School Leader's Transformational and Instructional Leadership Styles and School Effectiveness

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ABSTRACT

The purpose of the study was to out the relationship between School Leader's Transformational and Instructional leadership styles and school effectiveness in Fako Division South West Region of Cameroon. In the study, a quantitative research design was employed during data collection and the analysis phases. The population for this study comprised of all secondary school principals and vice principals in Fako Division. A sample of 215 Principals and Vice Principals of public and private secondary schools were selected from the population. For data collections, two instruments were used: T-P Leadership Questionnaire to measure leadership styles and Criteria for Measurement of School Effectiveness to measure school effectiveness. Data analysis conducted by using descriptive statistic and Pearson product moment correlation. The results indicate there were significant and positive relationships between Transformational leadership (Pearson 'r' = 0.347) and Instructional leadership (Pearson 'r' = 0.345) and school effectiveness. The implication of this study is that the school principal's transformational and instructional leadership performance is always kept high to have a significant relationship with school effectiveness.

Introduction

School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school effectiveness. School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. The rapid change around the world has led to increased accountability pressures on school leaders, and good leaders are informed by and communicate clear sets of personal and educational values, as well as schools classified as successful, possess a competent and sound school leadership (Hallinger, 2001: 61; Day et al., 2001; Huber, 2004a:1–2). Previous studies showed that principal leadership styles affect school climate, teachers' attitudes toward leadership and their turnover ratio, and students' academic achievements (Allen et al., 2015; Urick, 2016). Some researchers have investigated the relationship between instructional leadership and school effectiveness and found that this relationship is positively associated with school effectiveness (Day et al., 2016; Soehner & Ryan, 2011). Other

researchers have examined the relationships of transformational leadership with school climate, school culture, and student academic achievement (Kwan, 2020; McCarley et al., 2016).

Leadership is defined as the ability to mobilize a group of followers gathered for specific purposes, influence and motivate others to achieve organizational goals performing at a high level of commitment and using minimum force (Bass, 1985; Bass, 1999). Northouse (2003) defines Leadership as a process in which a person has an influence on a group of people in order to accomplish a general objective. Yukl (2006) defines leadership as a process of influencing their followers to understand and agree upon what is needed to be done and how it should be achieved, and the process of facilitating collective and individual efforts to realize a common objective or goal. Western (2013) states that leadership is recognized as the abilities and practical skills of the persons, groups, or organizations to lead, influence, or provide guidance to other persons, teams, or the whole organization. Northouse (2018) and Wu et al. (2020) highlight that leadership is a prominent power relationship in which one party (leader) promotes movements or changes in others (followers).

Furthermore, Phuc et al. (2021) also found that a leadership style refers to a leader's style of giving directions, implementing plans, and motivating followers. Leadership style is described as consistent set of behavior or patterns which categorizes a leader in two ways which include being task oriented and structure oriented in relation to the behavior that is expected to be exhibited (Cuadrado et al., 2007). Leadership style is the recurring pattern of behaviors exhibited by a leader (Schermerhorn et al., 2011). DuBrin (2006) defines leadership style as the typical pattern of behavior that a leader uses to influence his or her employees to achieve organizational goals. Leadership style is the manner in which a leader provides direction, implements plans and motivates people, and their approach to each of the functions (Jooste, 2009).

Close examination has been done on the subject of how school leadership affects school effectiveness. In this study, effective leadership practices used by school administrators are seen as the most crucial resources for achieving and gauging the success and excellence of a school. The highest authority in the hierarchy of school administration, especially the principal, will directly guide students down the right path of academic and nonacademic excellence.

A transformational and instructional leader is now emphasized as a key aspect of school leadership. This is due to the fact that effectiveness is ultimately determined by the principal's influence on school effectiveness. The majority of research findings in the literature strongly imply that the principal is the most crucial figure in providing leadership for better curricula and instruction (Akerele, 2007).

The most crucial factor in determining a student's academic excellence is actually played by school authorities, so it is crucial to deal with their effective leadership styles in order to improve high academic excellence in educational performance.

Statement of the Problem

In Cameroon, there is a great deal of concern about the need to improve on the quality and quantity of education. In line with the above, there is the demand by all stakeholders to improve teaching and learning standards. Government funding for education for education grows continuously. This raises then concern for education to be more effectively managed with focus on reducing the level of inefficiency. Secondary education assumes a central and key position in Cameroon's educational system. School effectiveness refers to the extent to which the students have improved in their performance in terms of assessment results in Cameroon. School effectiveness cannot be improved without the principal being effective. School principals fail to supervise the teachers in the classrooms to effectively enhance school effectiveness and the performance level of the students. This indicates that principals are primary contributors to the failure of secondary schools in Cameroon. Despite the fundamental role played by school principals in terms of management and administration, secondary school system in Fako are faced with many challenges. This includes the low secondary school educational achievement in Fako Division. Student performance in

standardized exams reveals low achievement over the past five years. Approximately 36% of secondary school students (approximately 7198) who wrote the GCE passed with a score or above 60%. At the divisional level, the mean had been relatively low (below 50%).

Consequent upon the implication of observed school effectiveness in public and private secondary schools, there is need to find out if it is not a reflection of the leadership styles adopted by the principals in their respective schools. Therefore, the study was to out the relationship between School Leader's Transformational and Instructional leadership styles and school effectiveness in Fako Division South West Region of Cameroon.

Purpose of the Study

The purpose of this study is to find out the relationship between School Leader's Transformational and Instructional Leadership styles and school effectiveness.

Specific objectives

➢ To find out the relationship between School leader's Transformational leadership style and school effectiveness.

➢ To find out the relationship between School leader's Instructional leadership style and school effectiveness.

Research Questions

Based on the purpose of the study, the following questions are raised to provide a guide and solution to the research problems:

➢ What effect does school leader's leadership style have on school effectiveness?

➢ What relationship exists between school leader's transformational leadership style and school effectiveness?

➢ Does any relationship exist between instructional leadership style and school effectiveness?

Research Hypotheses

In carrying out this research work, these hypotheses will be tested in the study.

➢ Ho1: There is no significant relationship between leadership styles and school effectiveness.

➢ Ho2: There is no significant relationship between School leader's transformational leadership style and school effectiveness.

➢ Ho3: There is no significant relationship between school leader's instructional leadership style and school effectiveness.

Theoretical Framework

The contingency theory of leadership effectiveness by Fiedler (1967) was adopted for this study. This theory is a combination of the trait theory and situational theory that implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task, situation and the degree to which the leader's personality fits the group (Sybil, 2000). This theory specifically deals with leadership style, leadership effectiveness and organizational goal achievement or effectiveness. Fiedler states that effective organizations are those that achieve their set goals while effective leaders are those that match the right leadership style with the right organization or group situation in order to achieve the organization goal. Fiedler's Contingency Model, also known as "Fiedler's Contingency Theory of Leadership," states that there is no one best style of leadership. His theory states that your leadership style is fixed. You cannot change your style to suit the situation. Instead, you must put leaders into situations that match their style. According to Fiedler, a leader is the individual who is given the task of directing and coordinating task-relevant activities, or the one who carries the responsibility for performing these functions when there is no appointed leader.

Fiedler relates the effectiveness of the leader to aspects of the favorableness of the situation and the characteristics of the leader. The characteristics of the leader which form the basis of his leadership style greatly influence the effectiveness of a leader. Fiedler came up with two main styles of leadership thus the task oriented leadership style and the relationship oriented leadership style. Task-oriented (autocratic) leaders' primary concern is ensuring employees perform at high levels and are more appropriate in disaster's and extreme situations. Relationship oriented (democratic) leaders are concerned with developing good relationships with employees and seek to be liked by the employees. These leaders focus on quality inter-personal relationships within the organization. In his theory Fiedler stipulates that factors of the situation determine leadership effectiveness and he identified three factors as leader member relationship, task structure and the position power. Leader member relationship refers to the extent to which the followers like, trust and are loyal to their leader. When the leader member relation is good, the situation is favorable for the leader to achieve organizational goals. The task structure determines the extent to which workers or subordinates know what is to be accomplished and how to go about it. It determines the standards to which work is performed. When the task structures are high, the situation is favorable for leading and when it's low the workers are unsure of what is expected of them. Fiedler therefore believes that the most favorable situation is one that has a clearly defined scope, high positional power and good relationship between the leaders and followers. A leader can become more effective by altering the three variables of position power, task structure and leader member relations. All individuals can become effective leaders if they chose the most appropriate situation to apply their leadership style. Following the discussion on Fiedlers theory of leadership styles and effectiveness, it can be deduced leadership is pivotal to school effectiveness. To ensure school effectiveness, school leaders should identify their leadership styles, identify the situation and determine the right style to apply. School effectiveness will heavily be influenced by leadership effectiveness of the school leaders.

Conceptual Framework

Transformational Leadership Style

This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organization; developing staff and curriculum; and involvement with the external community (Burns, 1978). According to Bass (2006), the transformational level of a leader is measured by the relationship between the leader's effects on subordinates. The effects of transformational leaders that are felt include trust, admiration, loyalty and respect for the subordinates to the leader. Subordinates are also motivated to do more than they initially expected. In line with Yukl's (2010) opinion, transformational leadership changes and motivates subordinates by: (1) making subordinates more aware of the importance of the results of a job; (2) encouraging subordinates to prioritize the organization more than their personal interests; and (3) activate their needs to a higher level. Transformational leadership is able to create subordinates who are committed to achieving common goals.

According to Bass (2006) and Hawkins (2011), subordinates' commitment takes the form of work behavior and aims to: (1) The concept, in this case, transformational leadership, can influence subordinates to increase self-concept and self-confidence in order to organize and carry out work tasks for the achievement of goals which were predetermined. Individually and collectively, subordinates are highly motivated and optimistic about achieving the set objectives. As a result, employees are better able to innovate at work; additionally, employees' belief in and trust in their leaders play a significant role in motivating them to work hard to accomplish their objectives. (3) When focused on goals and values, transformational leadership has the power to encourage subordinates' belief that they can achieve higher goals in their work, foster commitment, and enhance performance. It can also help subordinates become independent and instill entrepreneurial attitudes (innovative and creative) in achieving goals. In order for leaders and followers to realize shared goals and values that are crucial in fostering commitment, transformational leadership addresses subordinates and job satisfaction. There's no denying that all of that has a big impact on performance.

Bass (2006) defined transformational leadership as the ability to motivate and inspire followers to achieve extraordinary results in order to foster the development of their own leadership. By focusing on needs and empowering subordinates based on the objectives of the subordinates themselves, the leader, the group, and the larger organization, leaders assist subordinates in growing and developing to become leaders for their own territory.

Burns (1978) and Bass (2006) define transformational leadership as a leader's ability to change the environment, motivation, patterns, and perceived work values of subordinates so that they are better able to optimize performance to achieve organizational goals. This means, a transformational process occurs in leadership relationships when leaders build awareness of subordinates about the importance of work values, expand and increase needs that go beyond personal interests and encourage these changes towards common interests including organizational interests. The same thing was conveyed by Fairholm and Fairholm (2009) that transformational leadership focuses on changing formations and structures as well as the actors in the organizational structure.

Yukl (2010) and Morse and Buss (2008) state that transformational leadership is a leader who is able to: 1) state a clear and attractive vision; 2) describes how the vision can be achieved; 3) act confidentially and optimistically; 4) shows confidence in followers; 5) use dramatic and symbolic actions to emphasize important values; 6) lead by example; and 7) empowering people to achieve the vision.

These definitions lead to the conclusion that in transformational leadership, both leaders and followers see how to maximize their efforts to accomplish organizational objectives. As a result, effort and performance can be maximized. Clearly, transformational leaders work to change visionaries into achieving a common goal so that followers also take on leadership roles to bring the goal to fruition.

Furthermore, Bass (2006) explains that in achieving goals and better work results, transformational leaders use transformational leadership characteristics, namely:

Ideal Influence

By focusing on the significance of values, assumptions, commitments, and beliefs and having the determination to achieve goals by always considering the moral and ethical ramifications of every decision made, transformational leaders attempt to influence their subordinates through direct communication. As a result, the leader will be respected, trusted, and looked up to. Additionally, subordinates will make an effort to portray themselves as being in line with their leadership. This is brought on by the actions of leaders who put their followers' needs first, regularly share risks with them, and refrain from abusing their positions of authority. As a result, employees are inspired to maximize productivity and performance in order to accomplish shared objectives.

Inspirational Motivation

By giving tasks for subordinates meaning and difficulty, transformational leaders hope to inspire and motivate them. A vision of the future state of the organization that promises clear and transparent expectations is provided; giving subordinates the chance to participate optimally in idea generation. As a result, their sense of community, enthusiasm, and optimism has grown, making their hopes important and valuable to them and necessitating a high level of commitment in order to be realized.

Intellectual Stimulation

Innovating and being creative in the face of current issues by considering and seeking out fresh approaches to solving them, transformational leaders inspire their subordinates to do the same. People in lower positions have the ability to come up with original thoughts and find innovative solutions to problems. To try novel strategies, subordinates are constantly urged. In this instance, the leader does not berate them and in fact encourages their innovative ideas. As a result, followers believe the leader can accept and support them as they consider and seek out new methods of working to complete tasks. As a result, employees are encouraged to constantly come up with

innovative methods for completing tasks more quickly.

Individual Considerations

When completing their tasks, transformational leaders pay close attention to the needs of their team members. The leader takes on the role of a coach or mentor who walks alongside employees to help them continually maximize their potential. In order to give more direction and guidance to subordinates who have less intellectual capacity and a tendency to give more autonomy and independence to subordinates who have higher intellectual capacity, leaders can recognize and accept the circumstances and individual differences of their subordinates. Subordinates are treated as complete human beings by their leaders. As a result, followers believe that their leaders treat them with respect and care.

The traits of transformational leadership can encourage interaction and behavior changes in subordinates to improve business and work performance and make it more satisfying to realize the organization's vision and mission. Bass (2006) goes on to say that the attitudes and loyalty of followers to the leader and the organization have the greatest impact on transformational leadership. Subordinates of transformational leaders perform better because of these extraordinary attitudes and commitments. In other words, transformational leadership can cultivate a strong sense of loyalty and commitment among the workforce. Additionally, transformational leadership can help people feel satisfied by gaining their confidence and trust.

Instructional Leadership Style

School leadership has a significant impact in fostering student achievement. The impact of leadership is greatest where it is focused on improving teaching and learning and is amplified when responsibilities for leading teaching and learning are widely distributed across the school (AITSL 2018; Robinson et al. 2009; Waters et al. 2003).

Instructional leadership is a form of school leadership that places teaching and learning at the forefront of school decision making (Andrews et al. 1991; Gumus et al. 2018,). It is an overarching orientation that gives structure to a school's direction, evidenced by core leadership practices and skills that support teaching and student outcomes, and drive school improvement and sustained success (Hallinger & Murphy 1985).

According to Hallinger & Murphy (1985) and Robinson et al., (2009), core elements of instructional leadership are:

✓ defining shared expectations

✓ resourcing strategically

✓ managing the instructional program

✓ promoting a positive school learning environment

✓ developing leadership skills and knowledge.

The research literature on instructional leadership identifies a range of practices and attributes employed by effective school leaders. These are the leadership behaviors prominent in successful school settings. The practices of instructional leadership are the tasks of effective school leaders – what effective school leaders do to lead the work. The attributes of instructional leadership are the capabilities needed to put the practices of instructional leadership to work – how effective school leaders lead the way.

Defining shared expectations

According to research, defining shared expectations is the most effective instructional strategy available to school leaders (Hallinger, 2005). In making decisions about the school, student learning, achievement, and improvement are prioritized at this point, and a school's culture is laid out

(Robinson and Timperley, 2007). Set and communicate school goals as part of defining shared expectations. A leader's influence on academic outcomes is significantly influenced by their ability to focus attention and resources (Leithwood et al., 2008). 2004). Goals must have an annual focus, be few in number and applicable to the entire school, respond to the demands of the environment, be data-informed, and include measurable targets and milestones in order to be effective (Hallinger). The school community must be involved in the development of goals if they are to be meaningful (Hallinger, 2005). Sharing school objectives can foster a sense of shared importance and purpose (Hallinger). 221; Andrews et al.), and should emphasize the foundations of education. 1991) and win support for the change (ACER 2018, p. 23). Clear, personally compelling, challenging, and attainable goals are necessary for motivating people (Leithwood et al. 2004,). Communications can occur formally during instructional, curriculum and budgetary decision-making processes, and informally through other interactions and modeling of exemplar behavior (Andrews et al. 1991; Hallinger & Murphy 1985).

Resourcing strategically

Instructional leaders secure resources that are aligned with teaching and learning (Robinson et al. 2008; Robinson & Timperley 2007). They combine an understanding of the instructional needs of a school with an ability to target resources to meet those needs (Sebastian et al. 2019). This is achieved through planning, strategic relationships and staff collaboration (Duke 1982). The literature highlights the importance of hiring appropriate staff and drawing on expertise from the wider school community to achieve goals (ACER 2018; Leithwood et al. 2008).

Managing the instructional program

The management of a school's instructional program aims to guarantee that school goals are reflected in classroom practice and translated into it (Gumus et al. 2018,). This entails planning the curriculum, keeping track of the development of the students, and kindly observing, evaluating, and supervising the teaching process. Pacing, sequencing, and content management are all part of curriculum coordination. Principals make sure that there is consistency between year levels and those students are exposed to the material they will be tested on (Bossert et al. 1982, and Hallinger and Murphy in 1987). Collaboration between teachers within and across year levels, curriculum backward mapping and documentation, and a standard curriculum language all support this work (Lee et al. 2012). A crucial tool for maintaining visibility into the classroom and ensuring the instructional program's quality is the monitoring of student progress (Duke, 1982). The goals are to assess the caliber of instruction, allocate classrooms, determine program effectiveness, assess the effects of changes to the instructional program, and track academic progress. It entails using standards-based, standardized, and criterion-referenced assessments, providing interpretive analyses of test data in a clear format, providing teachers with test results promptly and effectively, and discussing test results with staff as a whole, within year levels, and with individual teachers (Hallinger). According to the research, monitoring and assessing instruction must be supportive. For it to be successful, it needs knowledgeable leaders that teachers can rely on, clearly communicated evaluation criteria, support for teachers to improve performance, and discernible results in improved practice (Bamburg & Andrews 1991). Coaching in the classroom has proven to be the most effective method, particularly when it is used for professional development. In order for walkthroughs to be a useful window into the classroom, they must foster teachers' professional development (Grissom et al. 2013).

Promoting a positive school learning environment

The key practices that promote a positive school learning environment involve minimizing disruptions to instruction, promoting professional development, providing incentives for teachers, providing incentives for students, upholding academic standards, and maintaining the principal's visibility in the school (Hallinger & Murphy 1985). The key practices that promote a positive school learning environment involve minimizing disruptions to instruction, promoting professional development, providing incentives for teachers, providing incentives for students, upholding

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academic standards, and maintaining the principal's visibility in the school (Hallinger & Murphy 1985). Instructional leaders minimize disruptions to instruction so that teachers can effectively apply their skills in the classroom and students can learn. They set clear expectations about protecting teaching and learning time. They ensure classes are not interrupted by announcements, requests from the office, excessive paperwork and meetings, system and parental pressures, student absenteeism and late arrivals (Duke 1982; Hallinger & Murphy 1985; Robinson et al. 2008). This extends to applying an equitable code of behavior, and early and effective conflict resolution (Leithwood 1988).

Promoting professional development is an instructional leadership practice strongly linked to student outcomes (Robinson et al. 2008; Tan et al. 2020). Professional development is tailored to address teachers' needs and changing practice (Duke 1982). Instructional leaders not only inform teachers of opportunities for staff development, but lead in-service training; ensuring professional development is closely linked to school goals and relevantly structured to groups and individuals (Hallinger & Murphy 1985). This is another area where leaders achieve line of sight on the conditions required for improvements in student learning, and where they can support and implement changes to class organization, resourcing and assessment, working collaboratively with teachers (Robinson et al. 2009; Timperley et al. 2007). Providing incentives for teachers involves establishing systems and practices that collaboratively engage staff in the collective effort of teaching and learning (Marks & Printy 2003), provide them with personal and professional support (Witziers et al. 2003, p. 406) and recognize teachers for their efforts (Hallinger & Murphy 1985). Instructional leadership is clearly linked to teacher motivation (Ertem 2021, p. 36). Collaboration encourages a strong sense of collective responsibility and accountability for student achievement (Robinson et al. 2009, p. 42; Robinson & Timperley 2007). Order, support and certainty for staff influence commitment and effectiveness (Leithwood et al. 2004), whereas encouraging and acknowledging good work has the effect of lifting staff morale, eliciting a sense of pride and loyalty in the school, and encouraging willingness to cooperate with colleagues and administrators (Bossert et al. 1982). Providing incentives for students is about recognizing students for their effort, progress and achievement, and fostering a positive and empowering culture of learning.

Recognition needs to be frequent, meaningful and rewarding (Hallinger & Murphy 1985). Students are motivated by a culture of high expectations about learning and behavior (Duke 1982; Hallinger 2005), expressing optimism about students meeting goals (Bossert et al. 1982) and giving students feedback on their work (Robinson et al. 2008). Upholding academic standards involves ensuring students master basic skills and achieves defined skills before entering subsequent year levels (Hallinger & Murphy 1985). This is part of developing a culture of high expectations (Lee et al. 2012; Leithwood 1988). Maintaining purposeful visibility around the school and in classrooms increases interactions between school leaders, teachers and students (Hallinger & Murphy 1985). The evidence suggests that being a visible presence needs to have purpose in advancing shared expectations (Andrews et al. 1991) and focus on teaching and learning (Blase & Blase 2000).

Among key interrelated attributes that schools leaders bring to the tasks of instructional leadership are communication skills, content knowledge in curriculum and pedagogy, and the ability to solve complex problems (DeWitt 2020; Grissom et al. 2021). Communication skills include the ability to develop trust and clarity when leading people. Many of these are how people exercise emotional intelligence (Goleman 2016). They entail engaging in conversations that promote openness to learning and build relational trust (Robinson et al. 2009; Robinson 2015). Content knowledge in pedagogy and curriculum is especially important to understanding the effectiveness of teaching in the classroom, administrative decision making when managing the instructional program (Robinson 2010) and the effectiveness of collaborative learning and decision making (Stein &Nelson 2003). Leadership is innovative and authoritative when principals have deeper content knowledge (Printy 2008). Complex problem solving makes for effective instructional leaders because they are better able to 'uncover and understand all the requirements surrounding a particular task or issue and integrate them to identify the best solution for that particular time and place' (Robinson et al. 2009).

School Effectiveness

According to Chapman (1991), a successful school is one that fosters student growth across a wide range of intellectual, social, and emotional outcomes while taking socioeconomic status, family background, and prior learning into account. According to Mortimore (1991), a school is considered to be effective if its students make more progress than might be predicted based on the student body.

According to Coleman (1966), "schools have little bearing on a child's achievement, and schools did not matter very much when it came to differences in levels of achievement." In Britain, Reynolds and Rutter (1976) and his colleagues (1979) view the school's ability to change the intellectual climate as its power. Their research revealed that schools with similar enrollments serving similar catchment areas had different outcomes. This work has been acknowledged by Mortimore (1988), who examined primary schools in London.

According to Thrupp (2000) the school effectiveness and improvement over claims the success of effective schools and the interest group is characterized as a socially and politically decontextualized body of literature which has provided support for the supervisory system. Most school effectiveness studies show that 80% or more of student achievement can be explained by student background rather than schools (Teddlie & Reynolds, 2000).

The results of previous research conducted by (Almet al., 2019; Duan et al., 2018; Ramberg et al., 2019) regarding school effectiveness researchers concluded that several things could affect school effectiveness include (1) Principal's Leadership, (2) school climate/culture,(3) organizational commitment, (4) school committees, (5) teachers' performance, (6) work discipline and (7)) infrastructure.

According to Ghavifekr & Rosdy (2015), school effectiveness is a school where all its resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn essential curriculum materials.

Within an educational system, the term school effectiveness is used to describe the differences between schools (Goldstein, 1997), and hence a school that contributes to a greater extent to the achievements of its students is considered more effective (Bezirtzoglou, 2004). Educational Effectiveness Research (EER) presents a broader concept that connects an array of research approaches in diverse fields of education, whose common goal is to explore and identify the features of teaching, curriculum and environment in which the educational process occurs, at the level of classroom, school or broader community, to directly or indirectly explain the differences in students' educational outcomes (Creemers et al., 2010).

Education effectiveness research aims to provide answers to questions such as: What are the key features that make a good school? What makes a successful teacher? What do we need to do in order to have a greater number of excellent schools?

What are the key characteristics that make effective schools?

There are different models of school effectiveness aimed at explaining and determining what makes schools effective. Generally, several correlates of effective schools have been proposed (Kirk and Jones, 2004; Lezotte, 1991):

➢ Clear school mission developed in agreement between and shared by the principal and the teachers.

➢ High expectations shared by the school staff that students can succeed and that teachers can help them succeed.

➢ Effective instructional leaders who reinforce the school mission and vision.

➢ Students are provided with opportunity and time to learn, and teachers have clear expectations regarding what to teach and adequate time to teach.

➢ The school environment is safe and orderly, and cooperation and respect is stimulated.

➢ Positive home-school relations are fostered, and parental involvement in school is stimulated.

➢ Student progress is frequently monitored and the results are used to improve their performance.

Literature Review

Transformational Leadership and School Effectiveness

Skillful school leadership is a key factor in explanation of school effectiveness (Hallinger, 2011; Levine & Lezotte, 1990; Hallinger & Heck, 1998). School effectiveness as the school ability to accomplish their goals is highly dependent on leader's effectiveness (Hallinger, 2011; Marzano et al., 2005; Hallinger & Heck, 1998). Therefore, a key element of an effective school is an effective principal, which must be a visible and interactive part of the school environment (Whitaker, 1997). According to McFarlin & Sweeney (1998), the most successful leaders should be transformational leaders, which interact with subordinates to accomplish organizational goals (Yukl, 1999) and foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1985; 1997). Furthermore, the success of school effectiveness efforts is dependent on principals" transformational leadership ability. These transformational leaders enabled and empowered constituents, provided resources and encouraging their employees by developing the vision of the effective school (Alexson, 2008).

According to review of literature, some researchers have empirically investigated the relationship between transformational leadership and school effectiveness. According to empirical studies, practicing transformational leadership by leaders in schools increases the level of school effectiveness by focusing their effort to long-term goals, building a shared vision, inspiring the teachers to follow their vision, and creating high performance expectations (Hallinger, 2003; Hallinger & Heck, 1998; Harris, 2008; Jackson, 2000; Leithwood, et al., 2004). Thus, by practicing transformational leadership, the follower feels loyalty, trust, and respect toward the leader and they will be motivated to do more than they are expected which increases the level of school effectiveness (Leithwood, et al., 2004). Leithwood and colleagues between 1990 to 2006 examined the effect of transformational leadership on the outcomes of organizational conditions and student achievement (Leithwood & Jantzi, 2000; Leithwood & Jantzi, 2006; Leithwood, et al., 2004; Leithwood et al., 2002, Leithwood & Jantzi, 1990). The findings of their studies indicated that transformational leadership dimensions have significant positive effects on teachers" work settings, student achievement and organizational conditions, which contribute to the school effectiveness. Leithwood (1994) found that, practicing transformational leadership behaviors such as setting direction through visions, goals, and high expectations; developing people through individualized support, intellectual stimulations, and modeling practices; redesigning the organization through culture, structure, and policies will enhance overall level of academic optimism and will provide a structure of effective school leadership (Leithwood et al., 2006). Furthermore, Leithwood & Sun (2012) indicated that transformational leadership dimensions had large effects on schools" working environment. Among all transformational leadership dimensions, strengthening school culture and building collaborative structures, have small but significant influences on teachers and school conditions. One possible explanation for increasing the level of school effectiveness by practicing transformational leadership is that when staff ensures they have adequate involvement in decision making related to programs and instruction their activities toward school goals will be increased.

Cheng (1997) indicted that, in order to solve the deal with challenges of changing education environment and educational reforms, school principals must have a new set of leadership beliefs that can transform the traditional constraints, facilitate educational changes, develop appropriate school environment for school stakeholders to work and pursue long-term effectiveness in schools.

Marzano et al. (2005) conducted a comprehensive meta-analysis of research covering effective school leadership. According to Marzano et al. (2005) in effective schools, leaders are responsible to provide a clear vision, sharing values, beliefs, and feelings of a community, recognizing individual's

needs and inspiring the organization to grow is all about professional development. Moreover, they indicated that the school leader is responsible for decreasing the amount of interruptions that impact instructional time, monitoring, and evaluating the teachers' activities and provide the specific feedback for them toward school achievement. School leaders ensures that teachers collaboration frequently interrelate to address common issues concerning the achievement of all students.

Instructional Leadership and School Effectiveness

The leadership role and the styles of the principals have a greater impact. Numerous studies have revealed the high quality of the leadership for the positive outcome of the school. Many are of the view that instructional leadership is accountable for the students' performance and school effectiveness. The school principal as the instructional leader plays the pivotal role in the school who affects the quality of instruction by the teacher, students' performance and the degree of efficient school functioning. Findley and Findley (1992) believe that for a school to be effective one, the instructional leadership of the principal matters. Flath (1989) agrees that for the condition of effective schools it depends upon the principal too. Ubben and Hughes as cited in Findley, B., and Findley, D. (1992) claim that the principal keeps the focus on the activities which will enhance high student achievement though he must address the managerial task for school efficiency.

The principals' leadership responsibilities and personal traits have a bigger impact. Numerous studies have shown the importance of strong leadership for a school's success. Many people think that instructional leadership is responsible for the students' performance and the efficiency of the school. Instructional leadership was emphasized as one of the characteristics of effective schools in many studies of these institutions. The principal was motivated to make sure that effective teaching and learning occurred in the classroom. "Instructional leadership helps schools and communities address the challenge of promoting leadership for quality and teaching," claims Stewart (2006). Because it concentrates on the direction of influence rather than the nature and source of it, Bush's (2007) instructional leadership is distinct from other leadership models. In order to achieve the school learning objectives for its students, instructional leaders are concerned with promoting and developing their school as a learning organization or professional learning communities. In order to improve instruction and student achievement, the principal's primary role as a change agent in the instructional leadership model is to provide resources, curricula, and support for teaching as the highest priority.

There are several studies that suggest that the principal's instructional leadership has a direct effect on school improvement and students' learning (Silver & Moyle, 1986; Blase, 1987). Moreover, a review of research on leadership effects on students' learning by Leithwood et al. (2004), Leithwood et al. (2008) and Gurr, Drysdale, and Mulford (2005) also concluded that there is a significant relationship between school leadership and students' achievement.

A study of a more robust nature conducted by Heck and Moriyama (2010) used a regression discontinuity approach to find the effect of the principal's leadership on students' outcomes at the elementary level. Their findings indicated that the principal's instructional leadership might play a role in facilitating school improvement through building instructional practices in the school, which, in turn, have a positive effect on students' attainment. This finding can be interpreted to suggest that the principal's instructional leadership does have a substantial indirect effect on the overall educational attainment of the students. In addition to this, this study also supported the findings of Bossert et al. (1982); Heck and Hallinger (2010); Leithwood and Jantzi (1999); Witziers, Bosker, and Krüger (2003); Cheng (1994).

A study which investigated the combined practices of principals' transformational and instructional leadership claimed that successful principals have positive influences on classroom processes (i.e. teaching and learning activities that take place in the classroom) and which in turn promote pupils' academic outcomes (Day, Gu, & Sammons, 2016). Moreover, this study suggested that schools and leadership have a positive influence on classroom processes by developing teachers, improving

teaching quality and promoting a favorable school climate and culture that emphasize high expectations and academic outcomes.

In a study conducted by Edmonds, 1979 as cited in Rogers, D.Kipp (2009) findings identified seven correlates that schools should use in order to increase student achievement. One of the correlates is strong instructional leadership by all administrators and staff members. Research clearly indicates instructional leadership is a strong attribute of effective schools (Rogers, D. Kipp, 2009). Further in the effective school, the principal acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program. The role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school (Lezotte, 2001). "In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole leading to school effectiveness" (Lezotte, 2001).

Methodology

The nature of the present research was correlational. In this connection, survey research method was used for investigating the School Leader's Transformational and Instructional leadership styles and school effectiveness in Fako Division South West Region of Cameroon. According to Gay (1995) Correlational research tries to decide about the degree of relationship between two or more measurable variables. The population was comprised of secondary school Principals and Vice Principals in Fako Division, South West Region of Cameroon. Convenient sampling was used to select the schools out of the five subdivisions (Buea, Muyuka, Tiko, Limbe and Idenua) in Fako Division. A sample of 215 Principals and Vice Principals of public and private secondary schools were selected from the population. Furthermore, Schools in each selected subdivision were divided into two strata i.e. public schools and private schools. Following instruments were used in order to gather data.

I.   T-P Leadership Questionnaire

II. Criteria for Measurement of School Effectiveness

These instruments are briefly described as below:

T-P Leadership Questionnaire:

To measure the leadership styles researcher will use T-P Leadership Questionnaire that was originally developed by Sergiovanni, Metzcus, and Burden (1969) and adopted by Ritchie and Thompson, 1984. This scale consists of 30 statements measuring four styles of leadership namely, telling, selling, participating and delegating. These four are further merged under the major characteristics of transformational and instructional leadership styles. Respondent`s profile also has been attached with this questionnaire to know about their demographic characteristics like gender, age , marital status, academic qualification, professional qualification, experience, designation, age and caste.

Criteria for Measurement of School Effectiveness:

To measure the school effectiveness the researchers will use Criteria for Measurement of School Effectiveness /Performance .This is a five point Likert scale ranging from strongly agrees to strongly disagree developed by Iqbal (2005). This scale consists of 31 statements for measuring four factors namely, management, implementation/ reinforcement, environment, and achievement. Respondent`s profile also has been attached with this questionnaire to know about their demographic characteristics like gender, age , marital status, academic qualification, professional qualification, experience, designation, age and caste. Both instruments namely T-P Leadership styles and Criteria for measurement of school effectiveness /performance were pilot tested on 40 respondents. Cronbach's Alpha for both was found 0.82 & 0.88 respectively. Data were collected by the researcher through

personal visits of some of the schools and through postal correspondence with other included in the sample of the study. The data were collected by administering the questionnaires to the principals and vice principals. The researcher had meetings with the school leaders for collecting primary data. The data were analyzed by calculating the percentage, Mean and Pearson r Correlation

Research Findings and Discussions

Demographic Profile of Respondents

Out of the 215 principals and vice principals, 190 (88.37%) were male and 25 (11.63%) were female. In terms of educational level the results showed that 180 (83.72%) of the respondents had bachelor degree, 30 (13.95%) of the respondents had master degree and 5 (2.32%) of the respondents had Ph.D.

Distribution of School Leaders according to teaching experience

Teaching Experience	Frequency	Percentage
0-5 Years	21	9.77
6-10 Years	68	31.62
11-15 Years	36	16.75
16-20 Years	20	9.30
21-or more	70	32.56
Total	215	100

The above indicates the number of principals and vice principals of both private and public secondary school and their teaching experience. The number of school leaders having 0-5 years of teaching experience was 21, school leaders of 6-10 years' experience were 68, school leaders of 11-15 years of teaching experience were 36, and school leaders of 16-20 years' experience were 20. The numbers of school leaders having 21 or more years of teaching experience were highest in the sample.
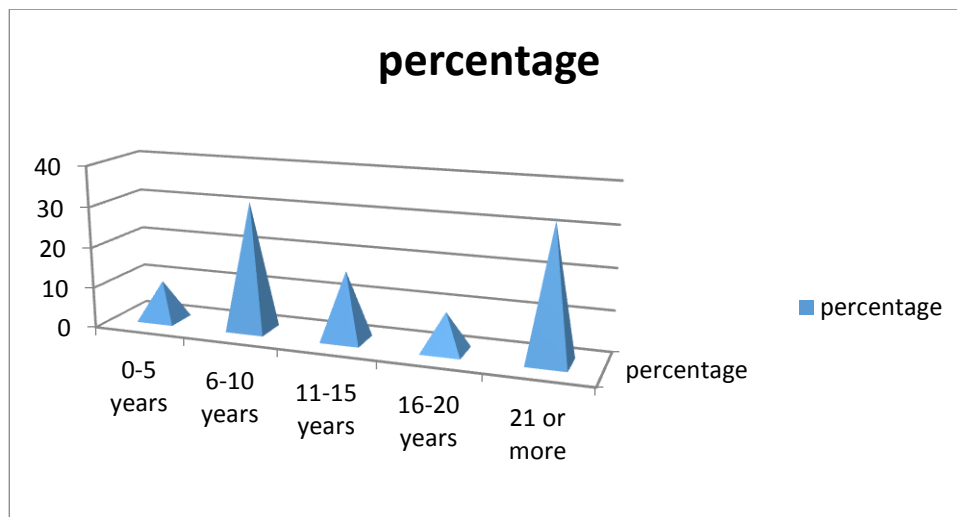
Correlation between Leadership Styles and School Effectiveness

Variable	N	Pearson "r"	Sig (2-tailed)
Leadership Styles	215	0.348	0.000
School Effectiveness	215		

Correlation is significant at 0.01 level (2-tailed)

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.348) between Leadership Style of school leaders and school effectiveness. The mean score was significant at 0.01 level. It shows that there is significant and positive correlation between Leadership Style of school leaders and school effectiveness. Therefore, the null hypothesis that there is no significant relationship

between Leadership Style of school leaders and school effectiveness is rejected.

Correlation between Transformational Leadership Style and School Effectiveness

Variable	N	Pearson "r"	Sig (2-tailed)
Transformational Leadership Styles	215	0.347	0.000
School Effectiveness	215		

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

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.347) between Transformational Leadership of school leaders and school effectiveness. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Transformational Leadership of school leaders and school effectiveness. Therefore, the null hypothesis that there is no significant relationship between Transformational Leadership of school leaders and school effectiveness is rejected.

These results are in line with Leithwood & Sun (2012) finding which indicated that, leaders influence school conditions through their achievements of a shared vision and goals for the schools, their high expectations and support of school members, practices that strengthen school culture and foster collaboration within the organizations. Wayman et al., (2009) specified that the deployment of a developing shared vision dimension throughout the school might increase the level of school effectiveness. Therefore, the principal of an effective school has a clear vision and communicate that vision to the teachers and the other school members. Leithwood & Jantzi (2006) reported that transformational leaders learn to adapt their leadership style overtime with the goal of inspiring and empowering colleagues to achieve a common vision. Therefore, it is essential that the leaders involve all members of the learning community in the process of building the vision and articulating goals (Leithwood, 1994).

Several research findings by Giles"s et al., (2007) among school principals in New York, Belchetz & Leithwood (2007) among primary schools in Ontario, Wong (2007) in China schools and Mulford (2007) in Tasmania schools indicated that in successful school principals practicing the models behavior and manage to set and maintain a sense of purpose and direction for their schools as well.

The result of study by Zembat et al., (2010) about school effectiveness in elementary school indicated that there is a positive and significant relationship between intellectual stimulation and individualized support with school effectiveness, which is in line with the findings of this study. Their results also indicated that leaders influence teachers mainly through people- developing practices, providing individualized support and intellectual stimulation. In another research, Leithwood & Sun (2012) stated that holding high expectations has significant relationship with teachers and school conditions.

According to MacNeil et al., (2009), principals" leadership impacts the culture of high expectations towards student performance. According to Leithwood & Jantzi (1997) usual communication of headmasters" high expectations for teachers will enhance the quality and effectiveness of the school. In another study, Leithwood & Sun (2012) specified that strengthening school culture and building collaborative structures, have small but significant influences on teachers and school conditions.

Overall, this study found that transformational leadership have significant positive relationship with school effectiveness (r=0.347, p=.000). According to Marzano (2003), the principal's professional leadership is needed by the effective schools because they are able to change the schools, teachers and students towards the positive. These results are in line with Hebert (2010) findings, which implied that, there is a positive relationship between school effectiveness and transformational leadership as perceived by teachers of 30 elementary schools in the United States. Likewise, Hoy and Miskel (2013) reported that, there was a significant positive correlation between transformational leadership dimensions and school effectiveness. In addition, Abgoli & Sabeti (2013) findings among secondary schools in Shiraz city, Iran indicated that there was a positive relationship between

managers' transformational leadership and school effectiveness. It showed, the higher the scores in managers' transformational leadership, the higher the scores were in school effectiveness.

Based on the meta-analytic review of 72 unpublished researches by Leithwood & Sun (2012) transformational leadership dimensions had large effects on schools" working environment and improved schools" instructions. In addition, Robinson et al., (2008) indicated that effectively practice of transformational leadership leads to enhancement in establishing goals, promoting teacher learning and development, high expectations, evaluating teaching and the curriculum, providing orderly and supportive environment. Similarly, the research conducted by Ghani et al., (2011) in excellent schools in Malaysia showed the strong correlation exist between principals' transformational leadership and successful practices of school effectiveness. Likewise, Pihie et al. (2001) reported that there is a moderately high and significant relationship between transformational leadership behavior and school effectiveness as perceived by 89 aspiring secondary school principals in Malaysia. Therefore, it can be concluded that the level of transformational leadership dimensions and level of overall school effectiveness have parallel relationship which means that an increase in the level of transformational leadership dimensions will be resulted in an increase in the level of overall school effectiveness.

Correlation between Instructional Leadership Style and School Effectiveness

Variable	N	Pearson "r"	Sig (2-tailed)
Instructional Leadership Styles	215	0.345	0.000
School Effectiveness	215		

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

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.345) between Instructional Leadership of school leaders and school effectiveness. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Instructional Leadership of school leaders and school effectiveness. Therefore, the null hypothesis that there is no significant relationship between Instructional Leadership of school leaders and school effectiveness is rejected.

The results are in line with previous research which found that the principal's instructional leadership style has a significant impact on a variety of aspects of the school environment, including teacher and staff attitudes, student learning, and academic achievement (Bush, 2013). In the same standpoint Hallinger, (2011) and Terosky (2014) reported Educational leadership is synonymous with instructional leadership in that principals are required to focus their efforts on improving teaching environments and, as a result, student achievement. Leithwood et al. (2004) concluded that "leadership is second only to classroom instruction among all school-related variables that contribute to what students learn at school" in their study of school leadership and student learning outcomes. Robinson et al. (2008), as well as Hoy & Miskel (2013), have shown that school leadership, especially instructional leadership, has a positive impact on student achievement. This suggests that, because of their instructional function (Shava & Heystek, 2018), principals play a critical role in enhancing student learning. Leadership has an underappreciated influence, with direct and indirect effects accounting for about a quarter of a school's effectiveness (Leithwood et al., 2004).

DiPaola & Hoy (2015) also supported the argument by indicating that several comprehensive meta-analyses have linked Instructional leadership to student learning achievement. They concluded that several empirical studies have established that the principal's instructional leadership (Shava & Heystek, 2018) behaviors indirectly and positively impacted school climate, culture, and organization. School mission, goals, and high academic expectations were Instructional Leadership behaviors that manifested themselves in classroom instruction to positively impact student outcomes (May & Supovitz, 2011). Studies published between 1978 and 2006, the authors found that practices associated with establishing school goals, supervision of instruction, and professional learning were

highly impactful and concluded, "the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes" (Robinson et al., 2008).

Instructional Leadership has been the subject of many reports. Several studies have concluded that principals who use an Instructional Leadership style have some control over student outcomes, typically by the teacher or organizational means, according to Hallinger (2011), who published a study of the Instructional Leadership. According to Marks & Printy (2003), a principal's Instructional Leadership has an indirect impact on student reading achievement and a direct effect on school environment variables. School-level factors like school environment or classroom-level factors like teacher effectiveness, motivation, and job satisfaction often mediate the relationship between instructional leadership and student achievement.

Also supported by DiPaola & Hoy (2015) that the Instructional Leadership has been related to student learning achievement in several systematic meta-analyses They concluded that several empirical studies have shown that the principal's Instructional Leadership (Shava & Heystek, 2018) activities influenced school environment, community, and organization indirectly and positively. Instructional Leadership habits that expressed themselves in classroom instruction to positively affect student outcomes were the school mission, priorities, and high academic standards (May & Supovitz, 2011). The authors of studies conducted between 1978 and 2006 concluded that activities correlated with setting school priorities, management of teaching, and professional learning had a significant effect, and that "the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes" (Robinson et al., 2008).

Conclusion

The major findings of this study revealed that there were a positive and significant relationships between transformational and instructional leadership styles and overall school effectiveness. There is significant relationship between transformational leadership and school effectiveness than Instructional leadership and school effectiveness. The principals need to know the importance of leadership styles because they affect school effectiveness. This is important for school administrators, who play a key role in all stages of organizational change for educational organizations, in creating a positive school climate and maintaining a strong school culture and is thought to provide an overview of the leadership style of school administrators in order to successfully manage and maintain organizational change.

The findings highlight the significant contribution of the principals who employed a transformational style to school effectiveness. Moreover, the present research findings indicate the importance of school communications and suggest that these communications play a significant role in the correlation between transformational leadership and school effectiveness. Therefore, it can be concluded that school leaders practicing dimensions (building goal consensus, offering individualized support, intellectual stimulation, models behavior, holding high expectation, participation in school decisions and strengthening school culture) of transformational leadership could enhance the level of school effectiveness considerably.

This study provided a useful base from which to draw conclusions regarding the views of the principals' role as an instructional leader. It pointed out that instructional leadership role must be sustained and established continuously to its best to enhance school effectiveness. Instructional leaders establish and communicate a clear vision and goals for their schools that center on high student achievement and excellent instruction. Good instructional leadership requires effective management. Effective principals are also effective managers to protect and prioritize instructional time and their vision of teaching and learning at the forefront of the school's purpose.

Recommendations

Based on the findings and conclusions of this study, the recommendations will be grouped under

Transformational and Instructional leadership styles towards school effectiveness as follows:

Transformational leadership and school effectives

➢ It is suggested that school leaders keep the level of their leadership practices towards improving the level of school effectiveness through building collaborative cultures and promoting collaboration by distributing leadership to teachers and other staff in order to motivate them for accomplishment of the school goals.

➢ To ensure school effectiveness, transformational school leaders need to promote innovative problem-solving and motivate teachers. Transformational leadership plays a motivational and inspirational role which intellectually stimulates all stakeholders and raises their self-confidence and self-esteem. As a result, teachers' commitment to change is reinforced thus school effectiveness.

➢ School leaders are to provide teachers with sense of school vision and mission; create a caring and trustful atmosphere.

➢ Encourage free flow of communication, so that followers feel free to share ideas; provide conducive environment for effective teaching/learning;

➢ School leader are to identify and promote shared values; encourage experimentation in methods of instructions; encourage professional growth and development

➢ It is suggested that, to enhance the level of school effectiveness, school leaders create a climate of trust in their schools by respecting the school members" ideas and listening to them and clarify their positions and articulating a direction for school members. These practices by school leaders lead to establishment of a climate of trust in which the teachers and school staff are motivated to go beyond their job descriptions and their own self-interest for sake of school goals.

Instructional leadership and school effectiveness

✓ Foster a collective commitment and focus on excellence in teaching, learning and leadership.

✓ Consider leadership at all levels. Build a leadership team that works widely across the school in strong alignment to drive the improvement agenda.

✓ Create a culture in which all leaders and staff have clarity of their role and focus on understanding their impact and improving their practice.

✓ Set high expectations and aspirations for learning and achievement for all students. Establish and regularly communicate clear goals and success measures at various levels.

✓ Consider ways to get 'purposeful visibility' – leading, modeling and working alongside teachers and students.

✓ Align resource allocation and strategically invest in people, infrastructure, resources and initiatives targeted to improve student learning.

✓ Prioritize instructional time and impact – consider the curriculum program and structures, minimize disruptions to learning time and maximize student engagement.

✓ Invest in ongoing development in teaching expertise for all staff and leaders. Provide regular and differentiated opportunities for staff to engage with contemporary, research-based professional development in core areas such as curriculum, pedagogy, assessment and feedback.

✓ Create a collaborative and dynamic professional learning culture where continuous learning, reflection and growth are celebrated. Ensure all staff have regular opportunities for feedback on classroom practice.

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