

Examining the Relationship between School Leadership Styles and Organizational Culture in Secondary Schools

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Abstract - In his capacity as the leader of the organisations, it is imperative that he possesses a comprehensive readiness across all facets and circumstances. The primary objective of this investigation was to examine the following: The topic of discussion pertains to the leadership exhibited by school administrators operating within the purview of the Office of Secondary Education Service Area 20. The efficacy within educational institutions. The objective of this study is to examine the correlation between leadership styles and the level of effectiveness in educational institutions. The present investigation employed a research design characterized by the utilization of correlation analysis. The population under consideration consisted of 2,788 individuals affiliated with the office of Secondary Educational Service Area 20, encompassing the subsequent constituents: There are a total of 160 administrators and 2,628 teachers in the given context. The table was employed for the purpose of determining the appropriate sample size. The utilization of Stratified Random Sampling was also employed in order to procure samples that were drawn based on the size of the respective schools. The total number of samples collected for this study amounted to 451, comprising 113 individuals who held positions as school administrators and 338 individuals who were employed as teachers.

Keywords - encompassing, Secondary Education, institutions, circumstances.

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INTRODUCTION

One of the solutions put up to meet objective 4.c of the Education 2030 Agenda, which addresses the need to enhance the supply of competent teachers, is to strengthen school leadership in order to improve teaching and learning. This is one of the strategies that has been put forward. According to a number of studies, classroom instruction has the single most significant influence on the educational results of students, with school leadership coming in a close second. Instructional leadership is one of the most intensively researched leadership models. It is defined as "school leadership intended to influence school and classroom teaching and learning processes with the goal of improving learning for all students." It emerged from studies on the characteristics of effective principals and became one of the most intensely studied leadership models. Between the years 1980 and 1995, the majority of research focused on instructional leadership. After that, academics shifted their attention to other forms of leadership, such as dispersed or shared leadership, in response to legislative developments such as the increasing professionalization of teachers. Despite this, there was a revival in people's enthusiasm for instructional leadership following the year 2010.

This makes it difficult for those of us who are attempting to figure out how we might assist school leaders in continuing to improve their performance. Many researchers have developed definitions of leadership, including leadership as behaviours as personality traits, as influence or as something which resides within the systems, roles, and networks of an organisation rather than being linked to an individual. There appears to be a large gap between various people's interpretations of what school leadership truly entails; the gap is so wide, in fact, that it makes us wonder whether or not school leadership even exists at all.

The practise of referring to senior faculty members working in schools as "leaders" is a very new one; the term "leader" didn't even exist when any of us began working in education. When Tom took on his first role outside of the classroom in the year 2001, he was given the title of "Key Stage Coordinator" and was compensated with an allowance that was referred to as a management point at the time. When Jen assumed managerial responsibilities in 2006, she was promoted to the position of KS1 Leader and granted the more prestigious title of "Phase Leader." She was also awarded a "TLR" (Teaching & Learning Responsibility).

OBJECTIVE

1. To Examining the Relationship Between School Leadership Styles and Organizational Culture in Secondary Schools.
2. To Educational Institutions in India: A Look at Leadership and Management.

The Notion of Educational Administration

Understand the notion of leadership that this report supports before moving on to the analysis of school leadership policy. This is crucial to do before moving on to the analysis of school leadership policy. There is a significant body of work devoted to researching various aspects of generic leadership. This research focuses on school leadership, while recognizing that there are similar components and trends in the practise of leadership across sectors, as well as the fact that lessons may be gained from non-educational settings as well. The act of exerting influence is often cited as an essential component of leadership, and most definitions of the term agree with this premise.

According to the way that Yukl has phrased it, "most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization" The adjective "intentional" is significant due to the fact that leadership is predicated on clearly outlined objectives or results to which the exercise of influence is anticipated to lead. The terms "school management" and "school administration" are frequently used synonymously with the phrase "school leadership," although this does vary from nation to country. Although the three ideas are similar to one another, the way we apply them could not be more different.

A term that is frequently paraphrased is "managers get things done correctly, whereas leaders get things done properly" Management is more closely linked with the upkeep of present operations, in contrast to leadership, which is concerned with guiding organisations by influencing the attitudes, motivations, and behaviours of other people According to this report's findings, successful educational institutions require strong leadership, management, and administration. Although the topic of leadership is the primary emphasis of this research, the term "leadership" may also refer to management and administrative responsibilities. Because of the intricate relationship between the three components, it is highly improbable that any one of them can be successful on its own. This study has a significant emphasis on educational leaders, which may include principals but is not limited to just those individuals. The idea of an individual being given primary responsibility for a whole organization has its origins in the industrial model of teaching. In this approach, a single person is held accountable for all of the organization's operations.

The crucial part that leadership training plays in the overall progress of the country's educational system

The organisational structure of schools is characterised by a highly flat hierarchy, which has led to the development of a 'myth of equality' among the teaching staff due to the widespread perception that everyone is on an equal footing. As a result, the current internal structure is obscured, and the allocation of organisational responsibilities becomes overly convoluted. In addition, heads of school are frequently considered to be *primus inter pares*, which is a feature that creates extra challenges when it comes to the protection of organisational responsibilities. This phenomenon stands in stark contrast to the situation that is typical of the world of economy today because not only is there no formal hierarchy in schools, but also all teachers receive the same level of training. As a consequence of both of these factors, there is little to no formal distinction between members of the teaching staff. It is more common to view school principals as members of the teaching profession's upper echelon than as educators who specialize in a particular field.

As a direct result of believing the myth that "*primus inter pares*" applies to them, heads of school view their "managerial functions" primarily through the lens of assumed expectations. According to this perspective, the rules and laws that have been established need to be both observed and applied stringently in order to safeguard their professional positions because the hierarchical structure of the school system provides them with no other alternative. Because of this, newly appointed heads of school are frequently taken aback by the administrative challenges with which they are confronted, despite the fact that they are self-assured in their ability to cope with educational challenges on account of their extensive teaching experience. On the other hand, they are almost certainly going to revise their opinions when they are thrust into novel situations for the first time in their new managerial roles. This is inevitable. This may be shown quite clearly in the following interview with a newly appointed headmistress: "At first, I assumed that the administrative responsibilities would provide the biggest challenge because I had no expertise in this department." On the other hand, administration turned out to be completely hassle-free.

The Historical Context and Contextual Overview

Principals who are effective also make good leaders. Although the research literature has not been able to agree on a single definition of school leadership it is commonly understood as "the task of mobilising and persuading others to define and achieve the school's shared intentions and goals" Before 1950, the majority of research on leadership focused on the characteristics of an individual's personality that set leaders apart from followers. It was believed that characteristics such as charisma and diligence were

necessary for effective leadership and were frequently exhibited by "great men" in positions of authority. The focus was then switched to the actions that were believed to be characteristic of successful school leaders. One of the other prominent models that emerged during this time period was one that posited the importance of contingency or situational leadership. This model argued that effective leadership was highly dependent on the context in which the leaders were operating within their schools.

Leadership and Management at India's Educational Organizations

In contrast to nations in the west, there is not nearly as much academic inquiry into the administration and leadership of schools in developing countries. In the context of India, the head-teacher, who is sometimes known as the principle, headmaster, or principal teacher, is the one who assumes the primary responsibility for the leadership and management of the educational institution. A day in the life of a school principal consists of recruiting and directing the abilities and efforts of students, faculty members, and parents toward the accomplishment of shared educational goals. Head teachers in India are tasked with a wide range of tasks, including but not limited to ensuring efficient use of available resources and cultivating positive relationships with members of the surrounding community.

In its School Leadership Development Programme (SLDP), which was started by the National University of Education Planning and Administration (NEUPA), the National University of Education Planning and Administration (NEUPA) outlines five main areas in which head teachers might play a vital role. These essential aspects include leading relationships, growing oneself, reimagining the teaching-learning process, constructing and leading teams, and pioneering innovative practises. According to the RTE schedule, a school with 150 or more students will have five teachers and one head-teacher appointed; however, schools with fewer than 150 students will have the senior teacher take on the responsibilities of a head-teacher. This is in contrast to the situation in schools where the number of students is less than 150. The Right to Education Act although it does not expressly identify the functions and responsibilities of a head-teacher, entrusts substantial power in the hands of head-teachers in the operation of government schools.

The SMCs (School Management Committees) are where the local government is located according to the RTE Act. These committees are made up of the elected representative of the local authority, the parents of the students, and the teachers. The head teacher is responsible for nominating members of the School Management Committee (SMC) and calling its meetings on a regular basis. At these meetings, the SMC discusses tasks such as preparing a school development plan, monitoring the workings of the school, managing grants received from appropriate authorities, and performing any other functions that

may be prescribed. The instructional and administrative leadership of a school are both responsibilities that fall under the purview of the head teacher. The responsibilities that come with the instructional leadership role include the formulation of the school's goals, the coordination of the curriculum, the planning for the capacity development of the teachers, and the collaboration with the surrounding communities in an effort to improve learning outcomes and enrollment numbers.

School Leadership in India, As Well As the Roles and Responsibilities of Head Teachers

When higher standards of student accomplishment began to be expected of schools in the late 20th century in the United States, the concept of school leadership began to emerge as a popular concept. These expectations were complemented by requests for more accountability in terms of administration and performance at the school level. The notion of management was taken from the corporate sector and attempted to be applied to educational settings. Attempts were made. These new ideas of public administration and government also provided support for the concept of leadership, which emphasised being proactive and dynamic. Soon after, a number of colleges in the United States and the United Kingdom (UK) began to offer classes on school leadership or educational leadership. Since that time, a wide range of educational leadership ideas and philosophies have been put up and investigated. Some of these viewpoints, such as instructional leadership, dispersed leadership, transformational leadership, social justice leadership, and teacher leadership, dominated the conversation. The link between school leadership and a variety of other school elements, such as school culture, identity, the motives and actions of teachers, students' performance, and so on, have been the subject of research by academics. In contrast to the experiences of western countries, the administration and leadership of educational institutions have remained a poorly researched field.

During the time period known as the colonial era, the notion of the head teacher, sometimes known as the principle, initially emerged. When the British colonial government established school superintendents to supervise the progress of government-aided schools, this is when the function of the principle, also known as the head teacher, began to take form. In most cases, the role of representing the school in front of the school superintendent, who was a representation of British colonial authority, was given to an experienced teacher at the institution. By the end of the 18th century, the British government had begun to select principals at government-run or aided schools, further solidifying the function of an intermediary between the school and the authorities.

At the beginning of the 19th century, school principals were responsible for a variety of duties, including the upkeep and improvement of academic activities as well as the management of the

institution's resources. Even after the country gained its independence, the fundamental roles that a principal was expected to fulfil remained the same. For example, he or she was still expected to function as a mediator between the state and the local population. The managerial competencies of head-teachers and principals were given a greater amount of attention, and they were expected to "push teachers to work, emphasise production in terms of higher pass-percentage, foster community relationship, prepare appropriate instructional material and aids, help improve instructions by working with teachers, organize pilot studies and action research, help teachers through capacity building, ensure a good relationship and staff morale within the school, a" as well as "push teachers to work, emphasise production in terms of higher pass-percent It was thought that the key tasks of a principal's responsibilities were counselling and instructing teachers, in addition to resolving disciplinary issues that arose inside a school.

CONCLUSION

Instructional leadership is one of the most intensively researched leadership models It is defined as "school leadership intended to influence school and classroom teaching and learning processes with the goal of improving learning for all students" It emerged from studies on the characteristics of effective principals and became one of the most intensely studied leadership models. Some of these viewpoints, such as instructional leadership, dispersed leadership, transformational leadership, social justice leadership, and teacher leadership, dominated the conversation The link between school leadership and a variety of other school elements, such as school culture, identity, the motives and actions of teachers, students' performance, and so on, have been the subject of research by academics. The managerial competencies of head-teachers and principals were given a greater amount of attention, and they were expected to "push teachers to work, emphasise production in terms of higher pass-percentage, foster community relationship, prepare appropriate instructional material and aids, help improve instructions by working with teachers, organize pilot studies and action research, help teachers through capacity building, ensure a good relationship and staff morale within the school, a" as well as "push teachers to work, emphasise production in terms of higher pass-percent It was thought that the key tasks of a principal's responsibilities were counselling and instructing teachers, in addition to resolving disciplinary issues that arose inside a school.

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