

Exploring The Impact of Educational Leadership on Secondary School Teachers' Professional Growth: A Comprehensive Survey

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ABSTRACT

The study titled "Educational Leadership: A Survey on Secondary School Teachers" was conducted in the Sadar block of Balasore, Odisha, with a focus on 121 teachers from 19 secondary schools. A sample of 93 teachers, selected using the Raosoft sample size calculator at a 95% confidence level through stratified random sampling, participated. The research aimed to explore leadership qualities among secondary school teachers, specifically comparing the perceptions of science and humanities teachers. Using percentage analysis, the study analyzed quantitative and qualitative data collected via questionnaires and standardized tools. The findings revealed that teachers generally have a positive perception of leadership traits such as interpersonal relations, intellectual operations, and emotional stability. However, many indicated a need for improvement in ethical and moral strength. While communication adequacy and operational citizenship were rated positively, a minority of teachers gave lower ratings in these areas. The study concluded with recommendations for schools to offer professional development programs, mentorship initiatives, and collaborative efforts to enhance leadership skills. Access to workshops, relevant literature, and conferences was suggested as essential for fostering continuous growth in educational leadership among teachers.

Key words: Educational Leadership, Secondary School Teachers, Teacher Perceptions, Leadership Qualities

1. Introduction

The research on “educational leadership in secondary schools” highlights the critical role that effective leadership plays in shaping the academic environment and overall success of both students and educators. Leaders in this context are responsible for vision-setting, fostering a positive school culture, managing crises, and ensuring equity and inclusion. Their ability to navigate complex challenges significantly impacts student learning outcomes and school performance, particularly in underserved areas.

School leadership ranks second only to teaching in influencing student outcomes. Effective leaders cultivate supportive and enriching environments, adapting to unforeseen challenges such as the COVID-19 pandemic. Adaptable leadership ensures continuity in education and fosters a conducive learning atmosphere.

Various leadership styles are explored, including autocratic, democratic, transformational, and servant leadership. Each style offers unique benefits, depending on the needs of the school. Moreover, educational leaders play a pivotal role in promoting teacher professional development, creating environments that encourage reflection and growth. They address diverse cultural and socioeconomic backgrounds to ensure inclusive education for all students.

Data-driven decision-making is another key aspect of educational leadership, guiding strategies that promote continuous improvement. Leaders also engage stakeholders—parents, teachers, students, and the community to foster a collaborative atmosphere that supports student success.

Visionary thinking and resilience are essential traits of effective school leaders, who inspire and unify their communities. This research underscores the importance of leadership in problem-solving and fostering a culture of

continuous school improvement, ultimately advancing educational excellence and enhancing student outcomes in secondary schools.

2. Objective

1. To study the educational leadership qualities among secondary school teachers.
2. To identify the educational leadership qualities among teachers based on their teaching subjects.
3. To suggest improvement strategies of educational leadership to secondary school teachers

3. Research Questions

1. What are the leadership qualities among the secondary school teachers?
2. What leadership qualities the secondary school teachers possess based on their teaching subject?
3. What are improvement strategies can be suggested to the secondary school teachers?

4. Research Methodology

Research Design

This study aims to explore the status and effectiveness of leadership qualities among secondary school teachers in the Sadar block of Balasore, Odisha. Utilizing a descriptive research method, data will be collected through quantitative tools to assess and understand the existing leadership qualities of these teachers.

Population and Sample

The study focuses on 121 secondary school teachers from 19 schools in the Sadar block of Balasore, Odisha. Using the Raosoft sample size calculator, 93 science and humanities teachers were selected at a 95% confidence level through stratified random sampling to ensure proportional representation for assessing their perceptions on educational leadership qualities.

Tools

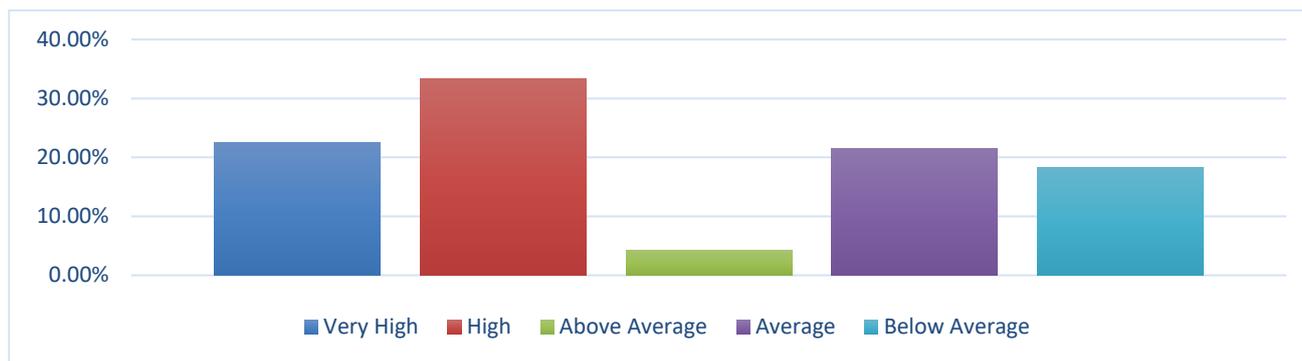
The data will be collected using standardised tools by Dr. (Mrs.) Haseen Taj named as "Leadership Effectiveness Scale" It consists of 79 items, and ticking all items is compulsory. It will take nearly 30 minutes to fill out the questionnaire.

5. Analysis and Interpretation

Leadership Qualities among Secondary School Teachers

This study investigates the leadership qualities of 93 secondary school teachers using Dr. Haseen Taj's Leadership Effectiveness Scale. Data were collected and analyzed based on the scale's criteria to assess the teachers' leadership effectiveness and provide insights into their leadership capabilities.

Leadership effectiveness level	Number of teachers	Percentage
Very High	21	22.58%
High	31	33.33%
Above Average	4	4.3%
Average	20	21.52%
Below Average	17	18.27%
Low	-	-
Very low	-	-
Total	93	100%



Interpretation

The leadership effectiveness of secondary school teachers in the Balasore district of Odisha is a diverse range, with 31 out of 93 teachers exhibiting high levels of effectiveness. This indicates a third of teachers demonstrate strong leadership skills, contributing positively to the educational environment and student outcomes. However, only 4 teachers fall under the "above average" category, indicating a gap between highly effective leaders and those slightly below. No teachers fall into the "low" or "very low" categories, indicating a baseline level of leadership capability. Schools could benefit from tailored professional development programs to elevate those in the "above average" category to the "high" category. Maintaining and nurturing high-performing leaders is essential, and this can be achieved through continuous support, advanced training, and leadership roles within the school system.

Percentage Analysis of Leadership Effectiveness Status Based on Domain

Domains	Leadership Effectiveness Status						
	VH	H	AA	A	BA	L	VL
Interpersonal Relations	41.93%	19.35%	22.58%	11.83%	4.30%	-	-
Intellectual operations	56.68%	27.95%	7.52%	2.15%	1.07%	-	-
Behavioural and Emotional stability	34.40%	35.48%	21.50%	7.52%	1.07%	-	-
Ethical and moral strength	-	-	5.37%	25.80%	24.73%	29.03%	15.05%
Adequacy of communication	22.58%	22.58%	19.35%	15.05%	17.20%	3.22%	-
Operational as a citizen	21.50%	21.50%	12.90%	4.30%	17.20%	19.35%	3.22%

Interpretation

On the basis of the analysis of the collected data the investigator tried his best to give a detailed and comprehensive analysis of the perceptions of teachers regarding the effectiveness of leadership qualities from secondary school teachers.

Domains 1: Interpersonal Relations

Table shows, the majority of instructors, 41.93% with very high interpersonal relations responses and 19.35% with high responses, confirmed their ability to build strong interpersonal relationships and possess practical leadership abilities. When assessing the efficacy of leadership traits in interpersonal relationships, 22.58% of respondents gave answers above average, 11.83% gave average responses, and 4.30% gave responses below average.

Domains 2: Intellectual operations

The data in Table shows that most participating teachers rated the Intellectual Operations in Leadership scale positively. Specifically, 34.40% marked their responses as very high, and 35.48% as high. Additionally, 7.52% rated it above average and 2.15% as average. Only a tiny fraction, 1.07%, rated it below average, with no responses

recorded for low or very low. This suggests a strong consensus among the teachers that intellectual operations in leadership are highly valued and effectively practised. The overwhelmingly positive ratings indicate a general satisfaction and approval of leadership intellectual operations among the teachers.

Domains 3: Behavioural and Emotional stability

Behavioural and emotional stability are crucial for effective leadership among secondary school teachers. According to the data, 34.40% of teachers gave very high responses, and 35.58% gave high responses, indicating that they strongly believe discussions with teachers are closely tied to these qualities. Additionally, 21.50% rated their responses above average and 7.52% average. Only 1.07% rated below average, with no reactions recorded for low or very low. This highlights a strong consensus that behavioural and emotional stability are essential for effective leadership in educational settings.

Domains 4: Ethical and moral strength

The majority of respondents, 29.03%, provided low responses, and 24.73% gave below average responses, indicating a perceived weak connection with teachers regarding ethical and moral strength. Additionally, 15.05% shared low responses, expressing a similar sentiment. Meanwhile, 25.80% rated their connection as average, and only 5.73% rated it as above average. These results suggest that many teachers feel disconnected from their peers when it comes to ethical and moral strength, highlighting an area needing improvement in teacher relationships and support.

Domains 5: Adequacy of communication

Regarding the adequacy of communication, 22.58% of teachers rated it as very high, and another 22.58% rated it as high, indicating that nearly half of the respondents feel highly confident in their communication skills about leadership qualities. Additionally, 19.35% of teachers rated their communication adequacy above average and 15.05% average. However, 17.20% of teachers responded below average, and 3.22% rated their communication skills low. This suggests that while a significant portion of teachers feel adequate in their communication, there is still a notable minority who perceive room for improvement in their communicative abilities related to leadership.

Domains 6: Operational as a citizen

Effective leadership qualities in teachers are significantly enhanced by fostering operational citizenship. The data analysis shows that 21.50% of teachers rated their leadership qualities as very high, and another 21.50% rated them as high, indicating strong confidence in their operational citizenship. Additionally, 12.90% of teachers rated their qualities above average, and 4.30% rated them as average. However, there are areas for improvement, as 17.20% of teachers rated their leadership qualities below average, 19.35% rated them low, and 3.22% rated them very low. This distribution suggests that while many teachers exhibit strong leadership qualities, a significant portion feels they fall short in operational citizenship, highlighting the need for targeted professional development.

Secondary school teachers' leadership effectiveness is rated highly in Interpersonal Relations, Intellectual Operations, Behavioural and Emotional Stability, Ethical and Moral Strength, Adequacy of Communication, and Operational Citizenship. However, areas like Ethical and Moral Strength and Operational Citizenship show need for improvement. Overall, teachers' effectiveness in these areas is generally high, but areas like Ethical and Moral Strength need improvement.

6. Discussion

The study on leadership effectiveness among secondary school teachers in the Balasore district of Odisha revealed diverse leadership capabilities. Notably, 31 out of 93 teachers demonstrated high leadership effectiveness, with no participants falling into the "low" or "very low" categories. This suggests a baseline competency in leadership. However, only 4 teachers rated as "above average," indicating a gap between highly effective leaders and those slightly below.

In terms of specific domains, "Interpersonal Relations" was a strong area, with 41.93% of teachers rating themselves very high, confirming robust leadership abilities in building relationships. "Intellectual Operations" also received positive ratings, with 34.40% rating very high and 35.48% high, reflecting overall satisfaction with teachers' intellectual leadership abilities. "Behavioural and Emotional Stability" was similarly rated highly, with 34.40% rating very high and 35.58% high, demonstrating the importance of stability in effective leadership.

However, “Ethical and Moral Strength” emerged as a significant area needing improvement. A large portion of teachers, 29.03%, gave low responses, and 24.73% rated below average, indicating weak ethical and moral leadership qualities. “Adequacy of Communication” was rated very high or high by 45.16% of teachers, though 17.20% rated below average, indicating room for improvement in communication skills.

Lastly, “Operational Citizenship” showed mixed results. While 43% rated their leadership qualities in this area very high or high, 19.35% rated them low, indicating the need for targeted professional development.

Overall, the study found that teachers exhibit strong leadership in interpersonal relations, intellectual operations, and emotional stability. However, ethical and moral strength, as well as operational citizenship, are areas that require attention to further enhance leadership effectiveness in schools.

7. Conclusion

The analysis of leadership effectiveness among secondary school teachers highlights strengths in interpersonal relations, intellectual operations, emotional stability, communication, and operational citizenship. These strengths demonstrate teachers' ability to lead effectively across various domains. However, there are areas for improvement, particularly in ethical and moral strength and operational citizenship, where some teachers feel disconnected and unsupported. Science teachers tend to perform better than humanities teachers, who are more evenly distributed across performance levels. To enhance overall leadership effectiveness, targeted professional development is needed, focusing on improving ethical leadership and fostering operational citizenship among all teachers.

8. References

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