

Transformational Leadership in Secondary Education: Impact on Student Achievement and teacher job Satisfaction

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Abstract - The concept of leadership plays an essential role in the functioning of schools. Formal education provided by schools requires stature, quality supporting workforce, trained & competent academic staff, & above all capable & instructional administrator. The research in this area has primarily focused on leadership and school effectiveness in terms of its academic achievement. The main premise of the article is that school factors of effectiveness basically depend upon different styles of leadership being adopted by the head teachers with reference to gender and type of the institutions; public and private sector. To be familiar with the meanings of 'effectiveness' a number of terms and concepts is undergone frequently including "competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness, accountability, and performance.

Keywords - Institutions, leadership, instructional administrator.

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INTRODUCTION

The expectations that are placed on schools and those who are in charge of schools have undergone significant shifts as a result of countries' efforts to modernize their educational systems to meet the requirements of current society. In many nations, schools have been given more leeway to make decisions on their own, but at the same time, standards and accountability requirements have been centralized, and it is now required that schools embrace innovative methodologies for teaching and learning that are based on research. The tasks and responsibilities of school leaders have grown and become more demanding in tandem with these shifts in the educational landscape. Leadership at the school level is more crucial than it has ever been given the greater levels of autonomy and responsibility that schools now have. The key issues that have surfaced over the course of the previous several decades need to be addressed in order for policymakers to be able to successfully adapt school leadership policy to new circumstances. There is a growing concern that the role of school principal, which was designed for the industrial age, has not changed enough to deal with the complex challenges that schools are facing in the 21st century.

This concern is fueled by the fact that there has been an increase in the number of people voicing this concern. Countries are making efforts to build new circumstances for school leadership that will make it easier for schools to adapt to both the educational climate of today and the future. The definition and

allocation of responsibilities, as well as the levels of training, support, and incentives, need to adapt in tandem with the shifting expectations of what school leaders should be able to do. It is also essential for the improvement of schools to ensure that future leadership will be of high quality. The leadership workforce is getting older in most nations, which means that a significant number of school leaders will be retiring over the next five to 10 years. In a time when there is a significant demographic turnover in school leaders, education institutions need to place a primary emphasis on the development of future leaders and on marketing leadership as an appealing career path. The present issue of leadership, in terms of systemic complexity, is not only to increase the quality of leaders who are in place, but also to build distinct strategies for future leadership and efficient systems for leadership transition.

School Leadership Is Crucial

Effective school leadership is crucial to increase the efficacy and equality of the education system as a whole because it serves as the primary mediator between the classroom, the specific school, and the education system as a whole. Leadership within each particular school has the potential to shape the settings and atmosphere in which teaching and learning take place, which can contribute to the improvement of student learning. School administrators have the ability to connect their institutions to the shifting external settings beyond the boundaries of the school. In addition, at the

interface of the school systems, school leadership functions as a bridge between the internally driven processes of school improvement and the externally driven reforms.

However, leadership in schools does not function in educational settings that remain unchanged. The best locations in the world are schools. One billion children and teenagers from all corners of the globe spend each day attending some form of educational institution. Even though there is evidence that educational institutions of some kind date back to the dawn of civilization, widespread access to formal education is still a comparatively new phenomenon. It wasn't until the last century that we began tackling the difficult problem of ensuring that each and every child in the country had an education, for instance. This was the case in England.

Transformational Leadership

Schools are subjected to a great deal of pressure from society, which expects them to not only foster the intellectual and social growth of their students but also address more systemic issues, such as poverty and the state of public health. These demands, together with pressures from regulatory authorities and public accountability, contribute to a significant weight of responsibility falling on the shoulders of those who work in our schools. Those who work in our schools are held publicly accountable for their actions.

Those individuals who are accountable for the operation of schools, including those who have titles such as headteacher, head of department, SENCo, or key stage coordinator, play an important role in this narrative. Throughout the course of its existence, this category of individuals has been referred to by a variety of names, including administrators, coordinators, and managers.

There are roughly 200,000 persons working in leadership positions within England's schools, out of a total school workforce of nearly a million personnel, of which 450,000 are teachers. The majority of these people are head teachers. The task that these administrators of school's conduct is extensive and multifaceted. Middle leaders are classroom teachers who have additional responsibilities for subjects, phases, or other aspects of school life such as behavior or Special Educational Needs. Although discussions about school leadership frequently center on headteachers or CEOs of school trusts, the vast majority of school leaders are "middle leaders." Middle leaders make up the vast majority of school leaders. This variance in duty and remit is exacerbated even further as a result of the many varied circumstances in which school leaders operate, which means that it is not always evident how school leaders can be supported in the most effective manner.

In recent years, along with issues surrounding recruitment and retention to the broader teaching profession, there has also formed a substantial and rising lack of school leaders. This shortfall is expected

to continue developing. It was projected that this shortfall might reach 19,000 by the year 2022, which would have an impact on approximately one in every four schools in England. It is a significant challenge that is likely to become more difficult as a result of the pressure that the coronavirus is putting on the educational system. This pressure is causing us to ensure that we have enough people who are ready, confident, and hold the relevant expertise to assume leadership responsibility.

OBJECTIVE

1. To study transformational leadership in Secondary Education.
2. To study on leadership in school has the potential to shape the settings and atmosphere in which teaching and learning.

REVIEW OF LITERATURE

Francis Ndlovu (2022) The purpose of this paper is to give the justification for decision-makers to invest in school leadership policy, and that justification will be presented in this article. It discusses the significance of school leadership as well as the primary obstacles that school administrators must overcome. It is necessary to have strong school leadership in order to increase the quality of teaching and learning that takes place inside each particular school and to link each school to the wider world. Despite this, educational administrators in every nation are confronted with issues that must be addressed by politicians. As a consequence of increased school autonomy and accountability for learning outcomes, the amount of work that needs to be done by school leaders has grown and become more difficult in recent years. Because of the tremendous shift in expectations regarding what schools should be able to accomplish, educational institutions are working to establish new models of leadership that are better equipped to meet the requirements of societies that are changing quickly. This includes increasing the capabilities of the leaders who are currently in place, as well as developing and training new leaders.

Paulsen et al., (2016) The relationship between school leadership practises and teacher empowerment in the Finnish policy culture was investigated using a distributed leadership model. The results indicate that moral leadership exercised by school principals supports teachers' sense of empowerment both in the work domain and the classroom domain. This is true regardless of whether the teachers are in the classroom or at work. The approach demonstrates the need of school leaders demonstrating a solid moral foundation in their relationships with teachers, as well as promoting teacher participation in decision-making processes. According to the findings, it is recommended that school leaders place a focus on behaviours that are ethical and real when it comes to their interpersonal

interactions with their instructors. The study presents empirical information about the partial correlations between principal leadership behaviours and teacher empowerment.

Urick (2016) assessed the many effective leadership issues by using a sample of representatives of administrators who answered to an extensive set of leadership measures during a period of school restructuring changes in the setting of the United States of America. Because these responsibilities cater to fundamental aspects of a school, the theoretical framework suggests that principals need to have a high level of control over resources, as well as safety and facilities, regardless of the degree to which shared instructional leadership is implemented. However, the influence of principals and teachers over these resources varied more across levels of shared instructional leadership than principal-directed tasks such as facilitating a mission, supervising instruction, and building community. This was the case regardless of whether or not shared instructional leadership was present. Harris et al., (2017) investigated the instructional leadership practise of Malaysian primary school administrators using a qualitative study approach. According to the findings of the study, a number of the responsibilities and tasks that are involved with serving as a principal in Malaysia are especially compatible with the practises of instructional leadership. Particularly well-represented in the data were the activities of supervising teaching and learning as well as leading professional development.

Qian, Walker and Li (2017) explored the ways in which Chinese school principals locate their instructional-leadership practices in response to traditional expectations and the requirements of recent reforms by using the idea of "the west wind meets the east wind." This refers to when they are required to accommodate both imported reform initiatives and traditional expectations. conducted a qualitative analysis of instructional leadership in the Chinese educational context. This study makes a contribution to the few research that has been done before on the instructional leadership of principals in non-western cultural and socioeconomic situations.

According to Min et al. (2016), the use of dispersed leadership tactics led to an increase in the level of trust among staff members. This might be a result of the increased power distribution that occurs in schools as a result of the implementation of distributed leadership tactics (Carbone et al., 2017; Harris & Spillane, 2008; Robinson, 2009). The discovery of Halverson et al. (2014) that dispersed leadership activities resulted in reduced demand for supervision of workers and the nurturing of professional learning communities is connected to this power sharing. In turn, Carbone et al. (2017) discovered that deploying distributed leadership tasks lowered the amount of work required of the leader to maintain accountability. The most debated effect of dispersed leadership is how it affects student accomplishment and school improvement, which are, arguably, the two most essential purposes of an educational institution.

RESEARCH MYTHOLOGY

The word "research" comes from the Latin word "researcher," which means "to seek out." One further definition of research describes it as "the scientific and methodical quest for knowledge that is significant to a certain subject." In point of fact, research is an art form that falls within the umbrella of scientific study. The definition of research that can be found in the Advanced Learner's Dictionary of Current English is "a meticulous examination or inquiry particularly via search for new facts in any discipline of study." Research, according to Redman and Mory, is "a system aniseed devour to gather new information." Research is seen by some as a progression, one that moves away from what is known and toward what is unknown. The journey is one of exploration and discovery. We all have the essential instinct of inquisitiveness because when we are faced with the unknown, it causes us to wonder, and our inquisitiveness compels us to investigate in order to gain a comprehensive and comprehensive grasp of the unfamiliar.

This inquisitiveness is the mother of all knowledge, and the method that man uses to get knowledge of whatever the unknown is may be referred to as study. Inquisitiveness is the mother of all knowledge. Due to the fact that research is an academic endeavor, the term "research" should be used in a specialised meaning. According to Clifford Woody, research entails defining and redefining problems, developing hypotheses or suggesting potential solutions, collecting, organizing, and analysing data, drawing inferences and coming to conclusions, and, as a final step, rigorously testing the conclusions to see if they are consistent with the developing hypothesis. The Encyclopaedia of the Social Sciences has D. Slesinger and M. Stephenson's definition of research: "the manipulation of things, concepts, or symbols for the purpose of generalising to extend, correct, or verify knowledge, whether that knowledge aids in the construction of theory or in the practise of an art." Therefore, research is an original contribution to the body of existing knowledge, which makes for the growth of that knowledge. It involves researching, observing, comparing, and trying things out in order to get closer and closer to the truth. In a nutshell, research may be defined as the process of looking for answers to problems using a method that is both objective and methodical. Research also includes using a methodical approach to making broad generalisations and developing a coherent theory. As such, the term "research" refers to the methodical procedure that consists of enunciating the problem, formulating a hypothesis, collecting the facts or data, analysing the facts, and reaching certain conclusions either in the form of solution(s) towards the concerned problem or in certain generalisations for some theoretical formulation.

Participants from these schools included not only the school heads, such as the principal and vice principal, but also Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs). For

the purpose of the study, a technique known as stratified random sampling was utilised to pick four instructors at random from each designate. In order to ensure that each group included individuals of comparable size, we utilised stratified random sampling to choose them. As a result, a representative sample was chosen from each school, consisting of the principal and vice principal, as well as four PGTs and four TGTs.

A total of 420 teachers and 122 principals from the 30 schools that were chosen to participate in the study provided their responses for the survey. The fifteen KVs that were chosen each had fifteen school principals, sixteen vice principals, and one hundred twenty instructors (60 PGTs and 60 TGTs). Study participants were from schools run by the Directorate of education and comprised a total of 120 educators along with 15 administrators, 15 vice principals, and 120 instructors. Table 1 provides a detailed breakdown of the distribution of the sample based on both the management and the designation.

Table 1 Distribution of the Sample

		Kendriya Vidyalayas (15Schools)	Directorate of Education (15Schools)	Total (30Schools)
Schools Heads N=122	Principals	30	30	30
	Vice Principals	34	30	31
Teachers N=420	TGTs	120	120	240
	PGTs	120	120	240

A Scale to Measure the Job Satisfaction of Teachers

A modified version of Paula E. Lester's (1987) Teachers Job Satisfaction Scale (TJSC) was used for the research. The TJSC is a five-point Likert scale that consists of nine variables, including a person's level of satisfaction with their supervision, colleagues, working circumstances, pay, responsibility, the work itself, career progression, security, and recognition. In this particular piece of research, the researcher chose to focus on only seven aspects of the scale rather than the supervision and accountability aspects. The total number of elements that made up the TJSC that was utilised in the study was 44. Table 2 provides specifics on the products and their size. In addition, the scale was translated into Hindi, and it was utilised as a bilingual scale for the purpose of data collection. The following is an explanation of the several dimensions that comprise the work satisfaction scale for teachers.

Table 2 Details on the dimensions and contents of the Teachers Job Satisfaction Scale

Dimensions	Item Details
Colleagues (10)	12, 13*, 15, 20, 23*, 27, 28, 33*, 36, 37*
Work Itself (9)	2, 4, 9*, 11*, 19, 26*, 29, 31*, 32
Working Conditions (7)	8*, 16, 17, 22*, 30*, 38, 42*
Pay (7)	10, 14*, 24, 34, 35, 40*, 43*
Security (3)	6*, 7, 21*
Recognition (3)	5*, 25, 44*
Career Advancement (5)	1*, 3*, 18, 39, 41

* Indicates negative items

Figures in parentheses represents the nod of items in the dimension.

DATA ANALYSIS

The purpose of this study was to investigate the connection between the principals' perceptions of their own leadership behaviours and the teachers' perceptions of the principals' leadership behaviours, as measured by the Kouzes and Posner (2003) LPI. Specifically, the researchers were interested in determining whether or not there was a correlation between the two. This research has the potential to aid both existing and prospective principals in enhancing their leadership qualities. Additionally, it has the potential to shed light on areas that have been typically seen as principal shortcomings by teachers.

"Principals must learn to navigate through a difficult dilemma—the conflict between caring for people and getting things done," said Donaldson et al. (2009) when describing the complexities of a principal's work and the human resource duties that go along with it (p. 8). Quantitative, demographic, and experience data were acquired through survey and questionnaire research of teachers and their principals to assist in establishing areas that may impact perception. This study was done in order to help determine areas that may affect perception.

Teachers: Demographic Outline

The information was gathered from 420 educators who were employed by two different school managements (120 from each management). Then, 120 PGTs and 120 TGTs were chosen from each management organisation (KVS and DOE school, respectively). There were a total of 286 female instructors and 194 male teachers included in the sample of all teachers. Only 23 of the teachers held a bachelor's degree, while the remaining 384 held postgraduate degrees, 12 held master's degrees,

and 26 held doctoral degrees. There were a total of 338 teachers from the General category, 39 from the Scheduled Caste group, 25 from other Backward Classes, and 7 from the Scheduled Tribe category in the sample. Only 22 of the instructors did not have a spouse, making married teachers the overwhelming majority (n = 436).

The range of experience that instructors had ranged from a minimum of 6 years to a high of 37 years. The average number of years that teachers had spent teaching was 20. The lowest age for students to enrol in a class was 30 years, and the maximum age was 60 years. The average age of teachers was 47 years. The typical salary for a teacher in India was Rs. 46,144 per month, with PGTs receiving more pay than TGTs in schools run by both types of administration. Details on the management and designations of instructors' demographic information.

Monitoring Undergraduates' Development

In the community secondary schools that were being studied by the researcher, the investigator wanted to discover how principals keep track of their pupils' academic development. This is another important role that school leaders are tasked with, as it enables them to identify any academic or disciplinary issues that may be affecting their kids and to implement appropriate solutions in a timely manner. Following interviews with the heads of schools, it was discovered that staff meetings, academic committees, and disciplinary committees were utilised to discuss the development of pupils in schools.

When asked how they kept parents updated on their children's development, the heads of all four community secondary schools said they sent academic and character evaluation reports home with their children twice a year, once during the middle of the school year and once over the summer break (June and December). They also claimed that parents were invited to come to school to discuss the success of their children with the instructors or the management of the school. This was something that was mentioned in the previous sentence.

Table 3 An example of an analysis of variation would be the leadership distribution and its dimensions. (This is Section A of the DLS)

		Pattern of Leadership Distribution	Collectively Planned	Planned in Advance	Unplanned
School Management(A)	df	1	1	1	1
	Mean Square	0.66	2.60	7.53	6.56
	F	3.92	4.15	22.79	12.80
	Sig.	0.05	0.04	0.00	0.00
Designation(B)	df	1	1	1	1
	Mean Square	0.35	3.50	0.07	0.06
	F	2.09	5.58	0.20	0.11
	Sig.	0.14	0.02	0.65	0.74
School Management *Designation (AXB)	df	1	1	1	1
	Mean Square	0.50	1.50	0.600	0.12
	F	2.99	2.40	1.82	0.02
	Sig.	0.09	0.12	0.179	0.88

Table 4 pattern of leadership division and its dimensions subjected to the t test (Section A of DLS)

	t-value	Sig.
Pattern of Leadership Distribution	1.91	0.06
Collectively Planned	-0.29	0.78
Planned in Advance	2.91	0.00
Unplanned	0.79	0.43

Table 5 t test to determine the gender differences in the distribution of leadership behaviors (Section B) and their aspects

	Principal		Vice Principal	
	t-value	Sig.	t-value	Sig.
Distribution of leadership Practices (Total)	0.50	0.62	0.11	0.92
Support	2.00	0.05	0.84	0.40
Individual Consideration	0.30	0.76	1.09	0.28
Mentoring	0.05	0.63	1.10	0.27
Fairness	0.11	0.92	0.38	0.71
Problem Solving	0.13	0.90	0.48	0.63
Instructional Supervision	0.05	0.96	0.79	0.43
Punctuality	0.10	0.93	1.11	0.27
Professional Development	1.63	0.10	2.05	0.04

According to Table 5, it was determined that the primary impacts of School management and teachers' designation did not have a substantial impact on the level of participatory decision making. shows that the mean values of KVS instructors (M =

3.76), which were significantly higher than DOE teachers ($M = 3.68$). In addition, it was shown that TGTs, with a mean score of 3.76, have greater perspectives on participatory decision making when compared to PGTs, with a mean score of 3.68 [Table 5].

On the topic of participatory decision making, it was discovered that the interaction effect of school administration and teachers' designation had a significant impact ($F = 5.98, p = .02$). T-tests were run between PGTs and TGTs inside the two managements (KVS and DOE), as well as separately for TGTs alone and PGTs solely of both the managements, so that the analysis could move ahead. According to Table 5, the findings of the analysis showed that there was a significant difference between TGTs and PGTs in terms of participatory decision making ($t = 2.24, p = 0.03$) in the KVS management. When compared to the mean value of the PGTs, the TGTs of KV were found to have a greater mean value. This demonstrated that TGTs at KVS had more positive impressions of their involvement and participation in the school's decision-making process. They also felt that their suggestions were equally welcomed on issues regarding teaching, learning, and improving students, in comparison to how PGTs viewed the decision-making process of the same schools. Specifically, they felt that their suggestions were equally welcomed on issues related to teaching, learning, and improving students. There was no significant difference between the PGTs and the TGTs when it came to the participatory decision-making process, despite the fact that the mean value of PGTs was greater in comparison to TGTs among the DOE teachers.

CONCLUSION

The KV education code, the Delhi education act of 1973, and other circulars released over the years provided the respective managements of the DOE and KV with a clear definition of the tasks and responsibilities of the school heads at each institution. It was discovered that the nature of the function of school head was one that was always changing, and this was reflected in the numerous circulars that these managements produced from time to time. On a regular basis, new roles and duties were created, updated, and enhanced; in some cases, instructors were even given delegation responsibilities. On the leadership effectiveness scale, it was discovered that male and female secondary school headmasters do not significantly vary from one another in any of the categories. The findings make it very evident that male and female headmasters have equal attributes of leadership in terms of their effectiveness. It has also been discovered that gender does not have any bearing on the degree to which school administrators are successful in their roles as leaders. Research on the efficiency of schools is an essential part of the field of education. The majority of the studies that have been conducted in this field have concentrated their attention on school leadership and the efficacy of

schools in terms of their students' academic performance.

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