



Teachers' Expectations of Educational Leaders' Leadership Approach and Perspectives on the Principalship: Identifying Critical Leadership Paradigms for the 21st Century

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INTRODUCTION

There has been acceptance of the view that leadership is a critical variable in determining the outcomes of schools. Leithwood et. al (2004) contend that effective leadership is second only to the quality of classroom instruction in determining student outcomes. The quality of classroom instruction is a function of a number of variables including teacher training, teachers' sense of personal efficacy, and the quality of the relationship between teachers and their principals. Fullan (2014) addresses the issue frontally by asserting that there is an urgent need to further explore the role of the principalship in the discourse on what makes for effective teachers and effective schools.

Thus there is an emerging theme in the discourse on quality/effective principal leadership which affirms that the performance of schools is dependent on the quality of leadership. Among the questions this discourse raises are: *'to what extent does leadership matter?'* and *'what are the essential ingredients in successful leadership?'* Blasé and Blasé (1999) who conducted a study among a sample of 809 teachers in the United States of America, provides clues which point to the answers to those questions. They found two major themes which defined teachers' perspectives on effective instructional leadership. These themes were *'talking with teachers to promote reflection'* and *'promoting professional growth'*.

This work, like Fullan's (2014), seeks to focus on the role of the school principal and takes account of aspects of the findings of Blasé and Blasé (1999), whose conclusions (referenced above) are similar to those of this study. Thus this study seeks to answer the question of the extent to which the quality of the principalship matters and the specific leadership qualities required in the principal, as seen through the eyes of teachers. The commonality of the findings between this study of that of Fullan (2014) and Blasé & Blasé (1999), suggest that the findings of this study may be applicable beyond Jamaica.

STATEMENT OF THE PROBLEM

There is widespread recognition that the school principal is a key player in determining the performance of schools. Jamaica's National Education Inspectorate (NEI) in its 2015 Report found that leadership was unsatisfactory in 38% of schools inspected, and asserts that in all effective schools, the principal is the respected *leader of leaders* and who empowers teachers and directs them towards the achievement of the stated instructional goals. In countries such as Denmark, Finland, New Zealand, the United Kingdom, and the United States of America, the preparation of school principals involves specialized training. This practice is taking root in Jamaica with the establishment of the National College of Educational Leadership (NCEL) where a specialized programme for the training of principals is offered. In addition to the specialized training which is practitioner and operations based, the Ministry of Education plans to make it a requirement for all principals to have a Master's Degree.

So while there are fairly well-defined and emerging perspectives that leadership is a critical factor in the performance of schools, the question that remains unanswered, or in need of further debate, is: 'What leadership qualities should principals possess?' This paper seeks to answer that question with the help of teachers.

OBJECTIVES OF THE STUDY

The objectives of the study were:

- (a) to establish whether a particular type of leadership is required in order to produce effective schools in Jamaica in the 21st century;
- (b) to ascertain what are the peculiar leadership qualities teachers deem necessary in principals;
- (c) to explore whether there are commonalities between the leadership expectations of teachers and that of other team members in other types of organizations.

Research Questions

The questions that this study sought to answer were:

1. What approaches to leadership do teachers think are appropriate for schools in Jamaica in the 21st century?
2. What are teachers' perspectives on how the job of the principal should be exercised?
3. What are the areas of commonality between the approaches described in this article as relevant to principals and what the general literature on leadership says about the key issues of leadership in the 21st century?

SCOPE OF THE STUDY

The study was conducted across Jamaica and involved a cross section of teachers at all levels of the education system, covering five age cohorts inclusive of management and non-management employees with years of experience ranging from five years or less to over twenty years.

SIGNIFICANCE OF THE STUDY

The study is significant for three reasons, namely:

- (i) it provides a perspective on, and makes a contribution to, the issue of what are the key leadership issues facing schools in Jamaica in the 21st century;
- (ii) it brings to bear the views of an important set of stakeholders, namely those persons from whom the next generation of leaders will be drawn; and
- (iii) it advances a framework for the creation of a paradigm for school leadership.

LITERATURE REVIEW

Theoretical Review

Fullan (2014) in his book, *The Principal – Three Keys to Maximizing Impact*, identifies 'change agent' as the third key to being an effective principal and lists as elements of change agency behaviours, qualities such as empowerment, listening, collaboration and support.

Monarth (2014), citing research conducted by Yona Kifer of the University of Tel Aviv, argues that when employees are enabled to feel powerful, the feeling can boost productivity and fuel improvements in performance, thus leaving employees feeling more satisfied on the job.

Monarth's argument corroborates Ouchi (1981), who argues that a major explanation for the difference in the productivity levels between Japanese and American workers was the extent to which Japanese workers are allowed to participate in the decision-making process and thus feel more powerful. The views of Monarth (2014) and Ouchi (1981) have been expanded and corroborated by Spillane, Halverson, and Diamond (2004) and Spillane and Camburn (2006) who explore of the field of distributed leadership.

Zhang, Lin, and Foo (2012), in what may be described as a regional path-breaking work entitled, "Servant leadership: a preferred style of school leadership in Singapore", published in the *Journal of Chinese Management Studies*, examined changes in leadership practices and expectations in Singapore over the fifty (50) year period 1960 – 2010. They found that over the period, servant leadership had become more acceptable than authoritative leadership and that servant leadership was more effective because it reflects better use of the leaders' power. Arguing that *servant leadership* is driven by the philosophy of 'First to serve and then to lead', the authors also found that staff experienced higher levels of motivation when exposed to servant leadership.

Positions

Pendidik (2012) argues that the typical (American) school principal of today is a white male about 50 years old who works at least 10 hours a day and has been a principal since before 1990. Penedik further suggests that in the intervening decade, this typical principal has received little training or support to help him deal with the emerging challenges of school-wide leadership for student learning. This principal, Penedik contends is not the most suited for today's school – the school of 21st century.

A number of other studies have contributed to the debate on what constitutes effective educational leadership. These include: Sweeney (1982), Leithwood et. al (2004), Hallinger and Heck (2009), Murphy and Vriesenga (2007), and Darling-Hammond, et.al. (2009). The main elements of effectiveness identified across these works suggest that an effective principal sets a clear strategic direction – for both instructional and organizational development, supports and develops people, and creates the parameters for improving student performance.

Underlying Theory

There is no single universally accepted definition of leadership. Several definitions exist and many are found to be plausible. Despite the existence of many definitions for leadership, there are a few issues on which most thinkers and writers on leadership have agreed. Relying on insights from Leithwood and Riehl (2003), I suggest that three core elements of what leadership is, or is believed to be, or has been experienced as being, may be summarized as follows:

- (a) Leadership assumes a collective, as against a lone ranger, and the relational engagement, between those who lead and those supportive of the leadership endeavour being pursued, is focused on agreed goal attainment which is shaped by a shared vision;

- (b) The leader, while involved in doing, is more consumed with enabling others to produce the results that lead to goal attainment; and
- (c) Leadership is a function or behavior, not a position.

Thompson (2009) in a study seeking to ascertain students' perceptions and expectations of leaders, using a sample of one hundred and sixty students, concluded that leadership in all spheres of endeavour is effectively expressed in the following characteristics:

- (a) the leader leads a team of whose expertise and commitment are critical, indeed indispensable, to the attainment of the goals of the organization;
- (b) the job of the leader is primarily to create and maintain an enabling and uplifting environment in which team members can confidently pursue the agreed goals;
- (c) the effectiveness of the leader is dependent to a significant degree on the level of confidence he earns from team members.

A large body of literature has emerged treating with the requirements for effective educational leadership in the 21st century. Notable among these works are Rotherham and Willingham (2009), Cookson (2009), and Scherer (2009). Rotherham and Willingham (2009) address the issues of critical thinking, collaboration, and problem solving. They suggest that the 21st century classroom must place greatest emphasis on the development of these skills. I submit that the net effect of the development of these skills among students will be expectations of, and demand for, greater accountability and openness to diversity, the changed role for the teacher from expert to facilitator and the sharing of power and responsibility in problem-solving.

If teachers are expected to make the conceptual and functional shifts required in their roles as classroom managers, then the school as an organization needs to make a similar shift and the principal needs to take leadership of this process. Thus what students expect of teachers, teachers will expect of their principals.

Rotherham's and Willingham's emphasis on critical thinking is shared by Cookson (2009) who suggests that the style of teaching that will support the development of critical

thinking is the Socratic style of asking essential questions and testing tentative answers against reason and fact in a continual and virtuous circle of honest debate. The approach involves tremendous confidence on the part of the teacher. But a teacher cannot be expected to be Socratic in his / her teaching style but adopts a posture of a 'yes' person when in dialogue with his / her principal. The principal has a duty to be a model of how to arrive at decisions through consultation, conflict, contrastive positions, and debate.

The perspectives of Rotherham and Willingham (2009) and Cookson (2009) are supported by Scherer (2009) in her edited and highly acclaimed work subtitled "Reflections on Best Practices in Learning, Teaching, and Leadership".

The foundational element of the requirements for effective educational leadership in the 21st century is that leadership must be widely shared. Teachers in the 21st century desire to share power and as such, a principal who is inclined to hold onto power and deny access to decision-making, is likely to cause team members to become frustrated, alienated, and possibly disloyal. Sharing of power means that many teachers will also have leadership responsibilities in their schools. Research shows a positive relationship between organizational change in a school, improved learning outcomes for students, and the involvement in the school of teachers as leaders. This issue of the involvement of teachers as leaders is defined as shared leadership, Harris, 2008; Leithwood & Mascal, 2008. One important element of leadership expectation in an era in which critical thinking is demanded and required, is accountability. Andersen (2012) addresses this issue frontally stating that the leaders for whom she has had the greatest respect are those who have shown the willingness to readily apologize when they are wrong, and conversely the leaders she has had the most difficulty respecting are those who seem constitutionally unable to admit error. Andersen's views are supported by Booher (2014) who lists the advantages of admitting error, as (i) the fact that doing so builds credibility when one is right; (ii) that it shows respect for others; and (iii) it leads the way for others to be honest. Thompson (2013) refers to this construct as of *mutual accountability*. While a significant portion

of the foregoing works treats mainly with student outcomes, there are definitive positions emerging concerning the implications for how teachers are led. These positions are in sync with the general characteristics of what have been defined as the expectations that professionals and workers in other spheres have of leaders.

One of the areas of effective leadership that is being emphasized in the contemporary literature on leadership is the issue of influence versus power, Leithwood (2004), Barbuto (2005); Zhang, Lin, and Foo (2012), Fullan (2014). The basic position is that the skilled and effective leader does not rely on power to produce results, even while having power at his or her disposal, rather he / she inspires and influences.

The emerging consensus, among scholars who have reflected on the school leadership requirements of the 21st century, suggests that the kind of principal who will be required is one who understands his or her role in terms of:

- instructional leadership that focuses on strengthening teaching and learning, professional development, data-driven decision-making and accountability;
- community leadership manifested in a big-picture awareness of the school's role in society;
- shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources; and
- visionary leadership that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring and influencing others with this vision both inside and outside the school building.

RESEARCH METHODOLOGY

Research Design

The primary piece of research that informed this work was a survey conducted in Jamaica between 2013 and 2014. The study utilized an exploratory design. According to Cuthill (2002), exploratory designs are used to study problems when there are few or no earlier studies upon which to rely or to predict an outcome. Thus the focus of this study was on gaining insights into an area about there is no known research on the issue in Jamaica and known studies of this phenomenon have been done outside the Jamaican context.

Sample

The research used a convenience sampling technique. The sample was taken from members of the teaching community at all four levels of the education system – Early Childhood through to a sector of tertiary, were targeted. The particular sector of tertiary that was targeted was the Community Colleges. The survey consisted of 97 teachers consisting with at least twenty (20) males, representing 20.6 % of the sample, and about seventy-five (75) females, or 77.3 % of the sample. Two respondents did not indicate a gender. The ages of participants ranged from 20 years, to just over 60 years, and their years in the teaching profession ranged from five years and under, to over 20 years. These demographics are detailed in Table 1.

Table 1

Age and Years in Teaching Profession Cross- tabulation

| | | 5 years or less | 6-10 years | 11-15 years | 16-20 years | Over 20 years | Total |
|-----------|-------------|------------------------|-------------------|--------------------|--------------------|----------------------|--------------|
| Age Group | 20–30 years | 8 | 5 | 0 | 0 | 0 | 13 |
| | 31–40 years | 12 | 15 | 13 | 5 | 0 | 45 |
| | 41–50 years | 2 | 1 | 7 | 4 | 6 | 20 |
| | 51–60 years | 0 | 0 | 0 | 2 | 12 | 14 |
| | 60+ years | 0 | 0 | 0 | 1 | 2 | 3 |
| | Blank | 22 | 21 | 20 | 12 | 20 | 97 |

Data Collection Instrument

The instrument, Teac-Q, seen at Appendix A, is a forty-item questionnaire with thirty-five items falling on a 5 points Likert-scale ranging from “strongly agree” to “strongly disagree”. This instrument reflects the ideologies, philosophies, beliefs and interests associated with the major and emerging themes in leadership studies. The themes include constructs on various leadership behaviours and postures such as power-sharing, the willingness to listen, and the disposition to taking corrections, the ethic of care, decision-making approaches, and staff development philosophies.

Instrument Reliability and Validity

The instrument used in this study was designed by the author and was developed in 2013. The instrument was benchmarked against an instrument that was earlier developed by the author in 2006 and which was submitted to a panel for critique. That earlier instrument was pilot-tested twice. The current instrument was further tested for internal consistency using Chronbach’s alpha. The test generated a result of .938. This is considered to a good representation of reliability of the Teac- Q Instrument. Prior to the C-alpha test, the instrument was reviewed using construct validity, taking account of the literature on teachers’ expectations of principals. The reliability considerations were in keeping with the standards articulated standards of Nunnally (1978) who argued that reliability should be at least .90

Data Collection and Analysis Procedures

The data were collected using the Teac-Q. Teachers and lecturers at the various institutions were contacted by the researcher and the questionnaires were administered, with the help of research assistants, among faculty who volunteered to participate in the study. The completed questionnaires were returned via email and in hard form. The instrument was coded and data entered into excel and later transported into SPSS, V. 17.0 and analyzed. The analysis focused on three main areas, namely Descriptive Statistics (using Frequencies and Crosstabs),

Correlations, and Factor Reduction. The results of a parallel analysis were used to determine to top factors for which to assess the weight of the variation and four factors were indicated.

RESULTS

The top four factors account for 54.537% of the variation in the data as shown in Table 2. The table reflects the first twenty-five items. The top four factors, as shown in the rotated component matrix, Table 3, are:

- Commend staff who demonstrate commitment,
- Create conditions for members of staff to participate in decision-making,
- Utilize diverse strengths of members of staff,
- Willingness to accept correction.

Table 2

Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| | | | | | | | | | |
| 1 | 11.687 | 36.522 | 36.522 | 11.687 | 36.522 | 36.522 | 4.836 | 15.113 | 15.113 |
| 2 | 2.462 | 7.694 | 44.217 | 2.462 | 7.694 | 44.217 | 4.615 | 14.422 | 29.535 |
| 3 | 1.813 | 5.665 | 49.882 | 1.813 | 5.665 | 49.882 | 4.324 | 13.514 | 43.049 |
| 4 | 1.490 | 4.655 | 54.537 | 1.490 | 4.655 | 54.537 | 3.676 | 11.488 | 54.537 |
| 5 | 1.370 | 4.280 | 58.817 | | | | | | |
| 6 | 1.268 | 3.962 | 62.779 | | | | | | |
| 7 | 1.160 | 3.625 | 66.405 | | | | | | |
| 8 | 1.143 | 3.573 | 69.978 | | | | | | |
| 9 | 1.060 | 3.312 | 73.290 | | | | | | |
| 10 | .931 | 2.910 | 76.200 | | | | | | |
| 11 | .831 | 2.596 | 78.797 | | | | | | |
| 12 | .734 | 2.293 | 81.089 | | | | | | |
| 13 | .711 | 2.222 | 83.311 | | | | | | |
| 14 | .627 | 1.960 | 85.271 | | | | | | |
| 15 | .551 | 1.723 | 86.994 | | | | | | |
| 16 | .501 | 1.566 | 88.560 | | | | | | |
| 17 | .467 | 1.458 | 90.018 | | | | | | |
| 18 | .457 | 1.428 | 91.447 | | | | | | |
| 19 | .416 | 1.299 | 92.746 | | | | | | |
| 20 | .363 | 1.135 | 93.881 | | | | | | |
| 21 | .329 | 1.027 | 94.907 | | | | | | |
| 22 | .321 | 1.003 | 95.910 | | | | | | |
| 23 | .239 | .748 | 96.658 | | | | | | |
| 24 | .220 | .688 | 97.346 | | | | | | |
| 25 | .172 | .538 | 97.884 | | | | | | |

Table 3

Rotated Component Matrix^a

| Component | | | |
|--|---|---|--|
| 1 | 2 | 3 | 4 |
| Commend staff who demonstrate commitment | Create conditions for staff members to participate in decision-making | Utilize diverse strengths of members of staff | Show willingness to accept criticism |
| Promote modeling of successful practice | Advocate for justice | Promote collective responsibility | Admit error when established |
| Encourage diversity of perspectives | Shows respect | Encourage camaraderie | Responds positively to staff members even when there is disagreement |
| Firm with repeated failures to meet standards of excellence | Seek to influence rather than use power to enforce will | Willing to debate issues in situations where opinions differ | Demonstrate care |
| Makes effort to keep staff motivated | Create an exciting work environment | Defer to others who may be more knowledgeable on issues | Lead in the development of the strategic plan |
| Trained in the fundamentals of strategic planning | Regard for professional judgement of staff members | Trust collective wisdom | |
| Encourage staff members to continue professional development | Allow leaders to develop at all levels in the organization | Conveys by actions that others' views and approaches can be correct | |
| | Ensure low performing staff members receive support | Publicly recognize staff who produce spectacular results | |
| | | Ensure performance evaluations are done | |
| | | Model behaviours expected of others | |

The top four factors, as shown in the rotated component matrix, may be summarized as: recognition, participation, diversity, and openness. These factors essentially mean that the expectations that teachers have of their principals are:

- (i) **Recognition** for the results of their commitment to their work;
- (ii) Opportunities and structures being in place to facilitate shared leadership and thus **participation in decision-making**;
- (iii) **Affirmation of diverse gifts and talents** of staff which are called upon in service to the organization;
- (iv) **Openness to criticisms** on the part of leadership in responding to concerns and corrections from staff.

An acronym that may be used to summarize these four expectations is **RePaDo** for **r**ecognition, **p**articipation, **d**iversity, and **o**penness. Thus I submit that a critical paradigm which defines the expectations that teachers have of their principals is *Paradigm RePaDo*. The study also found correlations of varying strength among the top four factors as shown in Table 4

Table 4
Correlations among top four factor

| | | Factor1 | Factor2 | Factor3 | Factor4 |
|---------|---------------------|---------|---------|---------|---------|
| Factor1 | Pearson Correlation | 1 | .635** | .609** | .589** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 97 | 97 | 97 | 97 |
| Factor2 | Pearson Correlation | .635** | 1 | .436** | .664** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 97 | 97 | 97 | 97 |
| Factor3 | Pearson Correlation | .609** | .436** | 1 | .550** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 97 | 97 | 97 | 97 |
| Factor4 | Pearson Correlation | .589** | .664** | .550** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 97 | 97 | 97 | 97 |

** . Correlation is significant at the 0.01 level (2-tailed).

Further correlations were found between variables including:

1. “Create conditions for staff to participate in decision-making” and “Advocate for justice” which showed a correlation of .565. This was supported by frequencies which showed that 98% of the sample held the view that an effective leader is an advocate for justice, while 99% either agreed or strongly agreed that such a leader creates the conditions that allow team members to be involved in decision-making.
2. “Allow leaders to develop at all levels of the organization” and “Advocate for justice” which showed a correlation of .405. These findings were corroborated by frequencies which showed that 97% of the sample either strongly agreed or agreed that the effectiveness of a leader depends on the extent to which he or she facilitates the development of staff, while 99% believe that *utilizing the diverse strengths of staff* is one element of effective leadership.
3. “Good listener” and “Demonstrate care” at .485%. The frequencies that supported this relationship include approximately 97% (96.9%) who think such a leader will be willing to admit error when it is established; almost 94% (93.8%) who agree or strongly agree that he or she will show willingness to accept criticism; and nearly 95% (94.8%) who were of the view that the effective leader will convey by words and actions that he or she recognizes that approaches other than his or her own to solving a problem or assessing a matter may be correct.

Some key descriptive statistics found in the study include:

- 91.8% of the respondents strongly agreed or agreed that in order to be effective a principal should show regard for the professional judgment of staff;
- 100% of respondents either strongly agreed or agreed that in order to be effective a principal should take an interest in the opinions of staff members.

Answer to Research Question # 1 - Appropriate approaches for effective educational leadership in Jamaica in the 21st century

The answer to the question of what approaches are appropriate for effective educational leadership in the 21st century is to be found in *Paradigm RePaDo*. Paradigm RePaDo means that principals (and of course other leaders in the education system) to recognize that the efforts and contributions of staff and the commitment to the job which makes those contributions possible. Another critical approach is that the principal creates opportunities and mechanisms for teacher to share power meaningfully, not just symbolically and thus give them room for participation in decision-making.

The data suggest that the principal operating in today's school must also be mindful that he or she is dealing with a new generation of professionals some whom not only come from socio-cultural backgrounds that are different from the principal, but more importantly possess a wider and sometimes different set of skills and competencies than the traditional skills and competencies which may have been typical of an earlier generation and about which the literature on leadership speaks. The leader / principal in this context must therefore be curious in seeking to find out about the wide range of differing skills that his or her staff members possess and be prepared to facilitate their deployment in the affairs of the school.

A final appropriate approach to leadership in the 21st century that the data discloses is that the principal must be openness to correction. The 21st century professional is far more aware and probing than his or her 20th century equivalent and in many cases will have expertise in as many, or even more, areas than his or her principal. The principal is therefore expected to admit that he or she does not know all things or understand all things better than those whom he / she leads and thus be willing not only to defer to the expertise of others but to accept correction, whether on facts, interpretation, approaches, or conclusions, when warranted.

The results of the correlations among the four main variables, as shown in Table 4 confirms that there is a strong positive relationship among them and this gives credence to the

assertion that these factors play a critical role in the determination of what teachers perceive to be the key elements of the appropriate approach effective educational leadership in the leadership in the 21st century.

Answer to Research Question # 2 – Teachers’ Perspectives on how the Principalship should be executed

The data show that teachers had a number of perspectives on how the job of the principal should be exercised. These perspectives are distilled from the sub-factors in the data. Given the number of sub-factors I decided to select the first and fourth for the purposes of answering this question as shown in Table 5.

Table 5

First and Fourth Factor of each Main Factor

| Main Factor | Sub-Factor 1 | Sub-Factor 4 |
|--------------------|--|---|
| Recognition | Encourage staff to continue professional development | Be firm with repeated failures to meet standards |
| Participation | Ensure low performing staff receive support | Seek to influence rather than use power to enforce will |
| Diversity | Promote collective responsibility | Defer to others who may be more knowledgeable |
| Openness | Convey by actions that others’ approaches views can be correct | Demonstrate care |

In relation to the sub-factors of the first main factor, recognition, the sub-factors and the relationship between them, may be interpreted to mean that teachers expect that as part of the act of recognizing the commitment of members of staff, the principal will encourage their continued professional development. This makes sense of the face of it for the ongoing task of producing acceptable result from the committed efforts that staff put in, requires that they continue to develop themselves. But sub-factor four discloses a powerful insight. One interpretation is that what it suggests is that while the principal is expected to recognize commitment he or she should be firm with staff members who fail to meet standards. This

fourth factor gives the dual purpose to recognition. If recognition is, for the moment, made synonymous with 'paying attention', the fourth sub-factor suggests that attention should be paid to both commitment and lack of commitment.

The sub-factors related to participation make for a curious but insightful pair. One interpretation is that in order to foster a participatory leadership culture, the principal should ensure that those who are most at risk of potential exclusion, namely low performing staff, are given support to improve their performance; but at the same time the data suggest that even with low-performing staff, the approach to improvement must rely on the staff member's volition, which the principal will seek to influence, rather than on power or force.

The relationship between the two sub-factors, under the third main factor, is complementary, rather than contrastive as seen in two prior relationships. In this case the assumption is that in order to promote a culture of collective responsibility, which teachers expect, there has to be the willingness on the part of the principal to respect the diverse wisdom of the staff and therefore defer to them based on their areas of expertise and experience.

The final pair of sub-factors also discloses a profound insight. The relationship between the factors suggest that with openness meaning being willing to accommodate the views and perspective of others, the demonstration of such openness constitute an act of care. Thus caring for staff, which is a behavior that many principals claim that they display or desire to display, is expressed, among other ways, in being accommodating of their views and perspectives.

Answer to Research Question # 3 – Areas of commonality

This paper has found four main areas of commonality between the approaches described in this article as relevant to principals and what the general literature on leadership says about the key issues of leadership in the 21st century. These are:

This research has found that teachers are of the view that the appropriate approach to effective educational leadership in the 21st century requires, on the part of principals, the following:

- (a) the display of recognition of the commitment of staff members to their work, while being mindful of staff's need for continued professional development and firmness in holding staff members to high standards of performance;
- (b) the creation of opportunities and structures to support broad-based involvement in decision-making in a culture of participatory or shared leadership and an conflict resolution style that relies on influence rather than power;
- (c) the embrace of diversity and affirmation of the multiple talents and gifts in the organization, supported by an ethos of collective responsibility and deference to others' knowledge and expertise;
- (d) openness to criticism in a context in which there is a willingness to affirm that approaches and views other than those the leader, can be correct; which is seen as an expression of care.

The foregoing findings converge with the general literature on leadership as is shown in the discussion that follows.

DISCUSSION

The perspectives and expectations outlined above are in line with those articulated by Ouchi (1981); Herzberg (1987); Blasé & Blasé (1999); Zhang, Lin, and Foo (2012); and Monarth (2014).

At a more granular level, teachers' perspectives about openness to new approaches, and to the willingness of leaders to accept correction, are consistent with what Thompson (2009) uncovered in his research among students. The willingness of a leader to admit error and apologize is perhaps the most defining quality of the right temperament to lead.

In an era in which teaching and learning experts are in general agreement that critical thinking skills are the most important measures of effective teaching and learning, as argued by Rotherham and Willingham (2009), Cookson (2009), and Scherer (2009), principals have a duty to embody and display the quality of responsiveness to criticism which they expect teachers to display in their interactions with students, in the creation of a culture of mutual accountability, as posited by Andersen, (2012); Thompson, (2013); and Booher, (2014).

Given that the job of a leader requires that he or she offers criticism of the work and actions of others, the fact that almost 94% of the sample consider that this capacity is important for a leader's effectiveness appears to suggest that such a capacity will have the impact of deepening bonds between the leader and those he or she leads. This is likely to be so as the act of accepting criticism conveys that a leader considers him or herself to be in need of the same kind of interventions that he or she makes in others' lives.

With almost 95% of the sample expressing agreement that leadership effectiveness involves recognition of the value of others' ideas, a strong signal is being sent to principals (and other leaders) to guard against the error of placing confidence in his or her ideas only. If leaders accept that, like others, they err, and if leaders are willing to accept criticism, then they are likely to be less apprehensive and anxious about the fact that others will make mistakes and

others' ideas and innovations may not realize their intended outcomes. In this vein, leaders will be more open to experimentation of others' ideas.

Shared Leadership

An overarching theme of the findings of the study has to do with shared leadership or shared power. This theme is evident in four of the eight sub-factors that were highlighted and thus represents the most dominant issue among the sub-factors. The sub-factors that form this theme of shared leadership or shared power are: seeking to use influence rather than power, collective responsibility, others' approaches and views being accepted as correct, deference to others' knowledge,

The idea that a principal should take an approach to leadership which involves the sharing of power and thus relying more on influence than power to get results is supported by the work of Leithwood (2004); Barbuto (2005); Zhang, Lin, and Foo (2012); Fullan (2014). The leader who relies on power to get people involved in the tasks to be pursued is a leader who faces the risk of diminishing returns. Such a leader also faces serious questions about the sustainability of the operations that are being undertaken

The study found that 91.8% of the respondents strongly agreed or agreed that in order to be effective a principal should show regard for the professional judgment of staff. The issue here is one of holding another in high regard. When a team member is held in high regard by the leader, the leader is likely to offer constructive criticisms and meaningful support for the initiatives and undertakings of the team member. It becomes almost inevitable, therefore, that such a team member will be supportive of the efforts and initiatives of the team leader.

A second and perhaps even more efficacious way, in which principals (and other leaders) can inspire team members to support the strategies and objectives of the team, is by taking an interest in their opinions. The study found that 100% of respondents either strongly

agreed or agreed that in order to be effective a principal should take an interest in the opinions of staff members.

The lesson for leaders is clear. People wish to be heard and expect that their opinions will be taken into account. This is not to suggest that leaders ought to find ways of utilizing every opinion or implementing every recommendation. This is simply not possible, rather the finding underscores a major expectation that people (not only professionals) have. When we make other people's opinions count we create the conditions for our opinions to be counted, but more importantly, we create the conditions for team members to become organically (as against mechanically) aligned to the goals and directions of the organization.

A third means by which leaders can seek to influence others, which is somewhat related to the first, is by deferring to them on matters in which they possess greater knowledge. This is what Spillane, Halverson, & Diamond (2004) and Spillane & Camburn (2006). It is one of the great and basic truths of life, often overlooked and sometimes disputed, that no one person can know everything. Leaders face the greatest risk of forgetting this basic truth and in the process, many make themselves look really foolish by pretending to know much about which they know very little; and to do so, in the presence of others who are truly knowledgeable about the subject.

Two of the most important signs of a confident leader are the ability to affirm ignorance and a willing embrace of opportunities to learn from others. This position is obviously not about celebrating ignorance or suggesting that not knowing is a qualification for leadership. Every leader must be competent in some area but by virtue of being a *leader*, the position is one in which he or she will be leading other competent people; and thus, the responsibility is not to attempt to master all things but showing mastery in enabling each to bring his or her mastery to the table. In this regard then, it is a telling statistic that 82.5% of teachers sampled either strongly agreed or agreed that in order to be effective, a principal should defer to others who may be more knowledgeable.

Zenger and Folkman (2014), in a research which examined the differences between managing and coaching, found that the managers become effective coaches when, in their management styles, they are collaborative rather than directive; help team members to discover rather than give advice; and act as equal rather than as expert. In one of their important conclusions, they note that the most effective managers who are also effective coaches learn to be selective about giving direction. Rather than use their conversations as an opportunity to exert a strong influence, make recommendations, and provide unambiguous direction, they take a step back, and try to draw out the views of their talented, experienced staff. These notions are consistent with what this study found and has articulated as the relationship between justice and influence.

CONCLUSIONS

Based on the findings of this study the main expectations of teachers are:

- (i) recognition for the results of their commitment to work;
- (ii) the expectation of opportunities and structures for shared leadership and participation in decision-making;
- (iii) the expectation of affirmation of their diverse gifts and talents and that such gifts are called upon in service to the organization;
- (iv) openness to criticisms and responsive to the concerns and corrections from staff.

Studies conducted across two relatively different time periods – the last quarter of the 20th century and the first quarter of the 21st, show major areas of congruence with respect to the expectations of workers. These studies include: Monarth (2014); Neider & Schriesheim (2012); Thompson (2009); Murphy & Vriesenga (2007) - in the 21st century; and Deming (1988); Juran (1988); Ouchi (1981); and Manley (1974) – in the 20th. The convergence of perspectives among these studies suggest that the findings of this study have confirmed an important set of principles about the expectations workers have of leaders. The confirmation and corroboration

provide a basis for asserting the relevance of Paradigm RePaDo as a framework for developing a new paradigm of leadership in the 21st century.

RECOMMENDATIONS

In light of the foregoing findings and conclusions, and supported by the scientific literature, the following recommendations are offered to principals and educational leaders, as well as to leaders in all other spheres of endeavour.

- (1) Taking account of the importance of recognition, principals are encouraged to be more deliberate and focused in paying attention to the commitment of staff and praising them for such as well as being diligent in holding all staff members to the highest standards of performance.
- (2) Mindful of the value of shared leadership and collective responsibility, principals are advised to implement mechanisms for the systematic and ongoing involvement of decision-making, while ensuring that attention and support are given to staff members who feel excluded from participation in decision-making.
- (3) In an era characterized by diversity and highly trained team members, educational leaders are urged to ensure that adequate space is given to team members to bring their skills to bear on the work of the organization and that they are not limited and confined to only the areas of their obvious or formally engaged expertise.
- (4) In support of a culture of collective leadership, principals are reminded of the importance of facilitating feedback on an ongoing basis and visibly use criticisms from team members to improve practice.

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APPENDIX A - TEACHERS' QUESTIONNAIRE

Dear Colleague: This survey is being done by the **Caribbean Leadership Re-Imagination Initiative** to determine what teachers regard as the core elements of effective school leadership. Please respond to the statements below by placing an X in the box under the response which reflects your view. There is no right or wrong answer.

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

| | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Do you think that in order to be an effective leader a principal should: | | | | | |
| (1) Take an interest in the opinions of staff members | | | | | |
| (2) Show high regard for the professional judgment of staff members | | | | | |
| (3) Welcome the points of view of staff members even when those views are different to his / her | | | | | |
| (4) Respond positively even when there are disagreements between his / her views and that of staff members | | | | | |
| (5) Resist any inclination on his or her part to dictate how staff members should think | | | | | |
| (6) Show respect to staff members | | | | | |
| (7) Make an effort to keep staff motivated | | | | | |
| (8) Encourage staff members to continue to develop their professional skills | | | | | |
| (9) Demonstrate care for the needs of members of staff | | | | | |
| (10) Seek to influence staff rather than use power to enforce his / her will | | | | | |
| (11) Commend staff who demonstrate commitment | | | | | |
| (12) Publicly recognize staff who produce spectacular results | | | | | |
| (13) Admit error on his / her part when this is established | | | | | |
| (14) Show a willingness to accept criticism | | | | | |
| (15) Convey by his / her actions that views and approaches other than his / her own can be correct | | | | | |
| (16) Show mastery of the job of school management | | | | | |
| (17) Defer to other members of staff on matters on which they are more knowledgeable | | | | | |
| (18) Model the behaviours he / she requires of staff members | | | | | |
| (19) Be willing to debate issues on which there are diverse opinions | | | | | |
| (20) Be willing to subject his / her positions to the collective wisdom of staff members | | | | | |
| (21) Be a good listener | | | | | |
| (22) Encourage diversity of perspectives | | | | | |
| (23) Encourage camaraderie among staff members | | | | | |
| (24) Promote collective responsibility | | | | | |
| (25) Ensure performance evaluations are done of every staff member | | | | | |
| (26) Ensure that low performing staff members receive support to improve | | | | | |
| (27) Create the conditions for members of staff to participate in decision-making | | | | | |
| (28) Lead in the development of a strategic plan | | | | | |
| (29) Be trained in the fundamentals of strategic planning | | | | | |
| (30) Be an advocate for justice | | | | | |
| (31) Promote the value of learning from the successful practices of other schools | | | | | |
| (32) Utilize the diverse strengths of members of staff in the operations of the school, in addition to their primary competencies | | | | | |
| (33) Allow leaders to develop at all levels in the organization | | | | | |
| (34) Be firm with repeated failures to meet standards of excellence | | | | | |
| (35) Create an environment that makes work exciting | | | | | |

PLEASE ANSWER THE FOLLOWING QUESTIONS

- (36) Your age group is:
- (a) 20 – 30 []
 - (b) 31 – 40 []
 - (c) 41 – 50 []
 - (d) 51 – 60 []
 - (e) 60+ []
- (37) You have been a teacher for:
- (a) 5 years or less []
 - (b) 6 – 10 years []
 - (c) 11 – 15 years []
 - (d) 16 – 20 years []
 - (e) Over 20 years []
- (38) You have been teaching at your current school for:
- (a) 5 years or less []
 - (b) 6 – 10 years []
 - (c) 11 – 15 years []
 - (d) 16 – 20 years []
 - (e) Over 20 years []
- (39) Your highest professional qualification is:
- (a) Diploma []
 - (b) Bachelor's Degree []
 - (c) Master's Degree []
 - (d) Postgraduate Cert in Education []
 - (e) Doctorate []
- (40) You are:
- (a) Male []
 - (b) Female []
- (41) You currently teacher at the:
- (a) Early Childhood Level []
 - (b) Primary Level []
 - (c) Secondary Level []
 - (d) Tertiary Level []
 - (e) Other _____ []
- (42) You are currently based in the:
- (a) Corporate area []
 - (b) Rural area []
- (43) You are currently working in a:
- (a) Public school []
 - (b) Private school []
- (44) You are a principal:
- (a) Yes []
 - (b) No []