

A THEORETICAL MODEL OF INSTRUCTIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS AFFECTING SCHOOL EFFECTIVENESS

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Abstract

Transferring of effective schools to the 21st Century is a challenge for school administrators who need strong leadership as a very important element to drive forth quality education in the social context. This research was aimed at synthesizing a causal relation model of instructional leadership of school administrators that affects school effectiveness. Relevant research and documents were investigated to examine correlation with evidences. The study was conducted in 2 phases. Phase 1 involved synthesis of the theoretical model, and Phase 2 investigated correlation with evident data. The findings indicated that the causal model of instructional leaders affects school effectiveness. There was one external variable, i.e., education supervision, and 4 internal variables including professional development, building learning atmospheres, developing curriculum and instruction, and school effectiveness. Eight influential routes of these variables were found associated to the evidences.

Keywords: instructional leadership, school effectiveness, structure equation model

Rationale and Importance of the Problem

Transferring of effective schools to the 21st century challenges school administrators who require strong instructional leaderships to drive forth education in a challenging social context. It is much different from the transfer of learning in the 20th century. Quah Cheng Sim (2011) said that instruction changes little by little while technological development leaps forward rapidly. Schools with capacity to face the change in the new century and enabling

learners to attain their potentiality are effective schools. Research on school effectiveness in 1980s until today (Hallinger and Murphy, 1985; Hallinger and Heck, 1996; Southworth, 2002; Hallinger, 2003; Leithwood, Day, Sammons, Harris, & Hopkins, 2006, Brendan J. Lyons, 2010, Daniel Packard, 2011) reveals that the major element affecting effectiveness of schools is strong instructional leadership of school administrators. Instructional leadership of administrators of schools is related mostly to

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curriculum and instruction. A school administrator requires development of instructional leadership in order to be able to confront with the challenges of school administration in the borderless society. Halliger (2009) also stated that instructional leadership of a school administrator is truly leadership for learning and a new paradigm of educational leaders in the 21st century.

Studies of academic leadership of school principals and effectiveness of schools in Thailand from 2005 to 2011 show that no research has been done on causal relation model between instructional leadership of school administrators that affects school effectiveness. Therefore, the researchers saw the importance in synthesizing a causal relation model for instructional leadership of school administrators in order to increase school effectiveness.

Objectives

2.1 To synthesize a theoretical model for instructional leadership that leads to effectiveness of schools from relevant documents and research

2.2 To test the correlation and harmony of the theoretical model with evidences

Methodology

The researchers performed a revision of relevant documents and research from basic theoretical concepts to a theoretical model and

tested the correlation and harmony of the theoretical model with evidences as follows:

Phase 1: Theoretical analysis of the model

The researchers conducted the study on the following research studies and documents: For academic leadership, the following works were studied: Krug, 1992; Hopkins, 1997; Hollinger, 2003; Mosenthal etc., 2004; Maryland SBE ,2005; Hallinger, 2005; Marzano, 2005; White, 2005; Holverson & Grigg, 2007; Janet, 2007; Stwetal P. Sindhvad, 2009; Brendan J Lyons, 2010; Paul N. Lineburg, 2010; Quah Cheng Sim, 2011; Khiawkhajee, Prasit, 2005; Okkitjawat, Wilai, 2006; Pleyrin, Kaisit, 1999; Srisarakham, Jintana, 2011.

The following research studies were investigated related to school effectiveness: Austin and Reynolds, 1979; Edmons, 1979; Cretchen, and Corbett, 1986; Cameron, 1987; Stedman, 1987, Coldwell and Sprinks, 1990, Sergiovanni, 1991; Pierce, 1991, Wood and Orlik, 1994; Sammons, Hillman and others, 1995; Lunenburg and Ornstein, 1996; Cretchen and others, 1998; Hoy and Miskel, 2001; Glickman and others, 2001; State of Victoria, 2002; Davis J. Kirk & others , 2004; Wiwatananon, Suwat, 2005; Pengsawat, Waro, 2006; Kangpeng, Samrit, 1999; Weerawut, Supattra, 2011. (see Figure 1)

Phase 2: Testing correlation and harmony between theoretical model and evidences

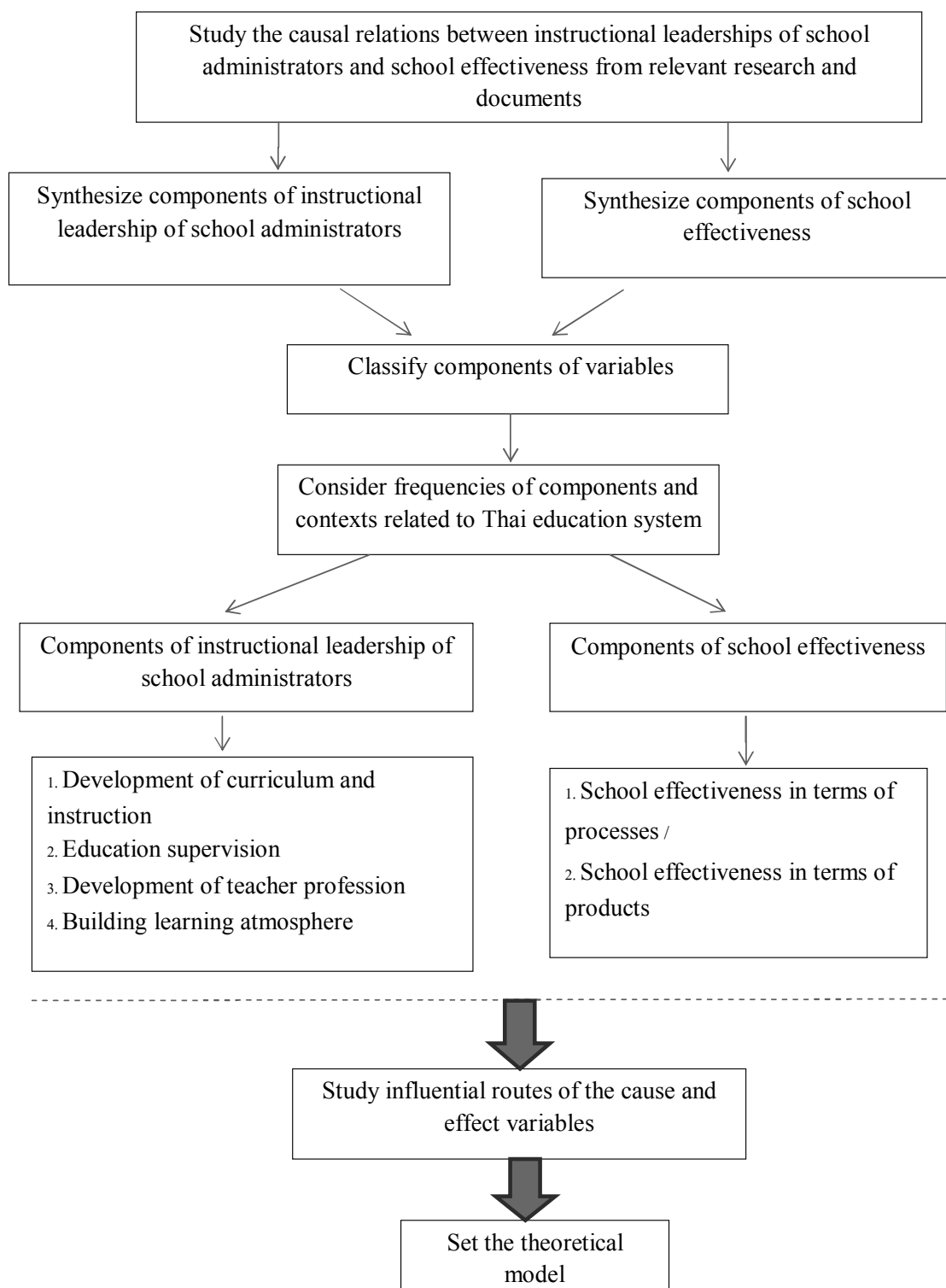


Figure 1 : Synthesizing Process of the Theoretical Model



3.1 Population and the sample group

The population of this study included 339 schools under the Office of Elementary Education Service Area 2, Roi-et, and the sample group consisted of 270 schools.

3.2 Research instruments

The instrument used in this study was the questionnaire with 5-level rating scale. The Alpha coefficient of each part of the questions was higher than 0.80. The structural validity was found from confirmatory factor analysis.

3.3 Data analysis

The correlation and harmony between the theoretical model and evidences was tested by means of the structural equation model (SEM).

Research Results

4.1 Results of synthesis of instructional leadership variables

4.1.1 Development of curriculum and instruction: Study (Krug, 1992; Hopkins, 1997; Hollinger, 2003; Mosenthal, 2004; Maryland State board of Education US, 2005; Hollinger, 2005; Marzano, 2005; White, 2005; Janet and Others, 2007; Brendan J. Lyons, 2010; Quah Cheng Sim, 2011; Khiawkhajee, Prasit, 2005; Pleyrin, Kaisit, 1999; Srisarakham, Jintana, 2011)

4.1.2 Development of teacher profession: (Hopkins, 1996; Hopkins, 1998; Mosenthal, 2004; Maryland State board of Education US, 2005; Hollinger, 2005; Janet and Others, 2007; Stwetal P. Sindhvad, 2009; Brendan J. Lyons, 2010; Paul N. Lineburg, 2010; Khiawkhajee, Prasit, 2005; Pleyrin, Kaisit, 1999)

4.1.3 Education supervision: (Krug, 1992; Hopkins, 1998; Maryland State board of Education US, 2005; Holverson & Grigg, 2007; Stwetal P. Sindhvad, 2009; Brendan J. Lyons, 2010; Paul N. Lineburg, 2010; Quah Cheng Sim, 2011; Srisarakham, Jintana, 2011)

4.1.4 Building learning atmospheres: (Krug, 1992; Hopkins, 1997; Hollinger, 2003; Holverson & Grigg, 2007; Kipp D. Roger, 2009; Quah Cheng Sim, 2011; Khiawkhajee, Prasit, 2005; Pleyrin, Kaisit, 1999; Srisarakham, Jintana, 2011)

4.2 Results of synthesis of school effectiveness variables

4.2.1 Effectiveness of products

1) Learners' achievements: (Cretchen, Corbett and Firesto, 1986; Cameron, 1987; Coldwell and Sprinks, 1990; Cretchen, Corbett and Firesto, 1998; Hoy and Miskel, 2001; Wiwatananon, Suwat, 2005; Pengsawat, Waro, 2006; Kangpeng, Samrit, 1999; Weerawut, Supattra, 2011)

2) Learners' traits: (Sammons; Hallinger & Mortimore, 1995, Wiwatananon, Suwat, 2005; Kangpeng, Samrit, 1999)

4.2.2 Effectiveness of processes Research

1) Community participation: (Austin and Reynolds, 1979; Cameron, 1987; Stedman, 1987; Sergiovanni, 1991; Pierce, 1991; Wood and Orlik, 1994; Luneburg and Ornstein, 1996; David J. Krirk and terry L. Jones, 2004; Hughes, 2010)

2) Satisfaction of teachers' work: (Cretchen, Corbett and Firesto, 1986; Cameron, 1987; Cretchen, Corbett and Firesto, 1998; Hoy and Miskel, 2001; Pengsawat, Waro,

2006; Kangpeng, Samrit, 1999; Weerawut, Supatra, 2011)

4.3 Influential Routes of Causal Variables on School Effectiveness

4.3.1 Effects of curriculum and instructional development on school effectiveness

Development of curriculum and instruction was assigned as the internal factor with direct influence on school effectiveness, which was based on the theories and research studies of Brendan J Lyons, 2010; Paul N Lineburg, 2010, Silins & Murray-Harvel, 1999; Scheerens, 2000; Alig-Mielcarek, 2003 Mosenthal, Lipson, Tornello, Russ, and Mekkelsen , 2004; Stein & Nelson & Nelson, 2003. It could be concluded that the factor influencing school effectiveness, especially learners' achievement is academic leadership that leads to learner-centered instruction.

4.3.2 Teachers' professional development and school effectiveness

Professional development of teachers is an important element that both directly and indirectly affects school effectiveness. Development of teacher's profession directly and indirectly influences school effectiveness through curriculum and instruction development and education supervision. The following theories and research studies were conducted in this respect: Ubben, 2001; Sergio vanni, 2001, David & Shields, 1999 (cited in Sararatana, Wirot, 2001; Dall Alba & Sandberg, (2006 cited in Virginia J. Laughridge, 2011) Guskey,1986;Hashweh, 2004; Addison (2007); Garet, Porter, Desimone, Birman, & Yoon, 2001; Wenglinski, 2000; Wenglinski, 2002; Cohen &

Hill, 2000; Ferguson, 1991; Rosenholtz, 1989; Wenglinski, 2000; Evans (2010). To conclude, professional development for teachers increases effectiveness that is in line with professional standards. Teachers are capable to implement learner-centered instructions, in which activities are organized for innovative learning and instruction. The curriculum will be applied in the classroom, the teacher is happy to work and hence good learning atmospheres are built in the school, ultimately bringing effectiveness of the school.

4.3.3 Education supervision and school effectiveness

Education supervision is an external factor indirectly affects school effectiveness through curriculum, instruction, and professional development. The following theories and research have been performed on this: Carl Glickman (2006) Blasé and Blasé, 1998; Blasé and Robert, 1994; Wolfrom (2009) Danielson; 2001 and Glickman; 2006 (Cited in Wolfrom, 2009) Fessler & Chirtensen (1992 Cited in Wolfrom, 2009); Ilgen et al, 1997 and Brinko, 1993 (Cited in Wolfrom, 2009). Generally speaking, educational supervision assists teachers in all aspects via formal and informal supervision. Teachers will be able to solve instructional problems that arise, understand the approaches of curriculum application in classrooms. Thus, the teaching profession is upgraded, resulting in school effectiveness.

4.3.4 Learning environment and school effectiveness

Building learning atmospheres is an external element bringing both direct and indirect effect on school effectiveness



through instruction and curriculum development. The following theories and research have been conducted on this topic: Edmonds (1979) and Welberg, (1984); Aderson (1982); Proble & Newman (2006) ; Adelman & Taylor (2005); Communtzis-Page (1996 cited in Crites, 2008); O' Donnell & White (2005, cited in Pleyrin, Kraisit, 1999); Freiberg (1998 Cited in Thanyaporn, 2011); Brookeover and Lezotte, 1979;

Edmonds, 1979; Reynolds and Cuttance, 1992: Pashiardi, 2000 (Cited in Thanyaporn, 2011); Dawn M. Marten (2012). We concluded that good learning atmospheres such as orderly and safe places, good relationships among teachers, students, and communities, academic activities challenging students' competence, will lead to effectiveness of learners, teachers' satisfaction and community's participation.

Theoretical Model

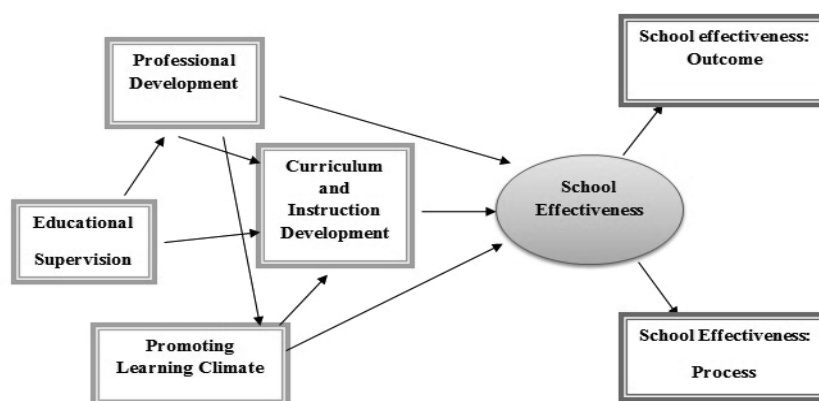


Diagram 1: The structure equation model of instructional leadership of school administrators on school effectiveness

4.4 Results of Testing of Correlation of Theoretical Model and Evidences

The results of testing of correlation of theoretical model with instructional leadership that affects school effectiveness correlated with evident data ($X^2= 5.861$, $df=4$, $P\text{-Value}= 0.209$, $RMSEA=0.042$, $CFI=0.998$, $TLI=0.992$, $SRMR=0.013$, $X^2/df<2$).

4.5 Research Conclusion

From synthesis of related documents and research, the causal model of instructional leadership was obtained, which affects school

effectiveness. The model was proved to correlate with evidences. Therefore, the theoretical model of instructional leadership that affects school effectiveness reveals the influential routes for education supervision, professional development, curriculum and instruction development, and building of learning atmospheres. All of these have both direct and indirect impact on school effectiveness. Hence, it is an appropriate model for development of school effectiveness in the context of Thai education.



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