

Study of Perception of Leadership Effectiveness in Relation to Institutional Effectiveness and Gender of the Teachers

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Abstract

This study's major goal was to investigate the connection between teachers' gender, institutional effectiveness, and perceptions of leadership effectiveness. A total of 174 schools were chosen for data collection, and of these, 47 met Kelley's criteria for high effectiveness and 47 did not. Ten instructors who instruct the Xth grade from each school were randomly chosen as a sample. Data were gathered using two tools, the Institutional Effectiveness Scale (created by the researcher) and the Leadership Effectiveness Scale (Taj, 2010). The study found a substantial difference between high- and low-effective institutions in the perception of leadership effectiveness. The perception of leadership effectiveness between male and female instructors also showed a substantial difference, with female teachers seeing it more favorably than male teachers. The impact of institutional effectiveness and teacher gender on students' assessments of the effectiveness of their leaders, however, was not determined to be significant.

Keywords: Institutional Effectiveness, Perception of leadership effectiveness

Introduction

Leadership effectiveness refers to a competency of a leader to engage and motivate their followers, as stated by Cicero, Pierro, and Knippenberg (2010). This skill is crucial as it motivates the workforce to work towards common objectives. Effective leaders are adaptable in leveraging the strengths and limitations of their subordinates to achieve organizational goals (Manamela, Cassim and Karodia, 2016). Weaver (2015) also suggests that effective leaders have a positive impact on the outcomes of their subordinates.

The most effective leaders are those who meet expectations. Cross-cultural leaders with high effectiveness possess "relationship competency," which involves empathizing with diverse individuals (Dorfman, 2012). Kaiser, Hogan, and Craig (2008), who conducted a study on ten meta-analyses, classify leadership assessment into two main categories: individual opinions and collective performance. These classifications align with Lowe et al.'s (1996) suggestions. Kaiser et al. (2008) further divide individual perceptions into two groups: perceived efficacy as a leader and leadership emergence, which involves being recognized as a leader by others. Group performance, according to Kaiser et al. (2008), comprises group process and group achievements.

Institutional effectiveness

In 1994, Townsend conducted a research study titled "Goals for effective schools: view from the field." The study revealed that tasks related to developing citizenship, self-concept, personal growth, employability skills, and educational concern were considered more important than academic programs by various stakeholders. In 1996, Hallinger and Heck investigated the role of principals in school effectiveness. They examined theoretical models between 1980 and 2000 to understand the function and research methodologies.

Clear school goals, effective motivational techniques, a safe and orderly environment, and a pleasant school atmosphere are among the essential elements outlined by Townsend (1997) as necessary for the development of effective schools. These procedures need a team of committed and qualified employees as well as administrative and academic leadership. These factors were found to contribute to the success of schools in both Australian and American samples. Teddlie (2004) emphasized the importance of ongoing internationalization and diversification in educational research, allowing underrepresented regions to have a greater voice and generating new findings that differ from the existing literature dominated by studies conducted in industrialized nations.

Lezotte (2002) examined the development of the Correlates of Effective Schools over thirty years. The superior schools in Malaysia employ best practices more frequently and successfully than those in Brunei, with a strong connection between principal leadership, school performance, and improvement initiatives (Ghani et al., 2011). The structural equation model of instructional leadership by school administrators and its effect on academic success was supported by Setwong & Prasetcharoensuk (2013). Tatlah and Iqbal (2013) highlighted a gender disparity in leadership philosophies among head teachers and deputy head teachers, which is related to academic success. Balani (2015) discovered that CBSE Board teachers had higher perceptions of institutional effectiveness compared to SSC Board teachers.

Higher levels of perceived teacher concern were linked to numerous characteristics of school effectiveness, including school leadership, teacher collaboration, consensus, and school ethos, according to research by Ramberg et al. (2018). Ozgenel (2020) stressed the significance of a school's culture, particularly the impact of other teachers' activities in the classroom, on students' academic progress. Teachers in Grenada's public elementary and secondary schools assessed the academic development of their charges. Academic accomplishment and effective principal leadership tactics are positively correlated, according to Martin (2021), who looked into the topic.

Leadership effectiveness

There was no statistically significant difference in the distribution of principals classified as having high or low levels of transformational qualities, according to Hauserman et al. (2007). Similarly, the evaluations of principals by teachers on the transformative subscale did not show significant differences. Fook & Sidhu (2009) emphasized the principal's role as the "sense maker" of a school, highlighting the importance of their leadership abilities in creating a positive and enduring school environment for teachers and students. Kursunoglu & Tanriogen (2009) published teachers' assessments of their principals' instructional leadership practices and attitudes, noting a connection between leadership practices in the classroom and attitudes toward organizational transformation.

According to Kor (2010), principals and teachers have similar perceptions of what constitutes effective leadership, and teacher evaluations are more reliable predictors of the school environment than principal evaluations. Key concerns with infrastructure, resources, teacher recruitment, school organization, student enrolment, parental involvement, and political pressure were recognized by Mansoor & Akhtar (2015) as being encountered by educational leadership in public sector schools. Alam (2017) found that principals and academic coordinators employ a democratic leadership style to enhance educational processes, although the approach may vary depending on the situation.

Britton (2018) highlighted the impact of individuals' perceptions of leadership and actions on the school's culture and productivity. Sharar & Nawab (2020) observed that teachers engage in or perceive their roles in various areas of teacher leadership, such as leading from the classroom, modeling and coaching, leading groups and teams, and connecting with larger communities or the world.

Martin (2021) investigated the link between good principal leadership and academic achievement in Grenada's primary and secondary schools. The study found a strong association between academic advancement and effective leadership practices by principals.

Statement of the problem

Study of Perception of Leadership Effectiveness in Relation to Institutional Effectiveness and Gender of the Teachers

Objectives

To test that how the perception of leadership effectiveness is influenced by both institutional effectiveness and the gender of teachers.

Hypotheses

1. Perception of leadership effectiveness among teachers who work in institutions with high or low levels of effectiveness has no significant difference.
2. Male and female teachers do not have difference in the perception of their leader's Effectiveness
3. The scores of perception of leadership effectiveness do not show a significant interaction between Institutional Effectiveness and teachers' gender.

Delimitation

1. CBSE schools of Kapurthala, Ludhiana, Amritsar, Gurdaspur, Hoshiarpur and Jalandhar districts.
2. Students in the 10th grade provided the data for the study.

Sample

In the state of Punjab, which has a total of 1350 CBSE schools, a sample of 174 schools was selected using Cochran's formula to estimate the required sample size. Applying Kelley's criterion of 27%, this resulted in 47 schools categorized as high-effective and 47 schools categorized as low-effective institutions. From each of these schools, a simple random sample procedure was used to select ten teachers who are teaching the 10th grade for data collection purposes.

Tools

1. Institutional Effectiveness Scale (Prepared by the investigator).
2. Leadership Effectiveness Scale (Haseen Taj, 2010).

Analysis and Interpretation

2X2 ANALYSIS OF VARIANCE ON THE PERCEPTION OF LEADERSHIP EFFECTIVENESS SCORES IN CONNECTION WITH INSTITUTIONAL EFFECTIVENESS AND TEACHERS GENDER

The results of the 2x2 ANOVA on the perceptions of leadership effectiveness in connection with institutional effectiveness and gender are shown in Table 1. The means and standard deviations of the subgroups are as follows:

TABLE 1
MEANS AND STANDARD DEVIATIONS OF SUB GROUPS FOR 2X2 ANOVA ON THE
PERCEPTION OF LEADERSHIP EFFECTIVENESS SCORES IN CONNECTION WITH
INSTITUTIONAL
EFFECTIVENESS AND TEACHERS GENDER

Perception of leadership effectiveness		High effective Institutions	Low effective Institutions	Total
	Male Teachers	Mean ₁ =328.50 S.D. ₁ = 8.15 Total ₁ = 176	Mean ₂ =255.64 S.D. ₂ = 7.96 Total ₂ = 132	Mean ₁₂ = 297.27 S.D. ₁₂ = 37.00 Total ₁₂ = 308
	Female Teachers	Mean ₃ =348.29 S.D. ₃ = 8.27 Total ₃ = 294	M ₄ =276.21 S.D. ₄ = 9.72 Total ₄ = 338	Mean ₃₄ = 309.74 S.D. ₃ = 37.10 Total ₃₄ = 632

	Total	Mean ₁₃ = 340.88 S.D. ₁₃ = 12.63 Total ₁₃ = 470	M ₂₄ = 270.44 S.D. ₂₄ = 13.08 Total ₂₄ = 470	
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ANOVA was calculated on the results to examine the variation in the Perception of Leadership Effectiveness scores in connection with Institutional Effectiveness and the gender of the teachers, and the results are shown in Table 2 below:

TABLE 2
2X2 ANOVA ON THE PERCEPTION OF LEADERSHIP EFFECTIVENESS SCORES IN CONNECTION WITH INSTITUTIONAL EFFECTIVENESS AND TEACHERS GENDER

Variation Source	SS	Df	MSS	F	P-value
Institutional Effectiveness (A)	1070706.46	1	1070706.46	13945.34	.000**
Gender (B)	83065.36	1	83065.36	1081.88	.000**
Interaction (AxB)	31.211	1	31.211	0.406	.524
Total	89143935	940			

** Significant at the 0.01 level of confidence

INSTITUTIONAL EFFECTIVENESS (A)

Table 2 demonstrates that, at a confidence level of 0.01, the F-ratio for the difference in means between high-effective institutions and low-effective institutions on the scores of perceived leadership effectiveness is statistically significant. This shows that high-effective and low-effective institutions have quite different perceptions of leadership effectiveness. We therefore reject Hypothesis (1), which claimed that teachers in institutions with high and low institutional effectiveness perceive leadership effectiveness similarly.

Additionally, Table 1's examination of means shows that teachers in high-effective institutions generally perceive leadership effectiveness as being higher than instructors in low-effective institutions. This suggests that teachers in institutions with high levels of effectiveness have a more favorable opinion of leadership effectiveness than do instructors in organizations with lower levels of effectiveness.

The above finding corroborates with the results of following studies:

Jackson (1986) discovered a moderately positive link between instructors' assessments of administrators' actions as instructional leaders and both student attendance and academic results in schools.

According to Hauserman et al. (2007), there was no statistically significant difference between the distribution of principals classified as having high levels of transformational qualities vs. low levels. Furthermore, there was no discernible difference between teachers' evaluations of principals on the transformative subscale and their evaluations of principals as a whole.

GENDER (B)

According to Table 2, with a confidence level of 0.01 the F-ratio for the difference in averages between male and female teachers on the ratings of perceived leadership effectiveness is statistically significant. This implies that male and female teachers have quite different perspectives on how effective their leadership is. We therefore disprove Hypothesis (2), which claimed that there is no discernible difference between male and female teachers in their perceptions of leadership effectiveness.

A further finding from the analysis of means in Table 1 is that, on average, female teachers had a more favorable opinion of their ability to lead than male instructors do. This shows that female teachers have a more positive perception of leadership efficacy than their male counterparts do.

One possible explanation for this finding may be that female teachers may be less likely to express negative views about their leaders and have a more accommodating nature. They tend to make adjustments in various aspects of their lives, including their homes and jobs, and often adopt a "go with the flow" attitude. In contrast, male teachers

may be more inclined to speak up when they perceive something wrong about their leaders, demonstrating a practical and outspoken approach.

The above finding corroborates with the results of following studies:

Based on gender, age, years of teaching experience, degree of training, or teaching assignment, Huber-Dilbeck (1988) found that teachers' opinions of their administrators' leadership conduct were not significantly different from one another.

INSTITUTIONAL EFFECTIVENESS (A) X GENDER (B)

Table 2 shows that, at a confidence level of 0.01, the F-ratio for the interaction between institutional effectiveness and teacher gender on the ratings of perceived leadership effectiveness is not statistically significant. This shows that the ratings of perceived leadership effectiveness do not significantly vary by teacher gender and institutional effectiveness. Since there is no significant interaction between institutional effectiveness and teacher gender on the ratings of perceived leadership effectiveness, results support the conclusion not to reject Hypothesis (3).

Discussion on findings

The study findings indicated that perception of leadership effectiveness between high-effective and low-effective institutions have significant difference. Teachers in highly effective institutions perceive leadership effectiveness more positively compared to those in less effective institutions. Jackson (1986) found a moderate positive association between teachers' assessments of principals' instructional leadership behavior and student attendance and academic outcomes.

Regarding transformational qualities, Hauserman et al. (2007) found no statistically significant difference in the distribution of principals classified as having high or low levels of transformational qualities. Additionally, teachers' assessments of principals on the transformational subscale did not show a significant difference.

Kursunoglu and Tanriogen (2009) discovered that teachers' attitudes towards organizational change and the perception of their principals' instructional leadership practices were moderately correlated. Kor (2010) found no noticeable differences in how principals and teachers perceive leadership traits, with teachers' evaluations being more predictive of school climate.

In terms of gender differences, male teachers tend to perceive leadership effectiveness less favorably than their female counterparts. Huber-Dilbeck (1988) noted that there were no substantial differences in teachers' perceptions of administrators' leadership behavior based on factors such as gender, age, years of experience, training, or teaching assignment. Joshi & Rani (2017) found no gender differences in principal leadership behaviors, as both male and female principals had equal access to resources.

Kauts and Sharma (2017) observed that high-performing schools have more effective leaders than low-performing ones. Female principals, on average, scored higher on the leadership effectiveness scale compared to male principals. Vedavathi (2017) also identified significant differences in instructional leadership between male and female secondary school principals.

Importantly, teacher gender and institutional performance in terms of perceptions of leadership effectiveness had no significant difference. These findings hold value for future researchers, as well as administrators, educators, and policy makers involved in shaping educational regulations.

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