# Instructional Leadership Behavior of Male and Female secondary school heads

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***Abstract;*** The study explored Instructional leadership behavior of heads of secondary school with in this paper. The sample included 84 male and 136 female heads of secondary school of south Canara district (Karnataka state) selected by using stratified random sampling technique, out of which Male and Female heads of government, aided, unaided, and minority secondary schools were considered. The Instructional Leadership Domains Questionnaire (ILDQ) constructed by the Investigator was used for data collection. To assess the variables selected, Mean score, Standard Deviation, Independent samples test was used. The study found the significant difference between the Instructional Leadership of male and female heads in specific components of ILB Domains working in dissimilar types of school.

***Key words***; Administrative aspect, healthy school, Gender, Goal Emphasis, Instructional Leadership,

## I. INTRODUCTION

The education of yesterday and today are not the kind of education we need for better tomorrow. We need new strategies, new mind set and processes in fact we need a new paradigm of instructional leadership. School curriculum is always dynamic as the social and Education demands change continuously. All the curricular requisites and prescriptions demand new and different skills on the part of administrators and teachers to accomplish school curriculum goals and education aims providing equality of opportunities to education has a major challenge before the country for the development of cohesive society. The Instructional leadership role of principal is pivotal in developing an effective healthy school. We see that opportunity is ample for performing tasks in various fields for both Male and Female Leaders. But the fact is how best they render the service to the society. The eminent instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. The leaders should be adept in performing to both the roles and should be skilled in judging which role is suitable to any given circumstances. He must not only communicate ideas, but he then must be a representative of a creative way of life, The term Instructional leader clearly describes the basic role of the principal in the quest for excellence in education. Education has to play the dual role of bringing change and being changed. No doubt education has been subjected to change from time to time as per the changing societal demands. Effective leadership involves the alignment of people within the school means, to share the same vision of success and moving towards destiny.

## II. INSTRUCTIONAL LEADERSHIP

The role of "Instructional leader" by school leader is a relatively new concept that emerged in the early 1980's which called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. According to Richardson etal., (1989) he or she must move towards educational quality the top priority of the school, and must be able to bring that vision to realization. Findley and Findley (1992) states, "If a school is to be an effective one, it will be because of the instructional leadership of the principal (p.102).The position of the school principal is evidently essential in consideration with the multiplicity of commitments and responsibility he organizes involving the teachers, students, parents, society and the authorities. Instructional leadership functions involve all the beliefs, decisions, strategies and tactics that principal use to generate instructional effectiveness in classrooms. When a principal directs his awareness more to the instructional part of his work compared to those administrative or managerial activities, it can be said that He /she is an instructional leader. The role involves 3 domains; Instructional leadership has been operationally defined as the creative driving force of an institution. If our goal is to have healthy schools, then we must look at the ways to emphasis instructional leadership for the reformation of learning system. In this study Instructional Leadership Self Inventory (ILSI) was constructed by the Investigator based on the Domains of ILB are, specified in Table-1. This self Inventory is designed to provide a personal profile of educational leadership. It consists of 50 Behavioral statements of 10 components; each component of the Domains consisted of five ILB statements.

The total scores on each component of ILB Questionnaire grouped within the Domains–Goal Emphasis; Supervision and Evaluation; Monitoring teaching-learning process would be the sum total of item scores on respective components. Total scores of each component and Total scores of each Domain are tabulated separately.

**2.1 Goal Emphasis**
refers to the framing school goals, communicating school goals, curriculum co-ordination and administrative aspects.
**Framing school goals**-instructionally effective schools generally have a clearly defined set of goals which center on student achievement. **Communicating the school's goals,** The school heads communicate, the school's most important goals to teachers, parents, students, and the community by discussing and reviewing them with them on a regular basis during the current year, Both formal (goal statements, staff bulletins, the school handbook, assemblies etc.) and informal communication (parent conferences, teacher conferences, curricular meetings, other discussions with staff) can be adopted. A few coordinated objectives, each with a manageable scope, appear to work best. Current student performance, staff and parent's responsibilities for achieving the goals during the development of the school's goal seem to be important. **Curriculum co-ordination** refers to system for managing and coordinating the curriculum is structured according to the needs and circumstances of each school. **Administrative aspect** refers to the implementation of Institutional plan / school development programs to reach the institutional goals, providing information and statistical statements about the school, seeks information from official sources for the purpose of the school, supervision of financial books and records (updated), arranging for the annual inspection and auditing of the school.

**2.2 Supervision and Evaluation;**
refers to the components, Observation and feedback, Transparency in administration and Time management. Observation and feedback refers to supervising the office staff in the proper maintenance of office records, using student achievement as the basis for evaluating the success of the professional development program, evaluating the class room process by student's achievements and visiting the class rooms to ensure class room instructions align with school goals, encouraging staff to evaluate their teaching practices and refine them as needed (specific strengths and weaknesses).

**Time management** refers to limit the inclusion of extra and co-curricular activities on school time, guides staff and students to make use of time effectively, sets time frames for school activities, (school time table etc…), visits class rooms to see that the available time is used for learning and practicing new skills and concepts, develops plan for periodical review of the implementation time frames.

**Transparency in administration** refers to an effective supervision of all the activities of the school, participates in co-curricular or extracurricular activities, discussing about school goals with staff and community directly, teaches classes on regular basis, discusses about school goals with staff and community directly. A system of transparent administration of school heads helps the school community to implement the school activities for their best practices.

**2.3 Monitoring Teaching and Learning process;**
Includes monitoring student learning, monitoring teaching and Professional development. **Professional development** ensure that professional development focuses on teaching and Learning, encourages teachers to participate in in-service teacher programs, seeks and provides information on the professional development of teachers, encourages the whole staff to participate in important in-service training, Provides opportunities for teachers to share ideas or information from in-service activities. The school head has several ways of supporting teachers in the effort to improve instructions. He/she can arrange, provide, or inform teachers of relevant opportunities for staff development. The principal also can encourage certain types of staff development closely linked to the school's goals. **Monitoring teaching** refers to, facilitates opportunities for teachers to learn from each other, tells teachers of new ideas, he/she has thought of and use constructive criticism to improve the instructional teaching, encourages teachers to upgrade their professional knowledge, very keen to ensure that, teachers work to their full capacity and complement teachers for their outstanding performance.

**Monitor student learning** refers to, Distributing test results in a timely fashion, develops a learning climate conducive to pupil-pupil and pupil-teacher relationship, plans parent-teacher meetings on pupil's achievement, Pupil's conduct, and other aspects, recognizing student's achievements with their work, and plans programs for helping the needy students (special teaching, counseling / enrichment/ health programs). Instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing.

The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principal plays a key role in this area in several ways.

**2.4 Validity and reliability of the tool;**

The Investigator established content validity of the scale. The scale was given to 15 experts, the Guide, Professors and Officials of the department of public Instruction. They were requested to examine the content of the tool constructed; they suggested important modifications and deletions in the scale. Thus the content validity of the scale was established. For establishing the reliability, scale was given to 50 secondary school heads of south canara district at first randomly. The total Instructional leadership score for ten components has the Cronbach coefficient alpha reliability=.913. By Pearson Correlation Significant correlation was found between the components.

## III. REVIEW OF LITERATURE;

Instructional leadership of secondary school heads/principal should reach the educational needs of students." The sole purpose of the school is to serve the educational needs of students" (Harden,1988, p. 88). Sharma (1982) studied leadership behavior of the Headmasters of the JHS was significant on the basis Sex. The leadership behavior was not significant on the basis of Location (Rural & Urban) and management (Government, Private Aided and Private Unaided).Blasé and Blasé (2000) expressed instructional leadership in specific behaviors such as making suggestions, giving feedback, and modeling effective instruction soliciting opinions, support ion collaboration, providing professional development opportunities and giving praise for effective teaching. Leithwood et al. (in South worth 2002) also defines instructional leadership as the critical focus/ attention by leaders on the behaviors of teachers as they engage in activities directly affecting the growth of students. Hallinger (1982, 1983, and 1990) developed Principal Instructional Management Rating Scale (PIMRS) to assess and study instructional leadership. The instrument contains ten specific Instructional leadership functions within the three dimensions. Defining School's mission -Framing the school's Goals and communicating the school's goals, Managing the Instructional Program -Supervising and Evaluating Instruction, Coordinating the Curriculum and Monitoring Student Progress. Promoting a Positive School Learning Climate-Protecting Instructional Time, Promoting Professional Development, Maintaining Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning, Additionally, the instrument contained 50 critical Principal Instructional Leadership Behaviors. The instrument may be used as a principal self–assessment instrument and as an instrument for supervisors and teachers to record their perceptions of Principal's Instructional Leadership Behaviors (Hallinger and Murphy, 1987).

## IV. NEED FOR THE STUDY

From the review of related literature it is clear that: The research on Instructional leadership behavior of secondary school heads is found very limited in India. Majority of prior studies include mainly academic achievements of students as the outcome variable. Considering the importance of the head teacher's tasks his/her leadership style is one of the major factors determining the school climate in his/her school. It appears that the Head teacher's leadership pattern influence on the aims and objectives of education. Particularly, in south canara district (Karnataka state) an education hub, exhibits excellent achievement in secondary education. This has motivated the researcher, working as secondary school head, to study the ILB of heads of secondary school in south canara district. Thus it is felt that there is a need for the present study.

**Objectives of the study**

The objectives stipulated for the present study are, to study the Instructional leadership behavior of Male and Female heads of secondary school heads and to find the difference between Instructional leadership behavior of male and female heads of secondary schools.

**Hypotheses of the study**

There is no significant difference in ILB Domains of Heads of secondary schools with different types of school; there is no significant difference in Instructional leadership behavior of Heads of secondary schools with male and female heads.

## V. DESIGN AND METHODOLOGY OF THE STUDY:

Present study is survey type involving descriptive cum comparative research and it is taken up at South Canara district of Karnataka state. The sample for the study was drawn from all the six educational blocks including the entire South Canara district. The data was collected by administering ILDQ and analyzed using

statistical technique the difference between the Instructional leadership behavior components of Male and Female secondary school heads and the results were tabulated. Table-2 & Fig -1

## VI. TOOLS, DATA COLLECTION AND STATISTICAL ANALYSIS

Investigator approached secondary school heads personally, blockwise with the permission of Department of Public Instruction South Canara. Demographic Data sheet was prepared by the researcher to collect the details of selected variables secondary school heads. ILDQ constructed by investigator is used to collect the data required for the study. This self Inventory was designed to provide a personal profile of educational leadership. It consists of 50 behavioral components. Secondary school heads are asked to respond to each question by reflecting on their leadership performance. Mean, Standard Deviation, t-test was calculated to assess the significant difference between the variables selected as shown in the Table-2,

## VII. MAJOR FINDINGS

Group statistics; Table-3 and Independent Samples Test Table-4 inferred that there is difference in ILB Domains of Heads of secondary schools with Male and Female school heads. There for the previous hypothesis is rejected. There is significant difference in ILB components of Heads of secondary schools with male and female heads. Independent samples t-test; Table-2 for Comparison of ILB components of Male & Female secondary school heads concluded that there exists significant difference in ILB components of Heads of secondary schools with male and female heads so second hypothesis also rejected. But if we consider the behavioral components, curriculum coordination, administrative aspects and Observation and feedback, Male and Female school heads showed no significant difference with their mean scores. Findings of the present research reveal that an efficient person is the one, who is faithful to his duties, is a person with integrity, believe in cooperative, functioning, practice punctuality, acts with patience and is watchful of happenings. How and to what degree is depends upon one's ability to introspect and continuously bring in transformation of the self on these ILB. Male and female school heads differed significantly in all the domains of instructional leadership.

## VIII. CONCLUSION AND EDUCATIONAL IMPLICATION

The investigator made a practical and concerned effort systematically to arrive at the findings. At the secondary school level in the present study it is observed that the work values of the heads have significant leadership of those secondary school heads. From this study it is concluded that many factors of work values influence the contribution towards the Instructional leadership of secondary school heads and of course work values find special place in the field of educational leadership. The demand for the skilled Manpower in the emerging knowledge based system should be the priority of education but not the gender difference. They must be given more opportunities to reform and expand the better school climates. It takes a team of dedicated; at the same time entire school community should be supportive. The study found that the secondary school heads distinguish themselves as exhibiting instructional leadership behaviors at a high frequency. They must be given more opportunities to expand the untraced instructional leadership behaviors observed in the components of Supervision and Evaluation and entire school community should be supportive. The final recommendation is to continue to develop and effectively mentor secondary school heads as instructional leaders and it is very easy for large high schools to limit secondary school heads to a few prescribed job duties to achieve the Goals of school reform and effective instructional leadership preparation must become an Educational priority.

*Table-2 Mean leadership scores of male and female School heads and results of Independent samples 't' tests*

| Components | GENDER | N | Mean | S.D | t | Sig. |
|---|---|---|---|---|---|---|
| Total leadership | Male | 84 | 217.90 | 22.141 | -3.263 | .001 |
| | Female | 136 | 226.11 | 15.129 | | |
| Framing school goals | Male | 84 | 21.73 | 2.505 | -2.933 | .004 |
| | Female | 136 | 22.65 | 2.130 | | |
| Communicating school goals | Male | 84 | 21.69 | 2.896 | -3.906 | .000 |
| | Female | 136 | 23.05 | 2.242 | | |
| Professional development | Male | 84 | 22.10 | 2.984 | -1.186 | .237 |
| | Female | 136 | 22.56 | 2.710 | | |
| Observation & feedback | Male | 84 | 21.18 | 2.867 | -1.615 | .108 |
| | Female | 136 | 21.72 | 2.097 | | |
| Time management | Male | 84 | 21.83 | 2.908 | -1.735 | .084 |
| | Female | 136 | 22.47 | 2.473 | | |
| Monitoring teaching | Male | 84 | 21.95 | 2.643 | -2.717 | .007 |
| | Female | 136 | 22.81 | 2.009 | | |
| Transparency in administration | Male | 84 | 22.19 | 2.481 | -2.004 | .046 |
| | Female | 136 | 22.82 | 2.095 | | |
| Monitor student | Male | 84 | 22.37 | 2.610 | -1.977 | .049 |

| | | | | | | |
|---|---|---|---|---|---|---|
| learning | Female | 136 | 23.02 | 2.226 | | |
| Curriculum coordination | Male | 84 | 20.99 | 2.659 | -2.983 | .003 |
| | Female | 136 | 22.01 | 2.363 | | |
| Administrative aspects | Male | 84 | 21.88 | 2.967 | -3.455 | .001 |
| | Female | 136 | 22.99 | 1.807 | | |
| | | | | | | |
| Goal emphasis | Male | 84 | 86.29 | 9.271 | -4.112 | .000 |
| | Female | 136 | 90.71 | 6.663 | | |
| Instructional supervision and evaluation | Male | 84 | 65.20 | 7.314 | -2.221 | .027 |
| | Female | 136 | 67.01 | 4.745 | | |
| Monitoring teaching and learning process | Male | 84 | 66.42 | 7.252 | -2.291 | .023 |
| | Female | 136 | 68.39 | 5.464 | | |

*Figure1; Mean scores of I L of Male and*
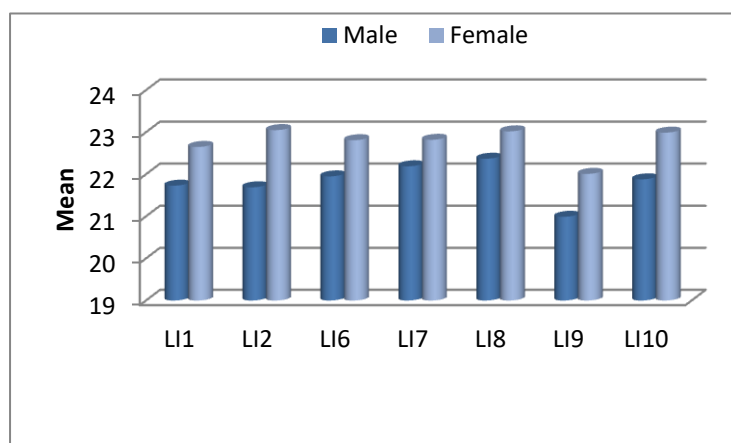


*Female secondary school heads*

*Table- 1 Instructional Leadership Domains*

| | Domains of IL | | Components of IL |
|---|---|---|---|
| I | Goal emphasis | 1 | Framing school goals |
| | | 2 | communicate the school goals |
| | | 3 | curriculum coordination |
| | | 4 | administrative aspects |
| II | Supervision and Evaluation | 5 | Observation and feedback |
| | | 6 | time management |
| | | 7 | Transparency in administration |
| III | Monitoring Teaching and Learning | 8 | professional development |
| | | 9 | monitoring teaching |
| | | 10 | monitoring student learning |

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