The Relationship between the Leadership Style and School Effectiveness in School under the office of Secondary Education Area 20

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Abstract

Leadership is the process where the leader can use his influence to convince in decision making process and setting the goals for the organization. As a leader of the organization he has to be ready in all aspects of all situations. This study was aimed to study the following: (1) leadership of school administrators under the Office of Secondary Education Service Area 20. (2) the effectiveness in schools (3) study the relationship between the leadership style and school effectiveness in schools. This study used a correlation research type. The population included 2,788 personal under the office of Secondary Educational Service Area 20 which comprised of the following: 160 administrators and 2,628 teachers. Krejcie & Morgan Table was used to set the sample size. The Stratified Random Sampling was also utilized to draw samples based on schools size. The 451 samples were 113 school administrators and 338 teachers. It also utilized the following research instruments: (1) The rating scale questionnaire with the Index of Objective Congruence between 0.67 – 1.00 and (2) the reliability coefficient based on Cronbach Alpha Coefficient was at 0.94. The obtained data was analyzed for mean, standard deviation, Person’s Product Moment Correlation Coefficient and Multiple Correlations. The overall findings of leadership style was at high level. Considering each aspect found that Supportive Leadership Style had the highest mean score. The lowest mean Score was the aspect of Reward and Punish leadership style. The overall school effectiveness was at high level considering each aspect which found that teachers’ satisfaction had the highest mean score whereas the lowest one was learning achievement. Moreover, the relationship between leadership style and school effectiveness of schools under the Office of Secondary Educational Service Area 20 found that there was a positive relationship at medium level. The five leadership styles had a ability to predict the school effectiveness at 69.9%
1. Introduction

The 21st century is the era of information technology. Every society is basing their economy on information technology so they can develop with high speed rate. The countries which invest their resources and give high priority in providing high quality education for their youth, would guarantee the success of their economic progress. This is the issue which challenges the educational leaders. They have to consider now to promote high academic achievement for every children.

Leadership is the process where the leader can use his influence to convince in decision making process and setting the goals for the organization. It is the procedure where the situation and culture of the group is preserved (Yukl1998). The organization management in complete five situations, the leader would have to act as a marshal of a troop. He has to layout the appropriate strategy to suit the rapid change of environment.

As a leader of the organization he has to be ready in every aspect namely knowledge, academic capacity and experiences that can apply to every situation.

Leadership style is a structure of the leader who needs to motivate behaviors as required by various situations which is not a natural behavior. So leadership style is a qualification of effective leader who would lead to the success of group work and product of the organization (Fiedler, 1976) Effective leader has to be aware of his roles in order to reach the effectiveness in a certain situation. Their roles include: 1) analyze the situation and the followers 2) apply leadership style which correspond to the situation and the followers, and 3) adjust leadership style according to the situation. The previous studies found that participatory leadership style has impact on the followers satisfaction-the satisfaction towards the work and the satisfaction towards organization and work condition (Dorman Howell, 1994) The participatory leadership send a positive outcome especially towards satisfaction of the followers (Drench & koopman, 1984) The performances of the followers and the outcomes from the dictator leadership revealed the negative outcome more than the positive. The participatory leadership then has the followers who perform well and succeed in their work more than the dictator leadership (Dagirmanjian, 1981).

In the educational environment and training situation, it was found that the trainees under the leadership instructor showed higher learning achievement than the trainees who were under this leadership style. The school administrators can manage their work effectively when integrating supportive style with leadership style. The supportive leadership style and rewarding style would give consistency outcome in both quality and quantity of work performance for both follows and group or individual. The charismatic leader supportive leader, dictator leader and exchange leader contributed greatly towards attitude of the followers (Howells Costley, 2001). The reward which leader is sharing has direct positive outcome to school effectiveness. This can be explained that to give reward according to the situations is the process where the leader gives reward for personnel who try to perform as requested by the leader. The leader may praise the personnel who showed good performance by giving a pay rise bonus and promotion.

The personnel would feel that he has an ability to produce valuable outcome. He would have goals and motivation in working which would result in school effectiveness. And also the behavior of school administrator such as setting vision, building influence, respect for person’s identity intellectual stimulation building aspirant, providing reward according to situations and being an academic leader, would contribute to school effectiveness. The leader may apply any of the leadership style or integrate various styles with his followers freely according to the situation. But he has to adjust his leader style to match the situation and motivational needs (House & Mitchell, 1974). Thus the Office of Basic Education Commission and the Office of Education in service Area should organize training courses for school administrators so they would have desired administrative styles which would contribute to school effectiveness (Waro Pengsawat, 2006).

School effectiveness refers to the level of the accomplishment to the school’s setting goals or objectives in both outputs and outcomes. It also covers the product of students as learners as well as the satisfaction of teacher (Samruet Kangpeng, 2008).

The quality of students is one of the indicators for school effectiveness. The reason is that, schools are service organization with its main task related to learning and teaching. The optimal goal of school is the learning of the students. The school administrator is a vital mechanism and high
influence factor to the quality of education as the outcomes of effective educational system, an administrative system, and organization. Many academics agree that the success or failure of education relies on the administrators as a main variable especially in Thai society. The quality and effectiveness of Thai education usually vary on the leader (Rung Kaewdang, 2003).

The school under the Office of Secondary Educational Service Area 20 always gives its importance to the quality of education development. The training and seminar courses have been organized in order to stimulate school administrators to develop themselves and change their educational management approach according to the education reform and change in the present society (Office of Educational service Area 20, 2001). However, the school effectiveness still does not reach the set objectives especially learning achievement as shown in the result of the Ordinary National Education Test and the third round evaluation of the Office of standard Evaluation and Quality Assurance. From the abovementioned problems, the researchers then would like to study how many leadership styles are there and what level/s of school effectiveness do the schools under the Office of Educational service Area 20 have. The researchers also would like to study the relationship between the leadership style/s and school effectiveness based on the opinion of school administrators and teachers.

2. Problem Statement
Leadership is a process where the administrators apply their influences over other behaviors in order to reach the goals of the organizations. The school would show its effectiveness or not depends on various factors. The main factor is leadership style (Tawil Martliom, 2003). The administrator may apply different leadership styles. He is also able to adjust and apply leadership style based on of Secondary situation and followers. The Office of the Educational service Area 20 gives the priority to school administrators’ development. The school administrators have opportunities to develop themselves so they can manage school to reach the goals especially students’ learning achievement. The ONET result and evaluation from the Office of Standard Evaluation and Quality Assurance reported that some schools did not pass the criteria and has to be improved (The Office of Secondary Educational Service Area 20, 2001). These problems are from the administrators who cannot develop the effective administrative style and some of them apply patronage system in their management instead of the adjusting approach to suit the situation.

3. Research Question
The following are considered as the research questions of the study:
1. What are the leadership style/s of the school administrators under the office of Secondary Educational Administration Service Area 20 and at what level/s?
2. What is the level of the effectiveness of schools under the Office of Secondary Educational Administration Service Area 20?
3. What is the relationship between the leadership style and school effectiveness in schools under the Office of Secondary Educational Service Area 20?

4. Research Objectives
The following are the objectives of the study:
1. To study the leadership of school administrators under the Office of Secondary Education Service Area 20.
2. To study the effectiveness in schools under the Office of Secondary Educational Service Area 20.
3. To study the relationship between the leadership style and school effectiveness in schools under the Office of Secondary Educational Service Area 20.

5. Conceptual Framework
This research study investigated the leadership styles of Howell & Costly (2001) and their schools effectiveness based on Samruet Kangpeng (2010) conceptual framework.
The related documents in the area of school effectiveness were also analyzed.

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<thead>
<tr>
<th>Dependent variables</th>
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<td>Leadership styles</td>
<td>School Effectiveness</td>
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<td>1. Supporting leader achievement</td>
<td>1. Learning</td>
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<td>2. Dictatorship leader characteristics</td>
<td>2. Students</td>
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<td>3. Participatory leader satisfaction</td>
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<td>4. Reward and Punishment performance</td>
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<td>5. Charismatic leader</td>
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6. Methodology

This study used a correlation research type. The population included 2,788 personal under the office of Secondary Educational Service Area 20 which comprised of the following: 160 administrators and 2,628 teachers. Krejcie & Morgan Table was used to set the sample size. The Stratified Random Sampling was also utilized to draw samples based on schools size. The 451 samples were 113 school administrators and 338 teachers.

7. Research Instruments

The rating scale questionnaire with the Index of Objective Congruence between 0.67 – 1.00 and the reliability coefficient based on Cronbach Alpha Coefficient was at 0.94. The obtained data was analyzed for mean, standard deviation, Person’s Product Moment Correlation Coefficient and Multiple Correlations.

8. Findings

1) The overall finding of leadership style was at high level. Considering each aspect found that Supportive Leadership Style had the highest mean score. The lowest mean Score was the aspect of Reward and Punish leadership style.

2) The overall school effectiveness was at high level. Considering each aspect found that teachers’ satisfaction had the highest mean score whereas the lowest one was learning achievement.

3) The relationship between leadership style and school effectiveness of schools under the Office of Secondary Educational Service Area 20 found that there was at positive relationship at medium level. The five leadership styles had a ability to predict the school effectiveness at 69.9%

9. Discussion

1) The school administration should adopt and use the strategic leadership style by implementing the strategic plan into practice in consonance with the policy of the Ministry of Education. The policy required all schools to set strategic plans and their visions and then implement. The two outcomes of the implementation have to be reported continuously. This practice was also seen agreed with Davies (2003) who studied the development of strategic leadership which found that the important characteristics of the leader were capable of visualizing the future, implement strategic plans into practice and teamwork development.

2) With regard to school effectiveness, it was revealed that schools had emphasized on students characteristics development. It was evidenced that the administrators gave the priority to the plans or projects for students’ development according to the curriculum requirement. The characteristics included having good attitude
towards learning, being “learning” persons, having life skills and having moral and ethics. All these characteristics were also required by the National Policy especially the characteristics of learners in the ASEAN community.

10. Recommendations from the study

1) The leadership styles of school administrators under the Office of Secondary Educational Administrator Service Area 20, overall was at high level while the Supportive Leader had the highest mean score. It showed that the supportive administrators were friendly, easy to approach and paying attention to the welfare and needs of the subordinates. They also provide good climate for working, being fair and give respect to the subordinates. This situation corresponds to Lufthansa (1992) mentioned about Supportive leader that this style of administrative leadership would lead to the most satisfaction among subordinates who work under pressure and unhappy with their assignments.

2) The effectiveness of schools under the Office of Secondary Educational Service Area 20, over all, was at high level. Considering each aspect found that teachers satisfaction in their work had the highest mean score. It indicated that the administrators under teachers’ satisfaction in their work related to the positive or negative feelings towards their own work, the success of school work, satisfaction about work environment, recognition from colleagues, trust from the boss, salary/payment and progress in their teaching professions. The findings correspond to Warin Saetun (2000) pointed out that teachers’ satisfaction in their work is a variable that would lead school to achieve in the management. Because the work satisfaction is a factor contributing to the success of work. In the same line with Pissamai Thetakaew (1998) said that when a person feels satisfied with his work at the highest level, that person would be happy to stay with the organization and help the organization to accomplish its goals. When people are pleased with their work it would lead to the effectiveness of the organization. They would feel energetic to perform their work in order to reach the goals. On the other hand when people have not satisfied with their work, they may cause damage to the organization or the work units.

3) Results from the study of the relationship between the leadership style and school effectiveness in school under the Office of Secondary Educational Service Area 20 showed that there was a positive relationship at medium level between leadership style and school effectiveness, overall. The variable with highest level of relationship was the supportive Leadership and school effectiveness in the aspect of teachers.

References


Udontani: Secondary Educational service Area Office 20.


