DEVELOPMENT
FOR SCHOOL IN KOLKATA, INDIA**

January 2013

Stanford International University

16 Motorway Road-KM 2, Prawet, Bangkok 10250, Thailand Tel: +66(0)2 769 4000 Fax: +66(0)2 769 4099

www.stamford.edu

**School Leaders
Research Survey
December 15th 2012 to January 2nd 2013**

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for School leaders. **Your answers are confidential.**

Dear Teachers,

Thanks you for allowing me to communicate with you and helping me in my developing thesis in School leadership. I sincerely request you to fill in the important information in the questioner. Please answer the questions as honest as possible. Truthful response would provide strong base in continuing my research and contribute towards leadership practices. I assure you that all responses will be held confidential. I appreciate your time and generosity.

Personal Information

First Name _____

Middle Name _____

Last Name _____

Gender _____

Birth Date _____

Qualification _____

School Name _____

Working since _____

Total year of experience _____

Working with same Principal since _____

E-mail id _____

Date:

Time:

Location:

Survey # 1
My Principals' Leadership Capacities (MPLC)
To measure the leadership capacities of Principals

Directions:

This questionnaire assesses your perceptions about your principal. There is no right or wrong responses. This questionnaire contains a number of statements about practices which occur in some schools. Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate oval provided to the right of each statement. Be certain to select only one response for each statement.

Scale: 1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly agree (SA)

STATEMENTS		SCALE			
<i>Knowledge and sharing</i>		SD	D	A	SA
1	Is your School leader creating a successful learning community?				
2	Do your school leader play a role as an instructional leader?				
3	Your principal often conduct walkthroughs?				
4	Does your principal give feedback often on what he/she observed from the walkthroughs?				
5	Your Principal have designed a comprehensive information system that keeps everyone informed and involved?				
6	Your principal incorporates advice from staff to make decisions?				
7	Your principal attends workshops and development programs and comes and shares with all teachers?				
8	Your principal makes key information accessible to all teachers?				
9	Decision-making takes place through committees and communication across grade and subject				

	areas?				
10	The staff work together to seek knowledge, skills and strategies and apply this new learning to their work?				
11	Collegial relationships exist among staff / teachers and principal that reflects commitment to school improvement efforts?				
12	The staff plan and work together with Principal to search for solutions to address diverse student needs?				
13	School teachers is committed to programs that enhance learning?				
<i>Skill and development</i>		SD	D	A	SA
14	Professional development focuses on teaching and learning?				
15	Your principal encourages you to participate in teacher's workshop and development seminars?				
16	The teachers provide feedback to peers related to instructional practices to principal?				
17	The teachers informally shares ideas and suggestions with School leader for improving student learning?				
18	The teachers collaboratively review student work to share and improve instructional practices.				
19	Individuals and teams have the opportunity to apply learning and share the results of their practices.				
20	Your principal makes fiscal resources available for professional development?				

Partly taken from: Olivier, D. F., Hipp, K. K., & Huffman, J. B. (2003). *Professional learning community assessment*. In J. B. Huffman & K. K. Hipp (Eds.). *Reculturing schools as professional learning communities*. Lanham, MD: Scarecrow Press.

Survey # 2

My Principals' Leadership Qualities (MPLQ)

To measure the leadership quality of Principals

Directions:

This school survey is designed to assess the leadership quality of your school. The items are clustered according to the characteristics of schools. Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate oval provided to the right of each statement. Be certain to select only one response for each statement.

The numbers on the 1-4 scale represent the following:

Scale: 1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly agree (SA)

STATEMENTS		SCALE			
<i>Knowledge and sharing</i>		SD	D	A	SA
1	Principal communicates effectively all school policies, vision and mission?				
2	Principal communicates more often formally?				
3	Principal communicates more often informally?				
4	Principal encourages smooth communication inside the School?				
5	Principal always invites to talk one to one on issues, and problems?				
6	Principal encourages open discussion and sharing of concern?				
7	Principal tries to understand teacher's problems and shows empathy?				
8	Principal is sensitive to teachers problems and often time provides solutions?				
9	Principal encourages joint decision making process?				

10	Principal conveys important decision and seeks support?				
11	Principal is friendly and approachable by teachers?				
12	Principal backs up teachers mistakes and encourages learning?				
13	Principal personally mentors and provides attention to teacher's development and learnings?				
14	Principal is organized and manages administration quite successfully?				
15	Principal keeps himself involved in all kind of School activities?				
16	Principal is particular about time and deadlines?				
17	Principal sticks to commitment and encourages commitment culture?				
18	Principal allows to involve teachers in process, decision and believes in team work?				
19	Principal practices democratic leadership style and involves teachers in decision making process?				
20	Principal encourages cooperation amongst teachers and staff members and involve personally to solve problems?				
21	Teacher's performance depends on their skill, development, job satisfaction and motivation?				

Appendix V

Permission Letter

XXX School, Kolkata, India

Dear Ms. xxxx,

My name is Sanjib Chakraborty; I am a Director of an American Education Consultancy company based out of Bangkok, Thailand and a Master of Business Administration candidate for the degree at Stamford International University, Thailand, Bangkok Campus. I have been approved by University to research in schools for my Independent Study. I am writing you to ask permission to enlist the teachers who have served with you for at least the last full academic school year of 2011-2012 until the present in your current school, to participate in this study. The title of my research is, School Leadership and influence of leadership in teacher's performance.

The purpose of this study is to ascertain to find out how does successful leadership exercise its influence on the teachers motivation and performance. This study also seeks to explore teacher perceptions of principal leadership practices influencing teacher effectiveness in the classroom.

Teachers will complete two surveys including questions about leadership capacity and capability. The survey measures teacher perception of the principal's leadership practices and teacher efficacy level.

The surveys will not be numbered or marked off a list when returned. The researcher will not number teacher responses or have a record of which teachers respond to the online survey. As such, there will be nothing that links the surveys to the identity of the participant. All data will be kept confidential and all principals, teachers, schools, and the system will be kept anonymous in any publication. At the end of the required time, all data will be destroyed.

I am formally requesting your approval to ask for your teachers' voluntary participation that qualifies for the study. I am enclosing copies of all surveys for you to review. If you have questions, please contact me at sanjib.c@stamford.edu

Looking forward to your kind cooperation.

Sincerely

Sanjib Chakraborty

