International Journal of Learning and Teaching

Volume 09, Issue 4, (2017) 418-424

www.ij-lt.eu

Relationship between teacher empowerment and principal effectiveness at secondary schools level

Azhar Mahmood*

1. Introduction

Teacher empowerment has become gradually more observable within modern developments linked to educational top performance. The authorization of staff acts as an important aspect in the achievement of educational institutions, industries and further departments where a group of people is operating in the direction of a general objective. The happening of teacher empowerment corresponds to a significant component in extensive institution development endeavors of modern

2.2 Principal Effectiveness

The research studies verified that the principal is a second essential institution-connected aspect during student success. In this way more research showed that teacher effectiveness exists on the other hand the few empirical research assessing principal effectiveness exists (Fuller & Hollingsworth, 2014). Current educational accountability modification has created much attention in the effectiveness of school leadership. However, principal effectiveness has been defined as the talent of the principal to influence changes in assessment scores of student (Fuller & Hollingsworth, 2014). On the other hand, the educationists in their research argued principal assessments should cover more than a change in assessment scores of students.

In the past, the principal's job relayed on public opinion and the actions of the highest achieving students (Lynch, 2012). On the other hand, stated by Fuller and Hollingsworth (2014), seeing that in recent times as in 2010, a small number of states had highly developed comprehensive assessment systems for school principals. In the past, central policymakers have not given proper significance to school leadership; on the other hand, numerous states have developed performance oriented assessment systems for school principals to suit the condition for releases from certain necessities of NCLB (Fuller & Hollingsworth, 2014).

The Center for American Progress (2011) stated that, the researchers and educationists are doing a lot of work to find out concerning the best measures of effective leadership and next-generation assessment systems. Even though there are plenty of best-known studies on teacher effectiveness, on the other way only a few practical research has observed the techniques of calculating principal effectiveness, mostly for evaluative reasons; the researchers and educationists basically assumed if teacher effectiveness could be estimated, afterward principal effectiveness could be estimated as well, regardless of the lack of research to authenticate like such statement (Fuller & Hollingsworth, 2014). The principal assessment procedure is an investigation into the addition to several containers labeled in favor of learner success information which include elements of assessing principal effectiveness survey, while the job of an instructional principal frequently point towards an emerging body of research classifying leadership as the second most important school centered element in student success (Miller, 2013). A challenger of that, however, argues that student success analysis information is not an official measure for principal assessment.

Fuller and Hollingsworth (2014) to declare student assessment scores could offer an incorrect assessment of principal effectiveness for the reason that the assessments were not made for this specific principle and inconsistency in arrangement among assessments, core curriculum and what is trained may indicate that student learning is not precisely reflected in assessment scores. Furthermore, Piro et al. (2011) concern that too by using student achievement scores for principal assessment. The evaluator does not control for the lack of random sampling. The writers of the 2011 study, observe the significance of random sampling for generalization reasons and seeing as the majority student populations are made up of kids commencing the similar geographic region, in this manner a lot with alike income levels and cultural groups; generalizability of the outcome is not feasible. However, in this regard, several state assessment systems, encouraged by accountability process, in which selected student assessment scores as a component of the procedure for assessing leaders on the other way, an emerging investigation reveals that estimation management must focus resting on points that principals have further conduct power (Tredway, Stephens, Hedgspeth, Jimes & Rubio, 2012).

Whereas the school leadership does not show a direct impact on student assessment scores, Mendels (2012) retains the indirect workings of a principal encompass a major impact on student success in their school. Earlier period research had required to categorize performances and practices connected to enhancing student success. The researchers, Spiro (2013) and Mendels (2012), published a combined report in 2012 through The Wallace Foundation identified five key practices of effective principals. These are, determining an idea of achievement in support of learners, providing an environment friendly to learning, promoting management in staff, functioning among teachers to enhance their teaching, organizing group, the necessary data and procedures to encourage school progress. Meanwhile, organizations such as New Leaders and the University of California Berkeley's Leadership Connection have acknowledged further performances

and practices which are shared with successful leaders (Southern Regional Education Board, 2009; New Leaders, 2012; Tredway et al., 2012). Another team of researchers, which belong to Vanderbilt University and the University of Pennsylvania, formed an opinion called Vanderbilt Assessment of Leadership in Education (VAL-ED). VAL-ED was extensively acknowledged as a fine and reliable assessment and places far better power than most other techniques on leadership behaviors identified to encourage and improve instruction (Mendels & Mitgang, 2013).

2.3 Theoretical Framework

Table 1. Teacher Empowerment subscales and Principal Effectiveness domains.

Teacher empowerment (subscales)	Principal effectiveness (domains)
Decision Making	Educational Development
Professional Growth	Educational Environment
Status	Educational Program
Self Efficacy	
Autonomy	
Impact	

3. Methodology

This study was Quantitative in nature. It was a correlational research study to examine the relationship between teacher empowerment and principal effectiveness. Gall and Borg (2005) stated that Correlational research permits researchers to find out not only whether a relationship exists between variables, except also the strength of the relationship between them. The population was 458 Secondary School male Teachers working in 45 secondary schools.

The 229 Secondary School Teachers from 458 were taken as a sample by a simple random sampling technique which is 50% of the population. Two standardized instruments were used for data collection on the study variables. School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992) was used to evaluate teacher's empowerment which has 38-items consisting of six subscales and Audit of Principal Effectiveness (APE) was utilized to assess principal effectiveness. The Audit of Principal Effectiveness developed by Valentine and Bowman (1989) which has 80-items consisting of three domains (Organizational Development, Organizational Environment, and Educational Program). Pearson r was used to measure correlation.

4. Data Analysis

Table 2. Correlation between Teacher Empowerment and Principal Effectiveness.

		Teacher Empowerment	Principal Effectiveness
Teacher Empowerment	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	168	168
Principal Effectiveness	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	168	168

		Teacher Empowerment	Principal Effectiveness
Teacher Empowerment	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	168	168
Principal Effectiveness	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	168	168

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient 'r' value was calculated to find out the relationship between teacher empowerment and principal effectiveness. The higher value of correlation coefficient, $r=.556$ with a p -value of .000, shows the significant relationship at 0.01 level. Therefore, the null hypothesis making that, there is no significant correlation between teachers perceived empowerment scores and teacher perception of principal's effectiveness scores are rejected and the results of correlation (.556) showed that there is a significant relationship found between teacher empowerment and principal effectiveness scores.

Figure 1. "Scatter plot showed the positive linear correlation between Teacher Empowerment and Principal Effectiveness"

5. Conclusions and Recommendations

From the findings of the study, it is concluded that teachers believed on the effectiveness of teacher empowerment in their schools. The teacher's empowerment in schools enhanced the effectiveness of the principals. The teacher empowerment and principal effectiveness are significantly correlated with each other. Therefore, a significant relationship is found between teacher empowerment and principal effectiveness. On the basis of conclusions, it is recommended that the principals of schools may provide self-efficacy to teachers, which improve teachers' performance. The principals of schools may appreciate their teachers' in decision-making matters of the school, e.g.; syllabus matters, teaching approaches, etc. The principals of schools may maintain helpful approach towards school responsibilities and teachers to develop their professional development. The principals of schools may provide autonomy regarding school matters. The principals of schools may provide the chances to their teachers to do something inspired and innovative.

References

- Augspurger, B. A. (2014). *Teacher perception of effective school leadership using twenty-first century skills and knowledge*. Lindenwood University, School of Education. Pro quest, LLC.
- Chamberlin, J. (2008). A working definition of empowerment. *National Empowerment Center*. Retrieved January 7, 2009, from; http://www.power2u.org/articles/empower/working_def.html
- Fuller, E. J., & Hollingsworth, L. (2014). A bridge too far? Challenges in evaluating principal effectiveness. *Educational Administration Quarterly*, 50(3), 466-499. Retrieved from; <http://0eaq.sagepub.com.umiss.lib.olemiss.edu/content/50/3/466.full.pdf+html>
- Gall, J. P., Gall, M. D., & Borg, W. M. (2005). *Applying educational research: A practical guide*. Boston: Pearson.
- Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of organizational behavior*, 16(4), 319-333.
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387-423.
- Lynch, J. M. (2012). Responsibilities of today's principal: Implications for principal preparation programs and principal certification policies. *Rural Special Education Quarterly*, 31(2), 40-47. Retrieved from; <http://0eds.a.ebscohost.com.umiss.lib.olemiss.edu/eds/pdfviewer/pdfviewer?vid=5&sid=f759ce88-0b35-4525-bc3c-41afa992ba17%40sessionmgr4005&hid=4202>
- McNulty, B. A. (2005). *School leadership that works: From research to results*. Aurora, CO: Mid-continent Research for Education and Learning.
- Mendels, P. (2012). The effective principal: Five pivotal practices that shape instructional leadership. *Journal of Staff Development*, 33(1), 54-58. Retrieved from; <http://www.llacefoundation.org/knowledge-center/school-leadership/effective-principalleadership/documents/the-effective-principal.pdf>
- Mendels, P., & Mitgang, L. D. (2013). Creating strong principals. *Educational Leadership*, 70(7), 22-29. Retrieved from; <http://0ds.a.ebscohost.com.umiss.lib.olemiss.edu/eds/pdfviewer/pdfviewer?vid=14&sid=f759ce88-0b35-4525-bc3c-41afa992ba17%40sessionmgr4005&hid=4202>
- Miller, W. (2013). Better principal training is key to school reform. *Phi Delta Kappan*, 98(4), 80. Retrieved from; <http://0eds.a.ebscohost.com.umiss.lib.olemiss.edu/eds/pdfviewer/pdfviewer?vid=47&sid=f759ce88-0b35-4525-bc3c-41afa992ba17%40sessionmgr4005&hid=4202>
- Moolenaar, N. M., Daly, A. J., & Slegers, P. J. (2010, December). Occupying the principal position: examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly*, 46(5), 623-670.
- Piro, J., Wiemers, R., & Shutt, T. (2011). Using student achievement data in teacher and principal evaluations: A policy study. *International Journal of Educational Leadership Preparation*, 6(4). Retrieved from <http://files.eric.ed.gov/fulltext/EJ974317.pdf>
- Saravia-Shore, M. (2008). Diverse teaching strategies for diverse learners. In R.W. Cole (Ed.), *Educating everybody's children: We know what we need to do*. (Chapter 2). Alexandria, Va: ASCD. Retrieved from; <http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>

Mahmood, A. & Hussain, I. (2017). Relationship between Teacher Empowerment and Principal Effectiveness. *International Journal of Learning and Teaching*. 9(4), 418-424.

Scribner, J. P., Truell, A. D., Hager, D. R., & Srichai, S. (2001). An exploratory study of Career and technical education teacher empowerment: Implications for school leaders. *Journal of Career and technical education*, 18(1), 46-57.

Short, P. M., & Rinehart, J. S. (1992). School participant empowerment scale: Assessment of level of empowerment within the school environment. *Educational & Psychological Measurement*, 52(4), 951.

Southern Regional Education Board. (2009). Preparing a new breed of principals in Tennessee: Instructional leadership redesign in action. Retrieved from; http://publications.sreb.org/2009/09V16_TN_Leadership_Redesign.pdf

Tredway, L., Stephens, D., Hedgspeth, C., Jimes, C., & Rubio, R. (2012). A tripartite framework for leadership evaluation. Berkeley, CA: Graduate School of Education. Retrieved from; <http://principals.berkeley.edu/sites/default/files/>

Valentine, J. W., & Bowman, M. L. (1989). *Principal effectiveness in "National Recognition" schools*. (Report No. EA021323). University of Missouri, Columbia: Department of Educational Administration. (ERIC Document Reproduction Service No. ED311552).