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By V. Sharma

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Chapter One: General Introduction

I. Introductory

The success of any school is largely rests upon the effective role of the Head of school. Leadership is an instrument used in a school for behavior modification. Improving Student Learning Outcomes (SLOs) through School Management Trainings (SMTs) is a phenomenon that is rapidly receiving a significant attention from educational administrators across the world. It is supported through a wide range of measures, especially in terms of developing an effective school leadership. In accordance with the previous research, school leaders may come from non-traditional backgrounds (Slenning, 1999). They need, therefore, special training programs to manage schools effectively.

In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the ability of the Head of school otherwise known as the Principal and his Leadership style. School leadership has become a priority in education policy agendas internationally. It plays a pivotal role in improving school outcomes by influencing school climate and environment. School leadership is expected to provide motivation as well as builds capacities within school educators. That is why effective school leadership is considered essential to ensure the efficiency and competence of schooling.

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a) Background of the Study

As countries strive to improve student results and reform education systems, the school leadership remains on the top in educational policy agendas. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. School-Based Management (SBM) approach emerged in the aftermath of the decentralization process. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. Literature shows that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions.

In case, where the leadership style of the principal is ineffective, even the best school programmers, the most adequate resources and the most motivated staff and students will be rendered unproductive. Therefore, the importance of good leadership style in an organization cannot be overemphasized. School Management Trainings for the Head of schools are one of the modest educational reforms. They particularly focus on the increased quality assurance and accountability, the development of new curricula, requirements for strategic planning, the use of information system and the improvement in teaching and learning etc.

For instance, the recent reforms in Mauritius, Singapore and China have focused on coming closer to a quality-oriented education and moving away from the test-based education. The reforms include the ways to improving instructional content, curricula, educational evaluation as well as educator education (Bunwaree, 2008). Educational reforms target the professional development of Headof schools as they play an important role in schools' success.

b) Significance of the Study

The present study is being undertaken to assess the effectiveness of School Management Training programs. It is aimed at ascertaining the effects of SMT programs on Student Learning Outcomes in terms of students' results, engagement with classroom and school activities.

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It also investigates how Head of schools attitude interlink with SMTs and SLOs relationship. The reason for undertaking this study is the scarcity of research concerning this specific educational aspect, especially in the not-for-profit educational sector of Mauritius.

This study revolves around three variables, this is, SMTs as an independent variable, SLO as a variable of primary interest, and Head of school attitude as a mediating variable.

c) Aims and Objectives of the Study

The aim of this study is to explore the insights about the intra-relationship of SMTs, SLOs and Head of school.

- The main objectives of the study are the following:
- To ascertain the effects of school management training on students' learning outcomes
- To assess whether Head of school attitudes affect relationship of school management trainings and student learning outcomes or not
- To identify the relevancy and perceived value of school leadership variables that lead to enhanced performance of schools and students
- To generate a body of knowledge for educators and school leaders about how they can improve performance of their schools and students

d) Statement of the Problem

In the context of Mauritius, SMT received a little attention of educators, policy makers and government officials. Only a few institutions impart management training to their Head of schools. The trend of such training, however, is rapidly increasing in the schools which are managed by not-for-profit organizations. These programs are seemingly designed to equip the Head of schools with knowledge, skills and desired attitude, which are essential for effective school management.

Literature shows that SMTs have a significant impact on schools because they play a central role in motivating educators, satisfying students, and making school environment attractive. However, we found still an unmet need to assess how it affects student's learning outcomes where SMTs are prioritized, frequent and highly valued, yet their impact isneither gauged nor documented.

e) Scope of the Study

Although, the scope of the study is limited, the study findings can be generalized to other not-for-profit educational systems, private educational institutions, and the government institutions in and across Mauritius.

The study provides valid perceptions about the components of SMTs which play an important role in enhancing schools as well as students' performance. It provides a meaningful base for policy makers, school leaders, and administrators of educational institutions to employ these training in their respective institutions.

f) Research Questions

The research questions of this study will consist of the following:

- Is there any relationship between SMTs and SLOs?
- How does the approach of Head of school affect the relationship of SMTs - SLOs?

Chapter Two: Literature Review

II. Introductory

This chapter deals with a literature review regarding school improvement. It sheds light on the training and attitudes of HOS in improving students learning outcomes

a) Theoretical Considerations

Drawing on the definition of school improvement, the concept of effective school improvement was defined as follows: effective improvement in schools, generally, refers to a planned educational change that positively affects student learning outcomes and school's capacity for managing change (Ainscow and West, 1994). An effectiveness and improvement criterion is needed to evaluate effective school improvement.

School management remains concerned with school effectiveness. The effectiveness criterion refers to student outcomes. The pivotal role of the school leader as a factor in effective schools has been corroborated by findings of school effectiveness research in recent decades (Reynolds, 1976).

b) School Effectiveness

School improvement concerns the raising of students' achievements and the school's ability to manage change (Reynolds et al. 2001). One can compare one's own school and individual performance against a set of benchmarks and criteria from the international literature on school effectiveness and school improvement.

School effectiveness refers to the extent to which a school is successful in achieving its high quality results with the support of an effective system. The central themes of critics of the school effectiveness and improvement movement are that it over-claims the success of effective schools (Thrupp, 2000).

Most school effectiveness studies show that 80% or more of student achievement can be explained by student background rather than schools (Teddlie & Reynolds, 2000). On the other hand, school effectiveness supporters believe that, even with only 20% of achievement accounted for by schools, their work has convincingly helped to destroy the belief that schools do not make any difference. They argue that schools not only make a difference but they add value

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despite the strong influence of family background on children's development (Reynolds & Teddlie, 2000).

Studies in the United States and Canada support the hypothesis that schools which implemented school-based management improved their overall effectiveness. In his search for what characterizes successful schools, Little (1982) argued that successful schools appear to be those which allow staff a greater say in educational decisions, and which open up communications channels between parents, educators and students.

c) *Need for Training*

Most Head of Schools were educators previously, and promoted to Head later. They come from diverse backgrounds. Some of them might hold substantial school management skills while other might not. Even those, who hold these skills, may need to refresh and/or update their skills. Thus training for enhancing skills becomes essential for everyone. Nathan (2000) highlighted a need for new Head Educators to receive proper preparation and more induction.

Murphy (2003) asserts that leaders must still be constructed as educators and be 'much more knowledgeable about the core technology of education in particular' and among educators there is still great reaction to employing non-educators as school leaders. The aim of the training programs is to change school administration from management to educational leadership and from administration to learning, while linking management and behavioral science knowledge to the larger goal of student learning.

d) *Identifying the correct attitudes of Head of Schools*

Knowledge and skills together with behaviors and/or attitudes are important for bringing effectiveness to the schools. This is essential for the Head of School to develop the behaviors and attitudes which are linked with school effectiveness. Leadwood (1994) relates leadership with a series of contributing behaviors which is designed to bring effectiveness to the schools and affect classroom environments noticeably.

The Head of Schools are responsible for fostering these types of behaviors to manage school environments properly; their attitude in this connection therefore plays a pivotal role. Their attitudes must be directed to ensuring school effectiveness and achieving high quality results.

According to Heck (1992), the behaviors of high and elementary school principals are indicative of high achieving and low achieving schools to determine whether school performance could be predicted through an examination of behaviors.

e) *Theoretical Framework*

School leadership is considered critical for all phases of school development process since it is held responsible for keeping the school as a whole in mind, and for adequately coordinating the individual activities during improvement processes (Hall and Hord, 1987). On the basis of these considerations, the study uses the following framework.

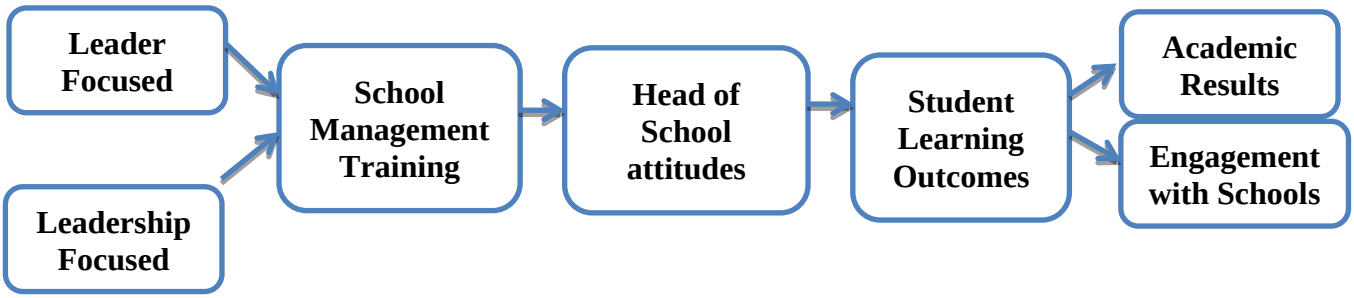

Figure 2.0: School Development Framework

The above model predicts that school management trainings have effect on student learning outcomesand the attitudes of Head of schools influence the relationship of school management trainings and student learning outcomes.

i. *Head of Schools /Managers*

Cheng et al. (2003) recounted that leaders are often considered as key actors in mobilizing their members and institutions at the site-level to face up with those challenges and make educational services and provision more quality effective and accountable.

The performance of these tasks by Head of Schools inevitably varies from one school context to another. Nonetheless, the research suggests three primary modes of leadership that promote student learning.

- *Head of School as an Effective Leader:* Effective school leaders make concerted efforts towards developing and maintaining a focus on academic improvement and student learning while safeguarding educators from all sorts of interferences from within and without environment.
- *Organizational Capacity of Head of School:* Successful Head of schools consistently strive for availing the best human resources, innovative ideas, creative programs, and comprehensive curricula

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that could be catalytic towards objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and future challenges.

- *Head of School as a Management Guru:* Effective Head of schools make sure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement. They focus on building educators' professional skills through customized trainings both on-job and through other professional training outfits.

f) The Significance of Developing School Leadership

According to Gray (1990), the central importance of educational leadership stands out as one of the clearest messages of school effectiveness research. Louis and Miles (1990) also categorize the administrative and organizational activities as "management. Promoting a conducive environment to creativity and innovation, encouraging initiatives, allowing perspectives, ensuring a collective vision and advancing congeniality and collegiality as well as garnering a cooperative school culture and sustaining it is also considered to be permanent facets of effective school leadership.

Developing school leadership is deeper than occasional or need-based interventions. It actually shapes up both through formal and informal processes at all stages of leadership practices in a sequential as well as contextual manner.

- *Ensuring Essential leadership training:* Formal and structured leadership training is a must regardless of governance models of different countries. Governments can design customized training and orientation programs, collaborate with local level governance structures and develop incentives to ensure that school leaders must participate in such training programs.
- *Sharing Experiences and Challenges:* Frequent periodical conventions of Head of schools can prove to be invaluable through sharing individual experiences and challenges as well as innovative solutions to different challenges. Head of school' conventions can provide vital networks for Head to share their problems, concerns, challenges and their effective solutions.
- *On-job Training:* On-job and or in-service programs are to be designed considering the actual need and context based on prior learning opportunities for school leadership.

Head of School leadership was related to certain attributes of effective schools, such as increased student achievement (Sagor, 1992), declining dropout rates; high student and faculty morale as well as improved school climate (Kendrick, 1988). A review of research studies by Leithwood et al. (1999) revealed that there are a few studies that investigated the relationship of transformational leadership with student learning outcomes.

Chapter Three: Research Methodology

III. Introductory

The study methodology has been designed considering suitability of techniques as well as availability of resources. Since Mahatma Gandhi Institute runs a cohesive network of 7 schools, and study respondents are obviously Heads of Schools, educators and students.

a) Research Design

Polit and Hungler (1995:36) define a research design as "the researcher's overall plan for obtaining answers to questions". The development of the research design involves a series of choices and decisions appropriate for the needs of the research topic. Research design refers to the strategy to integrate the different components of the research project in a cohesive and coherent way.

Considering this point along with study requirements, a purposeful combination of tools is employed to collect data from the study respondents. These tools include a structured questionnaire, semi structured interviews, review of school records, and personal observations.

The structured questionnaire is used for collecting data from principals while interviews are used for obtaining information from school educators. Similarly, pertinent school records are examined for recording student academic achievements, and personal observations will be used for assessing student engagement with schools.

b) Research Instrument

In this survey a structured questionnaire will be adopted. The questionnaire consists of two sections example, an introductory section and the statement section. In first section, the respondents will be asked about their age, sex and professional experience etc. In second section, the respondents are asked to rate the statements as per their perception. The questionnaire contains 40 items within three classifications in which the respondents are asked to express their judgments using a five point Likert scale ranging from disagree (1) to agree (3).

Semi-structured interviews will be conducted for obtaining information from the school educators as well as students as to what role Head of schools play towards motivating them. Interviews will be also used for investigating the difference that school leadership is making towards educator satisfaction and student performance.

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Databases, manual registers and other information systems of the schools will be reviewed for recording students' achievements, and for comparing the current achievements with the previous achievements for determining the effectiveness of school leadership.

In order to cross-check the collated data, we personally observed study settings and school environments. The observation includes school records, curricula, and condition of educational as well as physical facilities. Personal observations turned out to be instrumental in obtaining additional school information.

c) Pilot Test

A pilot test will be carried out with 2 Heads of Schools to validate the questionnaire. The returned questionnaires will help to purify the measure and redesign questionnaire. This pilot study will prove instrumental for validity as well as reliability of instrument data respectively. To improve the comprehensibility and clarity of the questionnaire, difficult words, identify by Head of Schools during the data collection, willbe substituted with simpler words where possible. Also, a few other items are reworded to ensure that the understanding level was more appropriate.

d) Research Process

The questionnaire will be self-administered which will be distributed personally by the researcher. Only one questionnaire will be provided to each respondent. The filled questionnaires will be collected personally by the researcher. The researcher provided adequate support to the respondents in understanding and answering the given questions accurately. In addition to the collection of data through questionnaire, educators and school databases are also consulted for gauging students' academic achievements. Students' engagement with school will be recorded through classrooms observations and informal discussions with students. Frequency of the respondents is given below:

Table 3.0: Frequency Distribution of Respondents

Respondent	Frequency
Age	
20-30 years	1
31-40 years	4
41-50 years	6
51 to above	6
Total	17
Experience with School	
Up to 2 years	0
3-5 years	1
6-10 years	4
11 to above	12
Total	17

e) Sampling and Target Population

We selected a sample of 17 respondents. All questionnaires are returned with usable data, yielding a response rate of 100 percent. The respondents of the study were school Head, educators and students belonging from lower secondary to upper secondary. The Head of Schools are selected based on their personal and professional characteristics reflecting the following criteria:

- The selected Head have attended at least one school management training program
- They have been working with school for more than two years, and
- They possess qualifications as well as abilities which are necessary for school management etc.

f) Data Analysis

Both qualitative and quantitative techniques will be used to analyze data. Using qualitative techniques, the judgments of the participants are written down and assembled during the interview sessions. On the basis of these judgments, information will be analyzed and subsequently the findings will be drawn. Data will be summarized using the triangulation approach in order to converge on an accurate representation of data reality. This approach is mainly employed to interpret and synthesize data from the already gathered judgments. It also led to minimize biases that could distort the results of the study.

In quantitative techniques, Statistical Package for Social Sciences (SPSS) will be employed for data analysis. The study will test three variables example, SMT as an independent variable, SLOs as a variable of primary interest, and Head of School attitudes as a moderating variable.

g) Practical Limitations of the Study

The present study contains some limitations. It is impeded by some undesirable limitations that hampered the researcher from utilizing a variety of options instead of conducting this study in confined settings. The study limitations are:

- The schools, selected for data collection, are headed by male Heads of Schools because females

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headed by male Heads of Schools because females are their subordinates. So respondents of the study are male Heads.

- School management trainings do lead to improve student learning outcomes; student learning outcomes, nonetheless, may also be result of some other contributing factors, such as student family background, additional tutorial help etc.
- Minimum sample size of the students is taken because of time constraints.

Chapter Four: Discussion and Findings

IV. Introductory Note

This chapter is concerned with the statement of the findings of the research and an analysis of the data collected through the questionnaires. Various tests have been used to give a quantitative dimension of the survey

a) Results

It was found that Head of Schools are not solely responsible for the outstanding educational outcomes observed, but their leadership has been found an inevitable factor in producing the environment where these outcomes occur. The empirical study findings suggest a strong relationship of school management skills on student achievements. Head of Schools create improvement culture among schools; and this they learn from school management trainings.

It was found that Head of Schools have high and clearly understood expectations of others. As noted by one member of staff: "Our Rector has expectations and standards which are passed on and these things happen". Head of Schools are aware of the importance and value of providing professional support, and of treating staff professionally, expecting a high standard of professionalism in return. These Head realize the importance of school pride, identification with the school and its reputation in the community.

Quality school leaders, the evidence suggests, understand teaching and are respected by their staff. As beautifully explain "by keeping the issues of learning and teaching at forefront of the dialogues, these school leaders use to build organizational capacity by constantly expressing norms and the values that define school's vision and initiating conversations about improving teaching and learning (Sackney and Walker, 2006). Huber's (2004) research on school improvement and development supports the crucial role that leaders play in driving and maintaining ongoing growth.

The study used the structural equation model technique to analyze data and test the first hypothesis. Table 4.0present the result of this study and show a highly significant positive relationship between school management trainings and students' learning outcomes.

Table 4.0: Relationship between SMT and SLO

Hypothesis	Estimate	S.E.	C.R.	P	Decision
H1:There is a positive relationship between school management trainings and student learning outcomes.	0.923	0.075	12.235	.000	Accept

Above figure and table represent the structural equation model of this study in which two variables were tested, school management trainings and student learning outcomes. The value of P in above table is .000; therefore the study findings accept H1. The model fit also meets required criteria. It shows the positive nature of relationship between school management trainings and student learning outcomes.

Table 4.1: Model Summary

			Estimate	S.E.	C.R.	P	Label
SMT	<---	Attitude	.420	.083	5.066	.023	accepted
Attitude	<---	SLOs	.040	.090	.441	.045	accepted

Above figure and table represent the structural equation model of this study in which three variables are tested, example, school management training, Head of School's attitude and student learning outcomes. The values of P in above table are .023 and .045, which are below 0.05, therefore study findings accept H2.

The study empirically found that school management trainings built and polished skills and abilities of 86% school Head while remaining 14% commented that they were capable enough to manage their schools and achieve satisfactory student results without receiving any professional school management training.

Responses of Head of schools, students and educators as well as empirical evidence from the school records and databases reveal that school management trainings do have a strong positive relationship with student learning outcomes. In the light of empirical

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study findings, also supported by literature, we observed a model which illustrates the logical sequence of the impact of school management training programs on student learning outcomes.

The model is given below:

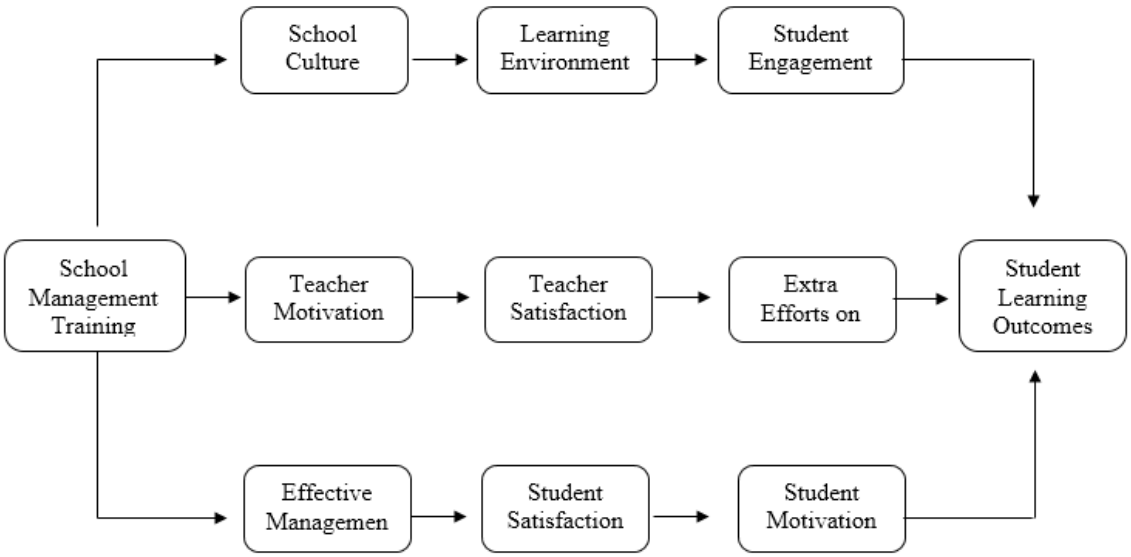

Figure 4.0: Impact of school management training on student learning outcomes

The study reveals that all of the school management factors that come in to play via school management trainings enable principals to manage their schools effectively. These factors include management of school environment, human and financial resources, quality of education, infrastructure, discipline and performance.

We found that student learning outcomes are positively related to school culture and learning environment. According to the study findings, 89% school Head pay substantial considerations to school culture and learning environment.

Research (Sashkin and Walberg, 1993) suggests that school culture does not operate in a vacuum and crucial to its creation and maintenance are the leadership practices of the Head of schools. Further, evidence from several studies (Sashkin and Sashkin, 1990) provides strong support for the claim that transformational leadership contributes to more desirable school cultures.

Many of the factors have been found to influence approaches of the students to learning. For example, it has long been accepted that students' perceptions of their learning environments have a significant influence on their approaches to learning and the quality of their learning outcomes (Ramsden, 1992).

Students' satisfaction and motivation is linked with some important school factors, such as study settings, culture, environment, learning aids and educator commitment etc. Lizzio et al., (2002) found that the students' perceptions of their learning environment have a greater impact on student learning outcomes than prior achievements in school.

The study also revealed a positive relationship between educator satisfaction and student performance. It was noticed that 63% Head of Schools encourage and motivate their educators that, consequently, result in educators' satisfaction. When educators are satisfied, they put extra efforts for their students and help them improve their performance. They show their strong commitment with their profession which in long-run will uplift learning outcomes of students.

The literature also shows significant relationship between educator satisfaction and student performance. Analyzing student work samples in educator study groups has gained momentum in many schools. In teams, educators examine a common piece of student work, discuss its strengths and weaknesses, and suggest how they would proceed to help this student improve (Langer et al., 2003).

The study also found that Head of Schools were more concerned with expending resources for improving school environment and study settings. It explored that such expending positively affect student learning outcomes. Additionally, study relates that some other school factors developed by Head of Schools also lead to improved student performance.

Staff development days and meetings are often given over to providing educators with new skills and knowledge, and the confidence to try different teaching approaches. Often, a "champion" for this area and a small supporting team are empowered. Programs to

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support and develop such areas bring members and parts of the school together, leading to better understanding, commitment, improved efficiencies, and outcomes.

Through empowering, encouraging and supporting educators to become learners, Head of schools acknowledge and foster the leadership traits in others. They respect and recognize others' capacities as well as achievements.

b) Discussion

In this study, we found the effects of school management training programs on student achievements. The substantive contribution of our study is that it has demonstrated that Head of School attitude and educator's beliefs about their capacity as well as their professional commitment mediated the impact of school management trainings on student achievement. Our results indicate that Head of Schools who adopt a transformational leadership style are likely to satisfy their educators, and improve learning outcomes of their students.

It is found that school leaders need specific trainings to respond to broadened roles and responsibilities effectively. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Leadership development is broader than specific programmers of activities or interventions. It requires a meaningful combination of formal and informal processes throughout all stages and contexts of leadership practice.

Head of Schools, regardless of the student populations they serve, are held accountable for student achievement in their schools. However, research reviews found that the direct effect of Head of schools on student achievement is near zero (Hallinger and Heck, 1996).

Our findings strengthen the claim for indirect leadership effects in the review by Hallinger and Heck (1996).Our study avoided many of the problems afflicting leadership research, including common method variance (our model was tested with data from different sources: questionnaire, interview, personal observations and student assessments), over-reliance on modification indices without theoretical justification, and sample dependent models.

Chapter Five: Conclusion and Recommendation

V. Introductory Note

This chapter presents a summary of the main findings that have been observed in the study. Major findings from the literature review and the survey are highlighted before recommendations are made.

a) Conclusion

The study thoroughly investigated the effects of school management trainings in the schools about what goes on in the classrooms. It revealed that it is important to have decisive and goal-oriented school leadership in the schools, which also really empowers the educators in terms of true delegation of power. If the leadership is only about improving teaching and learning, it should specifically be geared towards creation of the right conditions of learning, framed into obvious expectations of what should be achieved.

Furthermore, school management trainings also cause to handle effectively with all seriously hindered school issues like proverbial isolation of teaching staff, time and resource constraints, fragmented structures unable to ensure coordination of activities or exchange of knowledge, and lack of linkages between the school and the community.

The work of Head in the schools has certain consistent outcomes and themes. However, in examining these outcomes and themes, very few of them demonstrated how student outcomes are affected by the work of principals. Despite these trainings, some needs of the principals remain unmet which can be met by equipping them with additional need-based professional trainings. Further, this study suggests a linkage between the school management trainings and student reactions, examined to the degree possible in future empirical research. This study is not intended to be the final work regarding the relationship of school management trainings and student learning outcomes. Rather, it is meant to provide an impetus and means for understanding this form of impact on students.

b) Recommendations

- The learning-specific trainings should be carried on without any let-up as these programs are source of updating knowledge and skills of the Head of schools. These trainings should be conducted periodically as well as continuously rather than at once. There is a need to make these trainings a source of lifelong learning for the school principals.
- Training contents should be revised, and new subjects should be included in the contents.
- A monitoring committee should be set up who will remain held responsible for reviewing and monitoring student learning outcomes.
- A concept of incentive-based school management can be introduced in the schools. This will make them more motivated, and will ultimately lead to ensuring effective school management as well as enhanced student learning outcomes.
- There is a need to streamline effective planning, implementation and monitoring of school improvement plan in each school.

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- Finally, the Management should conduct itself or commission periodic researches with respect to effective school management and student learning outcomes.

c) Future Research

The present study investigated only the effects of school management trainings on student learning outcomes in terms of their academic results and engagement with school activities; there is still an open field for the researchers, however, to explore the impacts of such trainings on students' reactions as well as attitudes at their schools, homes and communities. Gender perspectives should be given adequate considerations in future research studies.

List of abbreviation

SLO	Student Learning Outcomes
SMT	School Management Trainings
SBM	School-Based Management
HOS	Head of School
SPSS	Statistical Package for Social Sciences

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Appendix One: Questionnaire

Gender: Age: Total years as a Head with this school:			
Please express your view by marking a tick in relevant box. A – In Result of Receiving School Management Trainings (SMTs)	Disagree	Neutral	Agree
I look for positive challenges during period of change.			
I am willing to take risks and learn from mistakes.			
I regularly give honest feedback to my staff.			
I regularly acknowledge accomplishment of others.			
I possess professional knowledge, skills and attitude.			
I have written long-range plans and I am committed to them.			
I consult with my staff when I am planning something.			
I delegate tasks easily to others.			
I ensure satisfaction of students with school.			
I regularly visit classes.			
I put strong emphasize on test results of the students.			
I encourage and praise educators as well students on their achievements.			
I try to address issues of students, educators and staff immediately.			
I promote improvement seeking behaviors among students and educators.			
I motivate educators and students intrinsically.			
I try to provide attractive culture and environment to students.			
I promote an atmosphere of caring and trust among staff and students.			
I put special emphasis on professional development of my staff.			
I review teaching practices in classrooms regularly.			
I promote respect of educators in the school.			
I consult with the educators and staff before taking important decisions.			
I review staff members' tasks and try to simplify them where possible.			
In involve educators and staff in devising school goals.			
I evaluate school goals at their completion.			
I monitor the implementation of decisions taken in meetings.			
I assess students' needs on continuous basis.			
I ensure that all school records are maintained.			
I involve parents deciding and revising the school's pedagogic goals.			
B – Attitude			
I have abilities to manage the school without receiving SMTs.			
SMTs have polished/enhanced my natural abilities.			
I already possess knowledge and skills.			

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I have abilities to improve student learning outcomes without receiving SMTs.			
C – Student Learning Outcomes			
I use test scores of students to evaluate effectiveness of SMTs.			
SMTs have brought changes in student learning outcomes.			
SMTs have affected student retention and pass rates.			
SMTs have brought behavioral changes in the students.			
In the result of SMTs, parents of students have expressed their satisfaction with their children's performance.			

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