

**Impact
Factor
2.147**

ISSN 2349-638x

Refereed And Indexed Journal



**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

Monthly Publish Journal

VOL-III

ISSUE-X

Oct.

2016

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A Study Of Values Among School Leadership

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Abstract

Leaders of the school have the responsibility for providing the conducive organizational climate at the workplace. This will affect the teachers, students and overall functioning of the school. The students will embrace good values and we will be able to give a virtuous generation to the nation. This paper is an attempt to find out and compare the different values of the school principles. All the relevant data was collected from Sangli Miraj Kupwad Corporation. Twenty principals of senior secondary schools were taken as a sample for the study. Mean and SD was used to interpret the data. Values have been defined as the classification done by Allport et al. in 1951. Results revealed that there was high mean score for social and theoretical values among the principals.

Keywords: Organizational Climate, Leadership, Teachers, Values, Social, Theoretical.

Introduction

Values are enduring stable beliefs about what is useful, that influence thoughts and behavior. Values are learned, beginning soon after birth as parents and others indicate that certain behaviors are good and certain are bad. Children in many cultures learn quickly that is good to be obedient and bad to disobey. They may learn that honesty, hygiene, simplicity, politeness are good and thus valued. Values are stable and deep rooted, and they effect an individual's perception of what is good or what is bad. Values are beliefs or opinion that guide behavior and support the overall organizational vision. Typical values in today's organization include fulfilling customer needs, engagement, innovation, and quality of life for association, integrity, safety and development of people.

Values help to describe the desired culture of the organization. It also communicates the key practices that are adopted and recognized by the firm. At broader level the value of the society greatly influence what individuals learns. The country and the culture in which one is born, its economic and political system, the level of technology are some of the important variables that influence values. Different cultural values often create dissonance for those entering new cultures especially for expatriates who are expected to work and live in another country. According to Rokeach (1973), "Values represent basic conviction that a specific mode of conduct is personality or socially preferable to an opposite mode of conduct.

In nutshell we can say that organizational climate is affected by the values of the leaders. If the leader has high degree of values then it is very much sure that the health of the institute or organization will certainly improve. This paper tries to explore the prevailing values among the principals of private schools.

Review Of Literature:

The Basics of Successful Leadership

The authors warn that it is tempting to get caught up in defining the many adjectives often used to describe leadership in education literature (e.g., participative, instructional) but note that ultimately these descriptions focus on style, not substance. A more productive strategy, they contend, is to examine the following three sets of practices that make up the basic core of successful leadership:

- Setting direction.
- Developing people.
- Redesigning the organization.

The authors acknowledge that "rarely are—[these] practices sufficient for leaders aiming to significantly improve student learning in their schools. But without them, not much would happen"

Setting Direction

Examining the Evidence:

The review suggests that leaders who set a clear sense of direction have the greatest impact. If these leaders help to develop among their staff members a shared understanding of the organization and its goals and activities, this understanding becomes the basis for a sense of purpose or vision. The authors emphasize that "having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context".

The authors suggest that school improvement plans can be a means of setting direction. "It's difficult for schools to make progress without something to focus their attention, without any goals,"

Practical Application:

Effective principals understand direction setting. They know that an investment of time is required to develop a shared understanding of what the school should "look like" and what needs to be done to get it there. They know that teachers and other staff included in identifying goals are much more likely to be motivated to achieve those goals. These sentiments are echoed by Doris Candelarie, executive director of School Effectiveness in Brighton, Colorado, and former principal of Vikan Middle School in Brighton. "We set school goals, individual goals, and team goals. That builds community and the spirit around it"(Center for Collaborative Education, 2003). Teachers who are asked to engage in open and honest communication with the principal, to contribute their suggestions, and to voice their concerns are much more likely to follow the direction set by their leader.

Developing People

Examining the Evidence:

Much of the focus in education literature regarding the principal's role in developing staff members has been on instructional leadership, which emphasizes the principal's role in providing guidance that improves teachers' classroom practices. Philip Hallinger's instructional leadership model has been the most researched. It consists of three sets of leadership dimensions—defining the school's mission, managing the instructional program, and promoting a positive learning

climate—within which 10 specific leadership practices are delineated (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004).

Now, in addition to instructional leadership, the review finds that researchers also are paying close attention to what is being termed a leader's emotional intelligence—his or her ability and willingness to be "tuned in" to employees as people. "Recent evidence suggests that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy & Anderson, 2002)" (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004, p. 24).

The authors cite the following more specific leadership practices that help develop people:

- Stimulate them intellectually.
- Provide them with individualized support.
- Provide them with an appropriate model.

Practical Application:

Schools have interpreted these research findings in a variety of practical ways. Group book studies, lesson study in critical friends' groups, professional development sessions at conferences, or visits to high-performing schools all provide intellectual stimulation. At Deborah Hoffman's Franklin Elementary School in Madison, Wisconsin, for example, teachers participate in book groups that focus on race and student achievement. They also are encouraged to grow intellectually by pursuing additional certification in English as a second language (Hoffman, 2005).

Developing people through individualized support can take many forms in schools. Literacy or math coaches can model lessons, observe classes, and provide constructive feedback to teachers. Teachers also benefit from peer observations, debriefing sessions with colleagues, and feedback from the principal. New teachers in particular gain support from mentor teachers who are carefully assigned to assist them in the first few years of teaching. At Eastgate Middle School in Kansas City, Missouri, Principal Tim Mattson created a new position for an instructional coach whose job was to serve as a mentor for new teachers and help experienced teachers to develop strong leadership skills as well as implement effective reading strategies based on their examination of student work (Center for Collaborative Education, 2003).

Redesigning the Organization

Examining the evidence:

The review notes that the organization teachers and principals operate in can sometimes thwart their best intentions to use effective practices. In some contexts, the authors observe, high-stakes testing has "encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students". Furthermore, "extrinsic financial incentives for achieving school performance targets, under some conditions, can erode teachers' intrinsic commitments to the welfare of their students".

Successful educational leaders resist these and other organizational pitfalls. Instead, they are purposeful about turning their schools into effective organizations. They do this by

developing and counting on contributions from many others in their organizations to do the following:

- Strengthen the school's culture.
- Modify organizational structures.
- Build collaborative processes.

Practical application:

What does this process of redesigning the organization look like on the ground? Principals strengthen school culture when they clearly and consistently articulate high expectations for all students, including subgroups that are too often marginalized and blamed for schools not making adequate yearly progress. At an Alliance for Excellent Education event in August, Mel Riddile, principal of J.E.B. Stuart High School in Falls Church, Virginia, eloquently addressed this issue: "We have a moral and ethical imperative to educate every student. [If] we let them languish in mediocrity, shame on us" (Riddile, 2005). Principals can modify organizational structures, for instance, by changing schedules to ensure that teachers share common planning time and use that time to discuss improving instruction. This kind of restructuring also reinforces the use of collaborative processes among teachers. Given sufficient time and consistent messages about the value of collaboration, teachers learn to trust their colleagues and are more willing to share their best practices and challenges.

Redesigning the organization from the inside out requires that leaders identify and capitalize on the competence of others and both model and require collaboration. As author Carl Glickman (2003) observed: "In successful schools, principals aren't threatened by the wisdom of others; instead, they cherish it by distributing leadership".

Broad Goals for School Leaders

This literature review on educational leadership notes that current evidence allows us to infer some broad goals for school leaders. The authors acknowledge that further study will reveal more about what is needed to identify specific leadership practices that lead to the achievement of these goals. They suggest that principals do the following:

- Create and sustain schools that can compete with private, charter and magnet schools.
- Empower others to make significant decisions.
- Provide instructional guidance.
- Develop and implement strategic and school improvement plans.

In conclusion, *How Leadership Influences Student Learning* emphasizes that the most influential educational leaders remain the principal and superintendent, and that their leadership is inextricably linked to student performance. Having examined a host of factors that contribute to what students learn at school, the authors conclude that the contribution of leadership is second in strength only to classroom instruction. And, effective leadership has the greatest impact where it is most needed—in the nation's challenged schools. These facts make the case, the authors assert, for improving not only the recruitment and training of school principals but also their ongoing development and evaluation. In addition, they cite the need for expanded study of how leadership in other areas of the school community—such as teacher leadership—can contribute to student achievement

Objective Of The Study

Study the different types of values among the school leaders.

Research Methodology

A sample survey on 20 principals of schools from senior secondary school was conducted. Simple random sampling was used to select the sample. For the primary data, the information was gathered through a questionnaire.

Data was collected by face to face interaction with the respondents. The aim of the paper was to measure the different types of values among the principals of senior secondary schools. Classification of values given by Allport *et al.* 1951 was used to find out the values among the principals. It includes following categories:

1. Theoretical: These values are related to discovery of truth. It works on rational and critical approach.
2. Economic: It emphasizes on practicality and utility. People having values of economic orientation attach importance to what is useful. They are concerned with practical affairs of work.
3. Aesthetic: Aesthetic value is a judgment of value based on the appearance of an object and the emotional responses it evokes.
4. Social: It considers humanity, respect and affection.
5. Political: The areas covered under this value are power, position and competition.
6. Religious: Spirituality, unity, high ideals are some of the main areas covered in this value.

Analysis And Interpretations

Table 1: Mean and SD for different dimensions of Values

Types of Values	Mean	SD
Theoretical	3.75	.48
Economic	3.74	.32
Aesthetic	3.73	.41
Social	4.32	.32
Political	3.45	.40
Religious	3.68	.38
Overall Mean	3.78	.38

The highest value of mean is for social value. Minimum score is of political value. Overall mean is 3.78. All the values are near the overall mean except the social value which has a score of 4.32, and it is more than the overall mean score. It is clear from the table that nowadays social value is supreme, which considers humanity, affection and respect as priority. Principals have positive attitude for all the values.

Limitations

The sample selected for the study suffers from many constraints. The selection of respondents was based on their willingness to participate. The size of the sample is small. Area of sample selection is restricted to Sangli Miraj Kupwad Corporation only. Biasness on the part of respondent cannot be ignored.

Conclusions

A value is an ideal to which an individual subscribes, it represents the basic conviction that a specific mode of conduct is preferable to any other and it is stable and enduring. Values are reflected in our behavior of a people is influenced by the values which they hold. Values help to choose the organizational goal and strategies to be adopted to achieve those goals. Values decide interpersonal behavior. Therefore it is imperative to develop and learn good values because it affects a person's orientation towards work and organization.

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