



RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS AND PROFESSIONAL DEVELOPMENT AS PERCEIVED BY SECONDARY SCHOOL TEACHERS

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Abstract

The aim of this research is to ascertain relationship between perceived transformational leadership of secondary school principals and professional development as perceived by secondary school teachers. Survey correlational method was employed. 774 secondary school teachers from Mumbai were the respondents. For gathering data rating scales were used. The obtained data were analysed using the MS Excel and Vassar stats. The findings from the research revealed that there is a direct positive relation between transformational leadership and professional development as perceived by secondary school teachers on the basis of school type and gender.

Keywords: Transformational Leadership, Professional development, Aided and Unaided school.



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Introduction

Leaders and leadership are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of organizations (Hoy & Miskel, 2008). Leadership is essentially about designing, managing and energizing the right connections, and untying the wrong ones, in order to make schools successful, equitable happier places. (Walker, Allan 2012). The role of the principal changed once again in the 1990s to require the transformational approach to leadership (Johnson, 1996). Leithwood et al. (1999) also considers the transformational leader as having the power to persuade others to change. By acting as a change agent, a shared vision is created for the school (Howell & Avolio, 1993). Additionally, Sergiovanni (1995) notes that transformational leadership motivates staff members to have a higher level of commitment to the organization. The principal's role as instructional leader includes attention to and support of teachers' professional development (Glanz, 2005; Holland, 2004), Lieberman and Miller (1990) described the importance of principals' active involvement in teachers' development in professional

practice schools. Liethwood (1992) described teacher development as “arguably the most central function of educational leadership” (p. 86). Professional development is a lifelong collaborative learning process that nourishes the growth of educators both as individuals and as team members to improve their skills and abilities (Speck, 2001, p.4). Bredeson, (1999, p. 4) refers ‘Professional development as learning opportunities that engage teachers’ creative and reflective capacities to strengthen their practice’. Fullan (1995, p.265) defined professional development as “ The sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change.” Joyce and showers (2002) emphasize that teachers need to persist in practicing new skills. In other words, professional development has to be considered within a framework of social, economic and political trends and events (Woods, 1994).

REVIEW OF THE RELATED LITERATURE

According to Limbare, S. J. (2014) Positive Leadership Styles of Managers. In the era of globalization and recession the managers were under tremendous pressure in India. Niti. S.A. and Venkat, R. K. (2005) points towards understanding transformational Leadership in India. According to Garg and Krishna (2003) studied transformational leadership and organizational Structure: The Role of Value-Based Leadership.” The importance of values-based leadership in transforming organizations and individuals is highlighted. Pan Xiaoxia and Wu Jing (2006) studied on transformational leadership which influence major changes in the attitudes and assumptions of organizational members and focus on building commitment in teachers. Robert Quinn (2000) studied the power of transformational leadership and the impact that individuals in all positions can have on those around them and the organization. Transforming a human system usually requires that we transform ourselves, and this is a key to the process.” Quinn writes, “To do that we need to go inside ourselves and ask who we are, what we stand for, and what impact we really want to have. Within ourselves, we find principle, purpose, and courage”. Saikia and Mukul (2013) studied the challenges of Higher Education in Assam for Development of Human Resources. Tyagi. (2010) studied the school-Based Instructional Supervision and the Effective Professional Development of Teachers. Kumari and Sucheta. (2000) studied about professional Growth of Teachers. Bozkus, K. and Bayrak, C. (2019) studied on the application of the dynamic teacher professional

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development through experimental action research. Cockpim, J. Somprach, K. (2019) studied on Learning Leadership of School Administrators and Teaching Behaviour Affecting the Effectiveness of Teacher Professional Development. Eurydice, M. K. and Maria, D. (2018) studied on “Making Use of the Lesson Study Approach to Secondary Education in Greece-The Contribution to the Professional Development of Teachers. Alibakhshi, G.; Dehvari, N. (2015) studied on EFL Teachers' perceptions of continuing professional development. Herdeiro, R; Costa e Silva, Ana, M. (2013) studied on “The Quality of Teaching and Professional Development of Teachers”

After reviewing the relevant literature the researcher observed that there were no studies done on perceived transformational leadership in relation with professional development. Therefore there was a need to conduct a study of this kind.

STATEMENT OF THE PROBLEM

“Relationship between Transformational Leadership of School Principals and Professional Development as Perceived by Secondary School Teachers.”

This study aims to ascertain relationship between transformational leadership of school principals and professional development as perceived by secondary school teachers of aided and unaided schools as well as by male and female teachers.

OPERATIONAL DEFINITIONS OF THE IMPORTANT TERMS

I. Transformational leadership:

Transformational leadership is operationalized as given by Bass and Avolio (1994). For the study transformational leadership is studied in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

II. Professional Development:

Professional development is studied in terms of leadership's/principal's role in encouraging activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. “Professional development is important in the educational institutes. The four different aspects of professional development were emphasized in the present study:

Encourage teachers to go out to attend professional development programs.

Provide resources for teachers in terms of time and money.

Organize in house professional development programs for teachers.

Encourages teachers for reflection and dialogues.

III. Aided School

School receiving one half of its maintenance costs from public funds (Government Fund). The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules.

IV. Unaided School

These schools are not government funded. These schools are fully owned and controlled by the private management. But these institutions are still subject to the government rules to some extent, especially in the monetary respects, curriculum, syllabus and examination.

SCOPE OF THE STUDY

The present study investigates the relationship among perceived transformational leadership of secondary school principals and professional development on the basis of teachers gender and school types.

There are three different types of boards for secondary schools in India. These are Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and Secondary School Certificate Board (SSC). The study is confined to the teachers of English medium school affiliated to Secondary School Certificate (SSC) board schools of Maharashtra State Board and did not include those teachers in any other school board like IB, ICSE, and CBSE.

The field of working is limited only to secondary schools in Greater Mumbai and does not include schools coming under the jurisdiction of Thane and Navi Mumbai. The respondents were from English medium schools of SSC board. The study excluded the other vernacular medium such as Marathi, Urdu and Gujarati. The present study is limited to secondary schools and it does not include primary or pre-primary schools.

SIGNIFICANCE OF THE STUDY

The application and utilization of study is the significance of that study. The strength of any profession depends upon the degree of commitment of its members. Education system of a developing country is considered to be the backbone and teachers are the central part of the education system. The capabilities and quality of principals' determines the success of education system. The study will be helpful as guidelines to management about professional

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development of teachers and its relation with the transformational leadership. It will also be helpful in school administration, planning and coordinating the teaching- learning process in school culture. It will helpful for administrators or school management to make efforts to enhance the leadership quality of principals.

OBJECTIVE OF THE STUDY

The objective was to ascertain the relationship between transformational leadership of secondary school principals and professional development in secondary schools as perceived by secondary school teachers.

NULL HYPOTHESIS

It was hypothesised that there is no significant relationship between transformational leadership of secondary school principals and professional development in secondary schools as perceived by secondary school teachers on the basis of

- School Types (Aided and Unaided)
- Gender (Male and Female)

RESEARCH DESIGN OF THE STUDY

The Methodology of the present study is co-relational.

Sample used for the study, comprise of 774 secondary school teachers of 47 schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education in Greater Mumbai from North, Central and South zone.

Tools to study these variables were administered to secondary school teachers from Greater Mumbai North, Central and South zone.

Following tools were used by the researcher for the purpose of the present study

1. Transformational leadership Rating Scale developed by Researcher.
2. Professional Development Rating Scale developed by Researcher.

Techniques of data analysis statistical technique used were coefficient of correlation.

TESTING OF HYPOTHESIS

Table 1 shows the r value for the relationship between transformational leadership scores with professional development in secondary schools.

Table 1 Relationship between Transformational Leadership with Professional Development

Variables		Group	N	df	Table Values		r	LOS	Variance $r^2 \times 100$
					0.05	0.01			
Transformational Leadership with Professional Development	School Types	Aided	466	464	0.088	0.115	0.74	0.01	55.88
		Unaided	308	306	0.098	0.128	0.70	0.01	50.03
	Gender	Females	674	672	0.062	0.081	0.73	0.01	54.02
		Males	100	98	0.195	0.254	0.76	0.01	58.19

Findings and conclusions

The obtained r values in table 1 indicate **direct positive relationship** between **Transformational leadership** of secondary school principals and **Professional Development** in secondary school for all groups. Thus the null hypothesis is rejected and it can be concluded that there is significant relationship between transformational leadership of secondary school principals and professional development in the school. This indicates that if transformational of school principal in terms of team building, inter personal relationship, developing others, conflict management, service orientation and cultural awareness, as perceived by school teachers is better, better would be the professional development.

The strength of the association or relationships between perceived transformational leadership and professional development are moderate to substantial for all groups.

The relationship between transformational leadership of secondary school principals and professional development in school on the basis of school type and gender is significant at 0.01 levels indicating that out of 100 trials; 99 times the results will be similar.

DISCUSSION

There is a **direct positive relationship** between **Transformational Leadership** of secondary school principals and **Professional Development** in secondary school for all groups. Thus the null hypothesis is rejected and it can be concluded that there is significant relationship between transformational leadership of secondary school

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principals and professional development in the school. This indicates that if transformational leadership of school principal in terms of team building, interpersonal relationship, developing others, conflict management, service orientation and cultural awareness, as perceived by school teachers is better, better would be the Professional development. Robert Quinn (2000) touts the power of transformational leadership and the impact that individuals in all positions can have on those around them and the organization. "We can each become transformational change agents." he writes. "We do not need to be world leaders, leaders of an organization, or even the head of a family to do this. Each of us can make a significant contribution to positive change in ourselves, our relationships, and in any organization or culture in which we take part. Transforming a human system usually requires that we transform ourselves, and this is a key to the process." Quinn writes, "To do that we need to go inside ourselves and ask who we are, what we stand for, and what impact we really want to have. Within ourselves, we find principle, purpose, and courage."

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