

Principal Leadership Styles in High-Academic Performance of Selected Secondary Schools in Kelantan Darulnaim

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Abstract

This study aims to investigate the perceptions of teachers toward the principal leadership styles in high-academic performance schools. It involved five selected secondary schools that are acknowledged by the State Department of Education, Kelantan as the 'A' or 'control' schools. Besides, this study also intends to investigate the relationship between teachers' characteristics and perceptions of principal leadership styles. The study is quantitative in nature. Total 100 teachers' responses were collected through questionnaire. The findings of this study showed that the teachers perceived positively toward principal leadership styles. Moreover, study also found that the role of principal is important in determining the high-academic performance of students in examinations.

Keywords: Principal leadership styles, high-academic performance, transformational leadership, instructional leadership, academic excellence.

1. Introduction

The issue of leadership styles is considered as a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their daily organizational activities, programs, and performance. In Malaysia, there is rapid and increasing awareness in various sectors and fields, including the educational institutions such as universities, colleges, schools, and others, which indirectly related to educational domain.

The role of a principal in relation to school administration is a topic that has been subjected to close investigation. In this case, quality leadership styles performed by a principal are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the principal will directly lead students into the right path of academic and non-academic excellence.

Nowadays, the role of a principal is to emphasize his or her role as the transformational and instructional leader. This is because effectiveness is ultimately determined by the impact of the principal on student learning. Most of the research findings in the literature strongly imply that the principal is the most important person in providing leadership for improved instruction and better curricula (Mahmood, 1993).

In order to enhance high-academic excellence in educational performance, it is important to deal with effective leadership styles performed by principals, as they indeed play the most important role for determining students' excellence in academic. Hence the objectives of this study are to examine teachers'

perception on the principal leadership styles in high-academic performance schools and investigate the relationship between teachers' characteristics and perceptions of principal leadership styles.

2. Literature Review

The principal has always been looked up as a leader. Complex organizations such as schools need principals with leadership characteristics to play an active role in steering the organization towards excellence. According to Beare, et al. (1989), outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There is no doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority (Abrar et al., 2010).

Leadership is regarded as the single most important factor in the success or failure of institutions such as schools (Hoy & Miskel, 2001; Leithwood, 1996; Markley, 1996). In contemporary affairs, governments or companies that prosper are said to enjoy good leadership; whereas in those that fail, the leaders are to blame (Campbell, et al. 1983). Getting the job done and done well require good leadership and good management (Ubben & Hughes, 1992).

According to Crum & Sherman (2008), the principals provided valuable insights into their daily practices that foster an environment which is supportive of high-student achievement. These practices are categorized in developing personnel and facilitating leadership, responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

Research done by Jaafar (2004) found that there were significant differences within the execution behavior of principal instructional leadership, teachers' commitment (Ahmad, 2012), and job satisfaction in effective and less effective schools. Moreover, there is a significant correlation between instructional leadership styles of principal within teachers' job satisfaction and commitment in effective schools. The principals had practiced and implemented eleven job functions of instructional leadership. Monitoring student progress was the most dominant function implemented, followed by framing school goals, maintaining high visibility, developing and enforcing academic standards (Hatta, 2009).

Kythreotis, et al. (2010) found that students' achievement gains were found to be related with five factors at the school level: the principals' human resource leadership style and four dimensions of organizational culture. Principal as a leader should be able to implement the most suitable leadership styles that suit his school most. It is important for the principal to possess the ability and capacity in balancing the relationship between productivity and educational objectives along with coping with the stress (Yusof, 2012). The school principal must develop his or her leadership capacity in developing the styles of leadership and management techniques in order to ensure job satisfaction and effective teaching instructions among teachers (Ibrahim, 2003).

The research done by Sammons et al (2011) found that leadership effects directly and indirectly on a range of school and classroom processes and effects indirectly on improvements in schools' academic results. Jacobson (2011) found that direction setting, developing people and redesigning the organization were practices common to successful principals in all contexts, including those in challenging, high-poverty schools. These practices manifested varied in relation to national context and tradition. Distributed teacher leadership and professional self-renewal emerged as process central to sustaining success. A change in organizational governance was necessary to allow these processes to continue over time.

3. Research Methodology

Due to time constraints, the study had limited the sample size to five secondary schools. The researcher selected schools that are located in Kota Bharu, Kelantan. All schools are located in urban area. The total numbers of teachers in targeted schools are 412. Three of the five secondary schools are single-sex schools. Total 100 questionnaires were distributed to collect the primary data. The teachers were randomly selected as it was considered as the best way to choose an unbiased sample. All selected teachers had also taught in the school for at least six years.

Questionnaire item 1-12, which were adopted from Siew (1998) was measured using the MLQ (Multifactor Leadership Questionnaire). Items 13-30 were adopted from KhairulNisak Abdul Rahman (1998). The

Bahasa Malaysia version was also provided for the respondents' better comprehension of understanding. The reliability of perceived styles of principal in leading academic performance has alpha value 0.9774.

The reliability score of transformational leadership styles of principal is 0.9457. The reliability score of instructional leadership styles of principal is 0.9686. This showed that all items used in this study are well above the acceptance score.

Data collection was carried out for 11 days. The researcher asked permission from the principals or the head teachers of the selected schools to get the teacher's response. Data was analyzed by using SPSS.

4. Data Analysis and Findings

The respondents who participated in this study were randomly selected in accordance to the list of teachers obtained from the office of each school. The number of respondents used for the study was 96 teachers out of the total distribution of 100 questionnaires, as 4 questionnaires were not returned back to the researcher. Therefore, the response rate was 96%. Table 1 presents the details of demographic characteristics of respondents.

As can be noted from Table 1, the percentage of respondents was higher on female teachers (59.4%) compared to the male teacher (40.6%). In terms of age, 8.3% were between 21 to 30 years old, whereas 45.8% of the teachers surveyed were between 31 to 40 years old. There were 36.5% teachers who were classified between 41 to 50 years old and 9.4% were above 51 years old.

Regarding race, the majority of the respondents which was about 95.8% Malay/ Bumiputera, followed by 3.1% Chinese and 1.0% from other races. Almost all of the respondents were Malay as the structure of Kelantan population was Malay majority.

In relation to the academic qualifications of the respondents, most of the teachers were Bachelor Degree holders (88.5%). This was followed by teachers with Master Degree (6.3%), and then followed by Diploma (3.1%), and SPM (2.1%).

Regarding the teaching experience, 7.3% teachers have less than 5 years teaching experience. Teachers who had 5 to 10 years teaching experience were 27.1%, whereas 29.2% had 11 to 15 years of teaching experience. There were 18.8% teachers who were classified in 16 to 20 years of teaching experience, whereas 17.7% of respondents possessed more than 21 years of teaching experience.

Under the domain of transformational leadership styles of principals, four leadership dimensions were identified. These dimensions were principal's charisma, inspiration, individualized consideration and intellectual stimulation.

4.1 Charisma

Table 2 shows the findings according to the teachers' perceptions of principals' charisma. The results reveal that the respondents indicate high perceptions to all three items in charisma as all three items scored more than 60%.

The highest score was on the item which related to the involvement of principals in providing reassurance that stressed on overcoming obstacles which scored 82.3%. This item that asked whether the principals made personal sacrifices for the benefit of others scored the lowest percentage (63.5%). This showed that the teachers perceived that their principals possessed low personal sacrifices in their contribution for the benefit of the teachers, staff, subordinates, and so on.

In sum, the mean percentage of the three items under the domain of principals' charisma as perceived by teachers was 71.1%. This indicated that the teachers perceived that their principals had possessed charisma in their styles of leadership.

4.2 Inspiration

Table 3 shows the findings according to teachers' perception of principals' inspiration. The results portray that the respondents denote high perceptions to all three items in inspiration because all three items scored more than 80%.

In relation to principals' inspiration, the majority of respondents favored 'often' scale whereby nobody ticked 'never' scale. It was found that the respondents seemed to agree with their principals often practice

this kind of leadership by setting high standards and expressing confidence that the schools would achieve their goals. Both items scored 92.7%. While the item that stated the principals' continuous encouragement scored 84.4%.

In sum, the mean percentage of the three items under the domain of principals' inspiration was 89.9%. This designated that the teachers perceived that their principals possessed inspiration in their styles of leadership.

4.3 Individualized Consideration

Table 4 shows the findings according to teachers' perception of principals' individualized consideration. The findings on Table 4 reveal that the respondents indicated high perceptions only on one item (80.2%) that denoted the principals' contribution in promoting self-development. The other two items in domain scored below 60%.

As can be noted from the table 4, the item that asked whether the principals provided useful advice for teachers' development scored 59.4%. Besides, the item that asked whether the principals listen attentively to teachers' concerns scored the lowest percentage (53.1%). Both items (Item 7 and 8) showed that some teachers of the selected five schools did not agree that their principals would often listen attentively to their concerns and would often provide useful advice to them, as the percentage of both items in the 'sometimes' scale was quite high, which scored 41.7% and 33.3% respectively.

In sum, the mean percentage of the three items under the domain of principals' individualized consideration was 64.2%. This indicated that the teachers perceived that their principals showed individualized consideration in their styles of leadership.

4.4 Intellectual Stimulation

Regarding to intellectual stimulation, Table 5 shows the results according to teachers' perception of principals' practice of it. The findings on this table 5 reveal that the respondents indicate high perceptions to all three items in intellectual stimulation as it scored more than 60%.

Teachers perceived that the principal often suggests new ways of looking at how they did their job as it scored the highest percentage (80.2%). This was followed by the item that the principals seek different perspectives when solving problems that scored (74.0%). The lowest percentage (64.6%) was on the principals' emphasis on the value of questioning assumptions.

Moreover, for item 10 and 12, both indicated that only 1% teachers perceived that the principals never emphasized the value of questioning assumptions and never suggested new ways of looking at how they did their job. Whereby nobody perceived their principals as never sought different perspectives when solving problems.

The mean percentage of the domain of principal's intellectual stimulation as perceived by teachers was 72.9%.

4.5 Mean Comparison of Transformational Leadership Styles of Principal as Perceived by Teachers

According to the data in Table 6, the principals' inspiration scored the highest dimension in the domain of transformational leadership styles of principal (89.9%) compared to other leadership dimension. This followed by principals' intellectual stimulation and charisma, which scored 72.9% and 71.1% respectively. However, the principals' individualized consideration scored the lowest (64.2%).

In sum, this findings denoted that the teachers perceived that the principals possessed transformational leadership characteristics such as inspiration, intellectual stimulation and charisma as their principals often exhibit that kind of behavior in leading the schools towards high-academic excellence in students' performance, as the mean percentage scored more than 70%.

In contrast, some of the respondents perceived the principals were low in considering individuals in the school, as it may be a difficult task for the principals to pay their concentration and considerations to each and every staffs in the schools.

4.5 Instructional Leadership Styles of Principals

Three dimensions were identified under this domain. These dimensions were the principals' role in supervision of teaching and curriculum management, their contributions towards the effectiveness of teaching resources and Staff Development Programs.

4.6 The Supervision of Teaching and Curriculum Management

Data in Table 7 displays the findings according to teachers' perception of principals' role in supervision of teaching and curriculum management. From the results in Table 7, five of six items scored above 50%. The item that indicated that the principals provide school climate that stresses on high learning standards scored the highest percentage that is 84.4%. This was followed by the item that indicated the principals use the test marks and examination results to help enhance the students' performance, which scored 76.0%.

In addition, the teachers observed that the principals often helped them in enforcing the school academic guidelines, worked together with them so as to ensure the pedagogical objectives were in lined with the school mission, and gave relevant recommendation to them after supervision. The three items scored 69.8%, 65.6% and 52.1% respectively.

However, item 15 showed that there were some teachers (46.9%) who perceived that their principals sometimes supervised and monitored their teaching in class compared to 44.8% teachers who perceived that their principals often supervised and monitor them. This item obtained the lowest score in 'often' scale.

In general, there were 65.5% teachers responded that their principal often played their role in supervision of teaching and curriculum management whereby 4.52% respondents illustrated their principals as never played their role. This showed that the teachers perceived that their principals had played their roles in supervising and managing the teaching process and curriculum development.

4.7 Contributions towards the Effectiveness of Teaching Resources

Table 8 illustrates the teachers' perceptions on principals' contributions towards the effectiveness of teaching resources. All seven items in the domain scored above 60%. The majority of the respondents favoured 'often' scale whereby Item 22 (Emphasizes on the role of Resource Centre or library in students' achievement) showed the highest percentage (80.2%). Simultaneously the item no 22 ranked the lowest for 'sometimes' scale (19.8%) and 0% for 'never' scale.

The lowest percentage in the 'often' scale secured at Item 24 and 25 which were "Encourages teachers to make their own teaching materials" and "Cooperates with teachers to identify and ensure all resources available to be used" respectively. Both items indicated 68.8%.

Meanwhile, the items that showed the principals often provided teachers with needed teaching materials, supported teachers in trying new methods of teaching, and involved teachers in planning and making teaching resources amounted to 75.0%, 72.9%, and 70.8% respectively.

In addition, only 1% participants responded that the principals never got outside resources for students to have the maximum benefit in education, and never encouraged teachers to make their own teaching materials (Item 23 and 24).

Conclusively, the table 8 indicated that the principals contributed towards the effectiveness of teaching resources as the mean percentage for the dimension was 72.8%.

4.8 Contributions in Staff Development Programs

Table 9 presents the teachers' perceptions on principals' contributions toward Staff Development Programs. There were five (5) items in this dimension of which only one item scored below 60%. The teachers generally agreed that the principals encouraged them to carry out things learned from seminars and courses as this item indicated the highest score (82.3%). The item that scored below 60% was the principals' contributions in carry out workshop, discussion, and guidance in order to help teachers (57.3%).

Meanwhile, the items that showed the principals helped teachers to face changes and responsibilities in carrying out their duties the best way possible, encouraged teachers to have professional discussion among them, assessed and evaluated the staff development programs and teachers professional development amounted to 81.3%, 76%, and 67.7% respectively.

Conclusively, the table 9 indicated that the teachers' perceived that the principals had contributed towards Staff Development Programs as the mean percentage was 72.9%.

4.9 Mean Comparison of Instructional Leadership Styles of Principal as Perceived by Teachers

Table 10 shows from the three domains of principal's instructional leadership, the teachers in general agreed that their principals focused more on the effectiveness of teaching resources and Staff Development Programs as both domains scored more than 70%.

However, it was proved that the principals sometimes pay their concentration in supervising and managing the teaching and curriculum in schools as some teachers revealed their disagreement that the principal supervise their works. This may be due to the principals' works was overloaded with administrative and office tasks that may reduce their time in instructional leadership, especially in supervision of teaching and curriculum management.

4.10 Relationship of Teachers' Characteristics and Perceptions of Principal Leadership Styles

Table 11 displays the correlation between the teachers' demographic characteristics and the perceptions of principal leadership styles. This section addresses the second research question, "Is there any relationship between teachers' characteristics and perceptions of principal leadership styles?"

In order to examine the strength of the relationship between these two variables, Spearman's rho correlation coefficient was used. The numerical values of correlation coefficient yield a clear indication of investigation. According to Schacht and Stewart (1995), the closer the final answer is to the value of 1, the more the two variables are associated together and the greater amount of variability in the dependent variable is inferred as due to regression. The value near to +1 or -1 suggested strong relationship. Conversely, the closer the final answer is to 0, the less the variables are associated together and indicates a weak relationship. However, correlations ranging from 0.20 to 0.35 show very slightly relationships between variables, and beyond 0.35 is statistically significant (Cohen & Manion, 1994).

This study attempted to investigate the relationship between the respondents' demographic variables and the seven domains of principal leadership styles.

According to the data in Table 11, there was no significant relationship between teachers' characteristics and the seven dimensions of principal leadership styles. For instance, the correlation coefficient between teachers' highest academic qualification and the principal individualized consideration was 0.31, which showed there was a slight relationship between the two variables. In addition to teachers' highest academic qualification and the principal's inspiration and charisma, there was also insubstantial relationship between the two variables, i.e. 0.24 and 0.22.

Besides, it is proved from Table 11 that the correlation coefficient between teachers' highest academic qualification and the seven dimensions of principal leadership styles indicated positive correlation coefficient.

Furthermore, there was also a faint correlation coefficient between the gender of the teacher and the principal leadership styles such as principals' contributions towards staff development programs, principals' role in supervision of teaching and curriculum management, principals' intellectual stimulation and individualized consideration, which indicated slightly coefficient relationship, i.e. -0.24, -0.22, and -0.21 respectively. However, the correlation coefficient between both variables indicated negative correlation coefficient.

Finally, there were weak relationships between teachers' years of teaching experience and their perception of principals' contributions towards Staff Development Programs, and between the race of teachers and their perceptions towards principals' intellectual stimulation, i.e. -0.01.

5. Conclusion

The findings of the study suggested that most of the teachers had positive views towards the principal leadership styles in enhancing teaching-learning process in their schools. It is also identified that there was a sense of awareness and consciousness among teachers on the role of principal in ensuring and determining academic excellence.

The principal was generally perceived to display a high degree of transformational leadership especially in the domain of inspirational influence, which ranked highest in terms of frequency of occurrence. This was followed by leadership attributes of intellectual stimulation and charisma, which were also displayed rather

frequently, or at least, sometimes. Comparatively, principals' individualized consideration was the least observed behavior. Perhaps, this can be explained by the notion that is humanly impossible and unworkable for one person (the principal himself) to give individual attention to every teacher in the school in every area of need.

Conclusively, strong principal leadership was perceived to be one of the most important contributory factors to a school's success. Other important factors include a more disciplined environment, better academic approach in teaching and learning process, teachers' dedication and cooperation, team spirit, good teacher-student relationship, students' improved attitude towards education, and the emphasis on the importance of the national language.

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Table 1: Demographic Data of the Respondents

Variables	Groups	N	%
Gender	Male	39	40.6
	Female	57	59.4
Age	21-30	8	8.3
	31-40	44	45.8
	41-50	35	36.5
	51 and above	9	9.4
Race	Malay/ Bumiputera	92	95.8
	Chinese	3	3.1
	Others	1	1.0
Highest Academic Qualifications	SPM	2	2.1
	Diploma	3	3.1
	Bachelor	85	88.5
	Master	6	6.3
Years of Teaching Experience	Less than 5 years	7	7.3
	5-10 years	26	27.1
	11-15 years	28	29.2
	16-20 years	18	18.8
	More than 21 years	17	17.7

Table 2: Principals' Charisma Perceived by Teachers

Item	Principals' Charisma	Never N (%)	Sometimes N (%)	Often N (%)
1	Makes personal sacrifices for the benefit of others	1 (1.0)	34 (35.5)	61 (63.5)
2	Provides reassurance that we will overcome obstacles	-	17 (17.7)	79 (82.3)
3	His actions increase my respect for him	1 (1.0)	30 (31.3)	65 (67.7)
Mean Percentage		0.7%	28.1%	71.1%

Table 3: Principals' Inspiration Perceived by Teachers

Item	Principals' Inspiration	Never N (%)	Sometimes N (%)	Often N (%)
4	Sets high standards	-	7 (7.3)	89 (92.7)

5	Expresses his confidence that we will achieve our goals	-	7 (7.3)	89 (92.7)
6	Provides continuous encouragement	-	15 (15.6)	81 (84.4)
Mean Percentage		-	10.1%	89.9%

Table 4: Principals' Individualized Consideration as Perceived by Teachers

Item	Principals' Individualized Consideration	Never N (%)	Sometimes N (%)	Often N (%)
7	Listens attentively to my concerns	5 (5.2)	40 (41.7)	51 (53.1)
8	Provides useful advice for my Development	7 (7.3)	32 (33.3)	57 (59.4)
9	Promotes self-development	4 (4.2)	15 (15.6)	77 (80.2)
Mean Percentage		5.56%	30.2%	64.2%

Table 5: Principals' Intellectual Stimulation as Perceived by Teachers

Item	Principals' Intellectual Stimulation	Never N (%)	Sometimes N (%)	Often N (%)
10	Emphasizes the value of questioning assumptions	1 (1.0)	33 (34.4)	62 (64.6)
11	Seeks different perspectives when Solving problems	-	25 (26)	71 (74.0)
12	Suggests new ways of looking at how we do our jobs	1 (1.0)	18 (18.8)	77 (80.2)
Mean Percentage		0.6%	26.4%	72.9%

Table 6: Mean Percentage of Transformational Leadership Styles of Principal as Perceived by Teachers

Domains of Transformational Leadership Styles of Principal	Mean Percentage
Charisma	71.1%
Inspiration	89.9%
Individualized Consideration	64.2%
Intellectual Stimulation	72.9%

Table 7: Principals' Role in Supervision of Teaching and Curriculum Management As Perceived by Teachers

Item	Supervision of Teaching & Curriculum Management	Never N (%)	Sometimes N (%)	Often N (%)
13	Provides school climate that stresses on high	-	15	81

	learning standards		(15.6)	(84.4)
14	Helps teachers in enforcing the school academic Guidelines (i.e. grading, streaming etc.)	4 (4.2)	25 (26)	67 (69.8)
15	Supervises and monitors the teachers' teaching in class	8 (8.3)	45 (46.9)	43 (44.8)
16	Gives relevant recommendation to teachers after the supervision	8 (8.3)	38 (39.6)	50 (52.1)
17	Works together with teachers so as to ensure the pedagogical objectives are in lined with the school mission	4 (4.2)	29 (30.2)	63 (65.6)
18	Uses the test marks and exam results to help enhance the students' performance	2 (2.1)	21 (21.9)	73 (76.0)
Mean Percentage		4.52%	30%	65.5%

Table 8: Principals' Contributions towards the Effectiveness of teaching Resources as Perceived by Teachers

Item	Contributions towards the Effectiveness Of Teaching Resources	Never N (%)	Sometimes N (%)	Often N (%)
19	Provides teachers with needed teaching materials	2 (2.1)	22 (22.9)	72 (75.9)
20	Involves teachers in planning and making teaching resources	2 (2.1)	26 (27.1)	68 (70.8)
21	Supports teachers in trying new method of teaching	2 (2.1)	24 (25)	70 (72.9)
22	Emphasizes on the role of Resource Centre or Library in students' achievement	-	19 (19.8)	77 (80.2)
23	Gets outside resources for students to have the Maximum benefits from education	1 (1.0)	25 (26)	70 (72.9)
24	Encourages teachers to make their own teaching materials	1 (1.0)	29 (30.2)	66 (68.8)
25	Cooperates with teachers to identify and ensure all resources available to be used	3 (3.1)	27 (28.1)	66 (68.8)
Mean Percentage		1.63%	25.6%	72.8%

Table 9: Principals' Contributions in Staff Development Programs As Perceived by Teachers

Item	Contributions in Staff Development	Never N (%)	Sometimes N (%)	Often N (%)
26	Helps teachers to face changes and responsibilities in carrying out their duties the best way possible	1 (1.0)	17 (17.7)	78 (81.3)

27	Encourages teachers to carry out things Learned from seminars and courses	1 (1.0)	16 (16.7)	79 (82.3)
28	Carries out workshop, discussion and Guidance to help the teachers	4 (4.2)	37 (38.5)	55 (57.3)
29	Assesses and evaluates the staff Development programs & teachers professional development	4 (4.2)	27 (28.1)	65 (67.7)
30	Encourage teachers to have professional discussion among them	1 (1.0)	22 (22.9)	73 (76.0)
Mean Percentage		2.28%	24.8%	72.9%

Table 10: Mean Percentage of Instructional Leadership Styles of Principal as Perceived by Teachers

Domains of Instructional Leadership Styles of Principal	Mean Percentage
Supervision of teaching and curriculum management	65.5%
Contributions towards the effectiveness of teaching resources	72.8%
Contributions in Staff Development Programs	72.9%

Table 11: Relationship of Teachers' Characteristics and Perceptions of Principal Leadership Styles

Dimension of Principal Leadership Styles	Gender	Age	Race	Highest Academic Qualification	Years of Teaching Experience
Charisma	-.2	.02	-.15	.22	.04
Inspiration	-.08	-.07	-.16	.24	-.07
Individualized Consideration	-.21	.04	-.13	.31	.02
Intellectual Stimulation	-.21	-.09	-.01	.16	-.09
Supervision of Teaching & Curriculum Management	-.22	.10	.02	.17	.09
Contributions toward Effectiveness of Teaching Resources	-.1	.1	.07	.05	.11
Contributions in Staff Development Programs	-.24	-.02	-.06	.11	-.01

Correlation is Significant at the .05 level 1 (2-tailed).