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Evaluation of Principal Performance in Public and Private Sector Schools

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Abstract

The purpose of this study is to analyze the performance in context of student learning of principals in public sector and private sector schools. For this purpose five main domains were used as variables are: 1) teaching, learning and professional growth, 2) Inter-personal and inter-professional relationship and collaboration, 3) Parent and faculty involvement in decision making, 4) Vision and values, 5) Innovation and change. The population for this study was selected randomly. The target sample was belonged to post-primary and secondary schools. Thus the results summarized different findings. Principals perform more effectively in private sector schools as compare to public schools.

Key Words: Principal performance, Professional development, inter-personal and inter-professionalism, Vision, Innovation.

Introduction

In early 1900s a principal was perceived as a colleague of teachers whose responsibilities were just around a class house and nothing else. As the time passed the nature of role of principal varied and become stronger, after the unions of 1970s the role has shifted from classroom personnel to a representative of administration. Principal is responsible for the whole administrative system of school. Being an administrator he always seems so busy with his responsibilities. He does not have time to practice the change, innovations in systems and leadership practices. Often he works out on all techniques and strategies without training and practice. So it is necessary to evaluate principal leadership and principal performance as well because at present we find today's principals suffering from very challenging and hectic situations regarding their position. He has very limited time to do the whole tasks. He has to do

everything like “goal setting, vision establishment, creation of an effective learning environment for students and teachers, staff management, support system arrangement for student learning, assembly of community, classroom instructional system, professional development of teachers for learning improvements, parent involvement, external links for advocacy of resources, innovation and commitment”. According to a report of the “Institute of Educational Leadership” sharing leadership is workable term too. Sharing leadership involves parents, teachers and other community leaders in decision making by principal. This study moves around five domains are following: a) teaching, learning and professional development, b) inter-personal and inter-professional relationships between teachers and principals c) decision making with parents and teachers, d) vision and values, e) innovation and change. These all factors are important to make a perfect educational system in schools.

Problem:

We are moving in the world of globalization. Competition is increasing minutely. This time is much innovative. Global world is working on strategies, new learning policies, leading styles in educational system sharply. In this 21st century we are still facing a lack of improvements and level in our schooling system. This problem is directly related with principal-ship. Our principal recruitment system is just as it was in early 80s and 90s. We look a “White Male” who is 50 plus as a principal and not pay attention that either he is compatible for the new leadership styles or not and if he can play leadership roles successfully. Often the principals meet with rigid duty timing and not play their part for student learning and staff development or face failure to create a balance. This situation might be due to lack of proper practice or training of up to date changes. In this study we will check out that either today’s principals play the representative role as leaders or not and in which sector the results are more pleasing. We will find out the difference of principal-ship between public sector and private sector schools that where the gap exist?

Objective:

To evaluate the principal’s performance of public and private sector schools in terms of leadership styles necessary to achieve significant improvements in student learning.

Research Questions:

- 1:** In which principals promote teaching, learning and professional development for student achievements?
- 2:** In which sector principals build inter personal and inter professional relationships with teachers?
- 3:** In which sector principals share their decisions with teachers, parents and others?
- 4:** In which sector principals have strong vision and values?
- 5:** In which sector principals support innovation and change?

LITERATURE REVIEW

Principal: The person charged with management and leadership for a high school to include principals and assistant principals and/or administrators assigned to a secondary school.

Teachers teach in schools that are administered by managers known as principals. School administration is one of the large administration units. Teacher's performance is influenced by the leadership provided by the principals. School leadership influences the effectiveness of teachers and student's achievement outcomes, Hallinger and Murphy, (1986); OECD, (2001); Pont, Nusche and Moorman, (2008). Sach (1995) stated that favorable environment affects the teacher's work performance.

A report of Tirozzi, (2001), Volante, Cherubini, & Drake, (2008) stated that some principals find their job very stressing and challenging and have lack of time to do their work. The evidence of CBR (2007) suggests that the attitudes of teachers towards principals are changing regarding their responsibilities.

Principal is backend leader in schools. Obi (2002) noted that being an instructional leader the principal must pay attention to the programmes of teaching, learning and professional development staff improvement, class visitation, observations, conferences, seminars, workshops, professional associations, inter-personal and inter-professional relationships and educational programmes. Implementation of instructional leadership can move forward the knowledge of teachers and could make possible teaching and learning by getting student achievement outcomes.

The main role of the school administrator is to facilitate teaching and learning and they found a close relationship between principal's instructional leadership and teachers work performance. .

Sergiovanni (1996) revealed that transfer of knowledge about teaching and learning and ability to share with teachers and students is a key role of principal-ship.

Hargreaves, (2009) & Volante, (2008) revealed according leadership theories that some principals deal with little professional development support. Ogbodo and Ekpo (2005), citing California Commission on Teachers' Credentialing noted that education is the major foundation for the future strength of this country.

Principals have the ability to change the perceptions of teachers. When the teachers begin to feel that they are a part of school's mission and vision they work collaboratively and that resulted in the form of strong interactions with principals.

Principal is responsible for building and sustaining of inter-personal relationship with teachers and to promote trust and communicative behavior, (Gimbel, 2003). In a survey of 2010 it is viewed that some post-primary principals do not visit class rooms.

Daily inter-personal relations increase trust and support from teacher's side ahead. Inter-personal and inter-professional relationships should build among teachers and principals. Miller (2001) defines inter-professional education (IPE) as different professions learning about topics of mutual interest, rather than about each others' roles. Inter-professional education in the workplace can sometimes involve participants from the same team or unit. This can be difficult to arrange, when services must be maintained, but does enable them to share objectives and to work together to effect immediate change or improvement that can readily be observed by all. Each of these types of inter-professional education may cultivate collaboration in different ways.

According to a survey weak inter-personal and inter-professional relationships prevent teachers and principals to work together.

Parental participation is highly matter in school administrative system and student learning no matter the child is in early schooling or a graduate from college, (Epstein, 1991; Henderson, & Berla, 1994; Lontos, 1992; Reynolds, et al., 1991; Zellman, G.L., & Waterman, J.M., 1998).

Parental involvement finally resulted in case of a) higher grades and test scores, b) better attendance c) more positive attitude and behavior d) greater enrollment in post- secondary schools, (Clark, R., 1993; Griffith, J., 1996; Dauber, S.L. & Epstein J.L., 1993).

Parental issues are another area of great concern, especially during these times when parents demand schools adequately prepare their children (Cotton & Wikelund, 2001). Thus, it is important for principals and various faculty groups, i.e. teachers, to work together for mutual

support. In addition, the manner in which faculty members worked together as a group significantly influenced student outcomes in schools (Wheelan & Kesselring, 2005). Research exists which concludes that some aspects of school social environment clearly make a difference in the academic achievement of schools (Brookover et. al., 1978).

Students experience more academics and success when their parents participate in their schooling. Parents who are well informed and involved in their children's schooling they experience a positive attitude and outcomes in their study, Epstein (2001).

Parental involvement is ignored at high school levels today. Research has shown that as the student grow older the parent involvement decline and at a time just few parents remain in contact with student performance and academics at secondary schools, (Stouffer, as cited in Lebahn, 1995). A research by (Connors & Epstein, as cited in Phelps, 1999; Epstein & Sheldon, 2002; Simon, 2001) demonstrated that continuous participation of parents remains the best interest for student.

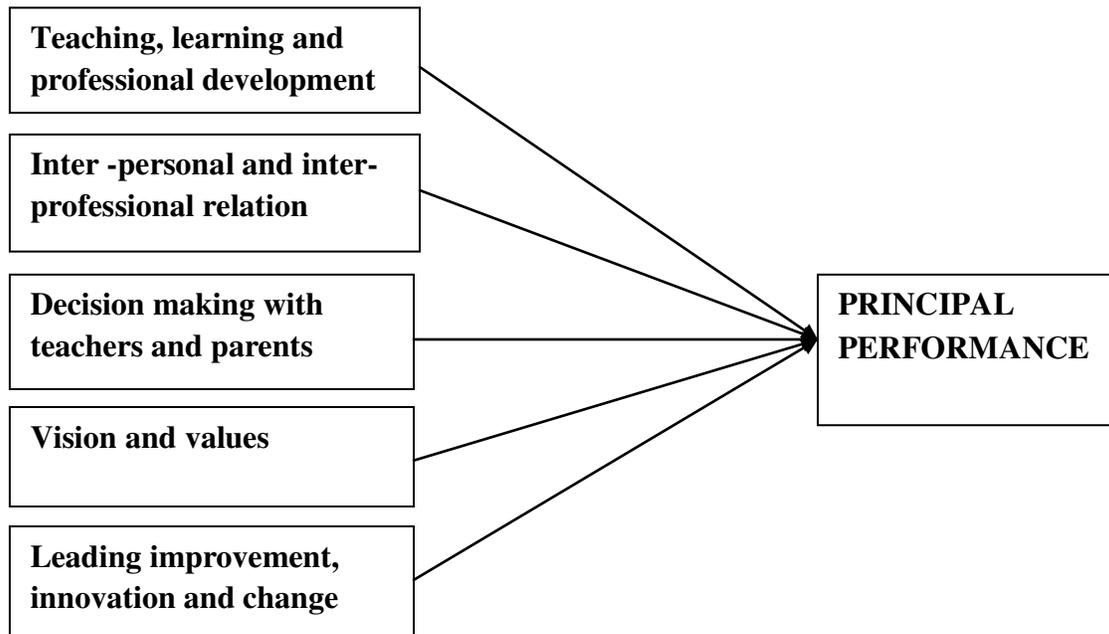
Starratt (1995) stated that vision is a key and an active source of leadership. Fullan, (2002) articulated that effective school leaders (principals) are key to enlarge and sustain education. Being a visionary leader a principal inspires, challenges, guides and empowers. He establishes goals and objectives and must actively work to realize them. In visionary leadership he defines not what we are but what we seek to be and do. In this process the principals are forced to look inward and outward simultaneously. They also understand their schools, nature, needs, strengths, limitations of their staff members and desired achievable goals.

Principals are expected to create and cultivate a vision for the purpose of instructional leadership (inter-personal and inter-professional relationships, teaching and learning outcomes) and community leadership (vision, values, parental involvement, decision making) and to communicate the vision to teachers, students, and the community. Discussing this vision Bredeson (1985) wrote: Broadly conceived, vision is the principal's ability to holistically view the present, to reinterpret the mission of the school to all its constituents, and to use imagination and perceptual skills to think beyond accepted notions of what is practical and what is of immediate application in present situations to speculative ideas and to, preferably, possible futures (pp. 43–44).

The teachers and principals must engage other leaders and faculty to develop a vision about school that what the school must do. Empowered principals become directly responsible for engaging faculty and parental involvement in improvement plans of school and student learning outcomes.

Innovation is a key factor that principals often avoid. A survey in 2009 showed that some principals feel they cannot move with innovation. As per evidence from teachers, they feel happy to involve themselves in change and for well being of student's achievement goals by understanding innovation needs. Today's principal is perceived to provide effective instructional leadership to assist the staff to participate in provision of quality education by accepting the change and innovation

CONCEPTUAL FRAMEWORK



HYPOTHESIS DEVELOPMENT

Instructions are key factor for teaching, learning and professional development as well. Either the concerned person is teacher or student. Learning and understanding is necessary for both, a principal being a good instructor can convey the knowledge to teachers and successfully build inter-personal and inter-professional relationship. As a result of research in Ireland's primary and post-primary schools the scenario was seen that there was a lack of inter-personal and inter-

professional relationship among school administrator and community. Principal is responsible to do these tasks.

Hypothesis 1: a) People believe teaching, learning and professional development is higher in private sector schools.

b) People believe teaching, learning and professional development is higher in public sector schools.

Hypothesis 2: a) People believe inter personal and inter professional relationships are more strong in private sector schools.

b) People believe inter personal and inter professional relationships are more strong in private sector schools.

Often it is seen that most of the public sector schools do not focus on parents meetings and their involvement in decision making for student achievement purposes. In American Institute of Educational Leadership the focused entities for a well decision making process were; parents, stakeholders, business resource personnel and principals. The research question for this factor is to check out that either our principals involve community leaders and parents or not?

Hypothesis 3: a) Sharing decision making with teachers, parents and others is implementing in manner by principals of private sector schools.

b) Sharing decision making with teachers, parents and others is implementing by principals of public sector schools.

A strong vision makes the principals capable for achievements. Vision includes the objectives and goals and the strategies to attain them. Principal with a broad vision can improve the quality of work and performance. In which sector this pattern is successfully treated?

Hypothesis 4: a) Vision and values are more frequently applying in private sector schools.

b) Vision and values are more frequently applying in public sector schools.

Survey results shows that often principals do not understand the worth of innovation and change in academics. They do not visit class rooms and teachers in a fear of if the teachers argue them

about this. They do not agree with the adoptability of change management in schools. The question arises that either today's principals prefer innovation and change in their administration or not and in which sector?

Hypothesis 5: a) Innovation and change is sharply adopted by private sector school principals.

b) Innovation and change is sharply adopted by public sector school principals.

Methodology

This study is a survey, carried out in Faisalabad, Pakistan. The population involved in this study was the principals of post-primary and secondary schools. Targeted sectors for this study were the public and private. The sample size was around 75 principals randomly selected of every age group without gender discrimination. The instrument used for this study was structured questionnaire which was designed by suffering different questionnaires about topic and validated by using Chronbach alpha test. The pilot study was done with 20 principals. Online distribution was made to fill the questionnaires and 50 questionnaires were retrieved. Calculated Reliability Consistency Coefficient was 78.5 %.

RESEACH FINDINGS

Gender demographics:

Results of table (1) exemplified that the principals of public and private schools are in general of male's category (n=50 or 100 %), marital status was same (n=50 or 100 %)), 50 %, were belonged from private schools and 50 % from public. All were the principals of one school, (n=50 or 100 %). The age limit was in between of 45-55 which clears that age factor matters for implementation of strategic revolutions. Respondents have post graduate degree (n=25 or 49.9%0, have experience in their field more than 5 years and less than 10 (n=25 or 49.9%).

Table 1: Gender demographics

Characteristics of Study Sample	Category	Frequency	Percentage
Gender	Male	50	100

Marital Status	Married	50	100
Having responsibilities of more than one school	No	50	100
Age	25-35	5	9.8
	36-45	15	29.7
	46-55	20	39.7
	Above 55	10	19.8
Type of school	Public	25	49.9
	Private	25	49.9
Education	Metric	5	9.8
	Graduate	20	39.7
	Post Graduate	25	49.9
Relevant experience	<5 years	15	29.7
	<10 years	25	49.9
	>10 years	10	19.8

Table2: Private school analysis

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.747	.439		3.976	.001
	T.L.P.D	.509	.093	.780	5.460	.000
	Innovation	.067	.084	.187	.792	.437
	IPR&IPR	-.107	.101	-.247	-1.061	.301

Excluded Variables

Model		Beta In	t	Sig.	Partial Correlation	Co-linearity Statistics
						tolerance
1	P.PART	.(a)000

V&V	.(a)000
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The results of female entrepreneurs in table (2) indicated that teaching, learning and professional development is a significant element to evaluate principal where (Beta= .780, Sig = .000) and it is positively and directly influence performance evaluation. Innovation where (Beta=.187, sig==.437) and it is also directly affect performance of principal. Likewise inter-personal and inter-professional relationship is also important for principals and it is positively and directly influences principal-ship. According to the results of IPR &IPR (Beta=-.247, sig =0.301). Two other elements are excluded from this research because of a causal relationship with an error term.

Table 3: Public school analysis

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	8.780	6.890		1.274	.218
	T.L.PD	-.692	1.107	-.147	-.626	.539
	IPR&IPRT	-2.579	1.427	-.518	-1.806	.087
	P.PART	-.419	1.053	-.085	-.398	.695
	V&V	2.369	1.254	.567	1.890	.074
	Innovation	.006	.160	.008	.037	.971

The table (3) shows that teaching, learning and professional development is neglected in public schools. For this domain Beta is -0.147 and significance level is 0.539 and hypothesis is rejected. The results for inter-personal and inter-professional relationship shows direct and positive image of performance (Beta = -.518, sig = 0.087).Parent involvement and Innovation is another end where the performance lagged behind and results shows significance level as .695 and.971. In case of creating vision and values the results are positive (beta= .567, sig= .074).

Hypothesis 1: a) People believe teaching, learning and professional development is higher in private sector schools.

b) People believe teaching, learning and professional development is higher in public sector schools.

Joint Analysis ANOVA

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Private	Regression	.282	1	.282	33.923	.000
	Residual	.191	23	.008		
	Total	.474	24			
Public	Regression	.051	1	.051	.035	.853
	Residual	33.599	23	1.461		
	Total	33.650	24			

The research findings for first hypothesis shows that the level of principal performance in context of “informative learning styles, teacher’s professional development, student achievement outcomes, facilitation to staff, freedom for instructional leadership style and skills of teachers “ rated at high extent in private schools as compare to public schools. The ANOVA test explained the level of significance (private = .000 highly effective) and (public = .853 need much attention in this factor).

Hypothesis 2: a) People believe inter personal and inter professional relationships are more strong in private sector schools.

b) People believe inter personal and inter professional relationships are more strong in private sector schools.

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
Private	Regression	.007	1	.007	.357	.556
	Residual	.466	23	.020		

	Total	.474	24			
Public	Regression	.624	1	.624	.435	.516
	Residual	33.026	23	1.436		
	Total	33.650	24			

Results of second hypothesis express that, inter-personal and inter-professional relationship building is almost same in both sectors. Principals are not supportive for teacher's discussions, face-to-face teacher's meetings, parents and teacher's meetings, independent experimentation, classroom visitations and mutual collaboration system. Level of significance in results is (private= .556 rejected) and (public= .516, rejected).

Hypothesis 3: a) Sharing decision making with teachers, parents and others is implementing in manner by principals of private sector schools.

b) Sharing decision making with teachers, parents and others is implementing by principals of public sector schools.

Table 6: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Private	Regression	.007	1	.007	.357	.556
	Residual	.466	23	.020		
	Total	.474	24			
Public	Regression	.781	1	.781	.546	.467
	Residual	32.869	23	1.429		
	Total	33.650	24			

This table measures that; principals in private sector schools are not efficient in case of parental participation, decision making at administrative level with staff involvement, provision of new ideas to parents and to inform parents with student's curriculum activities. So the level of significance at (private= .556 rejected) and (public= .467 rejected).

Hypothesis 4: a) Vision and values are more frequently applying in private sector schools.

b) Vision and values are more frequently applying in public sector schools.

Table 7: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
Private	Regression	.007	1	.007	1.357	.156
	Residual	.466	23	.020		
	Total	.474	24			
Public	Regression	1.641	1	1.641	1.179	.289
	Residual	32.009	23	1.392		
	Total	33.650	24			

In this hypothesis we see a high significance in both sectors. Principals perform well in creation of vision, problem solving at elementary level, psychological needs assessment of staff and make possible team learning. Significance shows (private= .156 high performance) and (public= .289 high extent of performance).

Hypothesis 5: a) Innovation and change is sharply adopted by private sector school principals.

b) Innovation and change is sharply adopted by public sector school principals.

Table 8: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
Private	Regression	.027	1	.027	1.396	.249
	Residual	.446	23	.019		
	Total	.474	24			
Public	Regression	.154	1	.154	.106	.748
	Residual	33.496	23	1.456		
	Total	33.650	24			

This test supports to private sector as the level of significance is .249 and the principals of public fail in practice of new techniques for change, focus for opportunities, proven innovative strategy implementations and communication to outside community.

CONCLUSION

From the evidence of this research one thing which is observed according standard is that our public sector of schooling is still suffering. Demographics of this study resulted that age and education two main factors contribute to make a principal effective. Principals who fall in age

group below 55 and up to 25 years are comparatively ore decisive, visionary, and innovative find in private schools in higher ratio. Majority of respondents regarding this study holding post graduate degree which shows that higher education have relationship with effective performance.

The results analyzed by this research explained that in all domains of principal performance evaluation, the principal of public sector schools is less efficient, less innovative, not rely on learning, teaching and professional development strategies. Not just it is, some failures have seen in private sector too. For instance, inter-personal and inter-professional relationships are weaker in both sectors (private and public). These failures directly affect student learning. Our basic purpose of this study was to check out the level of significance in performance and the extent of student learning. An administrator who successfully meets with these efforts can create openness in school culture. Such climate attracts the visitors and community stackers which leads school administration beyond the limits.

Principal performance dimensions	Mean		Std dev		Interpretation	
	private	public	private	public	private	public
Teaching, learning and professional growth	4.533	3.1	0.463	0.619	High	Moderate
Inter-personal and inter-professional relations	4.5883	2.95	0.423	0.609	High	Low
Sharing decision making with teachers and parents involvement	4.5	3.1	0.415	0.639	High	Moderate
Vision and values	4.5835	3.5	0.468	0.617	High	High
Innovation and change	4.5886	2.75	0.456	0.718	high	low
overall	4.5	3.1	0.497	0.598	high	moderate

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Appendix 1: Correlations and Tolerance

	Correlations			Importance	Tolerance	
	Zero-Order	Partial	Part	After Transformation	Before Transformation	Zero-Order
T.L.PD	.730	.180	.103	.207	.287	.234
IPR&IPRT	.602	-.146	-.084	-.231	.103	.056
PAR.INV	.535	-.245	-.143	-.302	.138	.280
V&V	.712	.390	.240	.931	.073	.060
INNOVATION	.743	.347	.209	.393	.338	.380

Appendix 2: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
polit pres	50	3	5	3.86	.670
Learning	50	4	4	4.00	.000

Academics	50	3	4	3.78	.418
teach inv	50	2	5	4.00	.756
stud learn	50	2	5	3.74	.986
O&G	50	2	43	4.96	5.566
spirt learn	50	2	44	4.84	5.712
Admin	50	3	5	3.76	.517
plann &prog	50	3	5	4.06	.712
PD	50	3	5	3.98	.742
IT	50	3	5	3.96	.727
Tfr	50	3	5	4.12	.746
skills	50	3	5	4.10	.614
IPR	50	2	5	3.88	.961
class visit	50	2	5	4.04	.903
indep	50	2	5	4.02	.820
collab	50	3	5	4.04	.781
Academics	50	3	5	4.14	.700
SWA	50	3	5	4.12	.718
parent par	50	3	5	4.20	.606
curriculum	50	3	5	4.08	.752
ineract	50	3	5	4.10	.707
stud perf	50	4	5	4.56	.501
adm dec	50	4	5	4.60	.495
ideas	50	2	5	3.96	.856
vision	50	2	5	4.02	.820
efficiency	50	2	5	3.98	.979
needs	50	2	5	3.82	.962
energy	50	3	5	4.04	.781
shared vis	50	3	5	4.12	.746
polit press	50	3	5	4.12	.718
Communic	50	2	5	4.12	.718
Focused	50	2	5	4.02	.937
Stretagies	50	2	44	4.94	5.680
Implement	50	3	5	4.04	.781
Anticipate	50	3	5	4.12	.746
Response	50	3	4	3.78	.418