

<sup>1</sup> A Study of the Impact of School Management Trainings And  
<sup>2</sup> Head of School's Attitude on Student's Learning outcomes

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<sup>6</sup> **Abstract**

<sup>7</sup> School management trainings play an important role towards school effectiveness. The  
<sup>8</sup> contemporary education systems place a high value on school management trainings for  
<sup>9</sup> attaining improved learning outcomes. The present study is undertaken to assess the  
<sup>10</sup> effectiveness of SMT programs. It is aim at ascertaining the effects of SMT programs on SLOs  
<sup>11</sup> in terms of students' results, engagement with classroom and school activities. The reason for  
<sup>12</sup> undertaking this study was the scarcity of research concerning this specific educational aspect  
<sup>13</sup> in educational sector of Mauritius. The findings of the study reveal that school management  
<sup>14</sup> trainings equip Head of Schools with desired school management skills which enable them to  
<sup>15</sup> manage respective schools effectively. The conclusion of the study points out towards the  
<sup>16</sup> overall improvement in students' learning outcomes.

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<sup>18</sup> **Index terms**—  
<sup>19</sup> A Study of the Impact of School Management Trainings And Head of School's Attitude on Student's Learning  
<sup>20</sup> outcomes V. Sharma

<sup>21</sup> Abstract-School management trainings play an important role towards school effectiveness. The contemporary  
<sup>22</sup> education systems place a high value on school management trainings for attaining improved learning outcomes.  
<sup>23</sup> The present study is undertaken to assess the effectiveness of SMT programs. It is aim at ascertaining the  
<sup>24</sup> effects of SMT programs on SLOs in terms of students' results, engagement with classroom and school activities.  
<sup>25</sup> The reason for undertaking this study was the scarcity of research concerning this specific educational aspect in  
<sup>26</sup> educational sector of Mauritius.

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<sup>28</sup> management skills which enable them to manage respective schools effectively. The conclusion of the study points  
<sup>29</sup> out towards the overall improvement in students' learning outcomes.

<sup>30</sup> Chapter One: General Introduction I.

<sup>31</sup> **1 Introductory**

<sup>32</sup> he success of any school is largely rests upon the effective role of the Head of school. Leadership is an instrument  
<sup>33</sup> used in a school for behavior modification. Improving Student Learning Outcomes (SLOs) through School  
<sup>34</sup> Management Trainings (SMTs) is a phenomenon that is rapidly receiving a significant attention from educational  
<sup>35</sup> administrators across the world. It is supported through a wide range of measures, especially in terms of  
<sup>36</sup> developing an effective school leadership. In accordance with the previous research, school leaders may come  
<sup>37</sup> from non-traditional backgrounds (Slenning, 1999). They need, therefore, special training programs to manage  
<sup>38</sup> schools effectively.

<sup>39</sup> In secondary school administration, the success of any school to achieve its stated goals or objectives depends  
<sup>40</sup> on the ability of the Head of school otherwise known as the Principal and his Leadership style. School leadership  
<sup>41</sup> has become a priority in education policy agendas internationally. It plays a pivotal role in improving school  
<sup>42</sup> outcomes by influencing school climate and environment. School leadership is expected to provide motivation as  
<sup>43</sup> well as builds capacities within school educators. That is why effective school leadership is considered essential  
<sup>44</sup> to ensure the efficiency and competence of schooling.

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## 7 F) RESEARCH QUESTIONS

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### 46 2 a) Background of the Study

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

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

60 For instance, the recent reforms in Mauritius, Singapore and China have focused on coming closer to a  
61 quality-oriented education and moving away from the test-based education. The reforms include the ways to  
62 improving instructional content, curricula, educational evaluation as well as educator education ??Bunwaree,  
63 2008). Educational reforms target the professional development of Head of schools as they play an important role  
64 in schools' success.

### 65 3 b) Significance of the Study

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

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

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

### 74 4 c) Aims and Objectives of the Study

75 The aim of this study is to explore the insights about the intra-relationship of SMTs, SLOs and Head of school.  
76 ? The main objectives of the study are the following:

77 ? To ascertain the effects of school management training on students' learning outcomes ? To assess whether  
78 Head of school attitudes affect relationship of school management trainings and student learning outcomes or not

79 ? To identify the relevancy and perceived value of school leadership variables that lead to enhanced performance  
80 of schools and students ? To generate a body of knowledge for educators and school leaders about how they can  
81 improve performance of their schools and students

### 82 5 d) Statement of the Problem

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

88 Literature shows that SMTs have a significant impact on schools because they play a central role in motivating  
89 educators, satisfying students, and making school environment attractive. However, we found still an unmet need  
90 to assess how it affects student's learning outcomes where SMTs are prioritized, frequent and highly valued, yet  
91 their impact is neither gauged nor documented.

### 92 6 e) Scope of the Study

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

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

### 98 7 f) Research Questions

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

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

103 **8 Introductory**

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

106 **9 a) Theoretical Considerations**

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

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

114 **10 b) School Effectiveness**

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

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

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

127 Studies in the United States and Canada support the hypothesis that schools which implemented school-based  
128 management improved their overall effectiveness. In his search for what characterizes successful schools, Little  
129 (1982) argued that successful schools appear to be those which allow staff a greater say in educational decisions,  
130 and which open up communications channels between parents, educators and students.

131 **11 c) Need for Training**

132 Most Head of Schools were educators previously, and promoted to Head later. They come from diverse  
133 backgrounds. Some of them might hold substantial school management skills while other might not. Even  
134 those, who hold these skills, may need to refresh and/or update their skills. Thus training for enhancing skills  
135 becomes essential for everyone. Nathan (2000) highlighted a need for new Head Educators to receive proper  
136 preparation and more induction. ??urphy (2003) asserts that leaders must still be constructed as educators and  
137 be 'much more knowledgeable about the core technology of education in particular' and among educators there is  
138 still great reaction to employing non-educators as school leaders. The aim of the training programs is to change  
139 school administration from management to educational leadership and from administration to learning, while  
140 linking management and behavioral science knowledge to the larger goal of student learning.

141 **12 d) Identifying the correct attitudes of Head of Schools**

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

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

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

152 **13 e) Theoretical Framework**

153 School leadership is considered critical for all phases of school development process since it is held responsible  
154 for keeping the school as a whole in mind, and for adequately coordinating the individual activities during  
155 improvement processes (Hall and Hord, 1987). On the basis of these considerations, the study uses the following  
156 framework. The above model predicts that school management trainings have effect on student learning

## 18 B) RESEARCH INSTRUMENT

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157 outcomes and the attitudes of Head of schools influence the relationship of school management trainings and  
158 student learning outcomes.

### 159 **14 i. Head of Schools /Managers**

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

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

165 ? Head of School as an Effective Leader: Effective school leaders make concerted efforts towards developing  
166 and maintaining a focus on academic improvement and student learning while safeguarding educators from all  
167 sorts of interferences from within and without environment.

### 168 **15 Engagement with Schools**

169 ? Organizational Capacity of Head of School: Successful Head of schools consistently strive for availing the best  
170 human resources, innovative ideas, creative programs, and comprehensive curricula that could be catalytic towards  
171 objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and  
172 future challenges.

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

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

183 Developing school leadership is deeper than occasional or need-based interventions. It actually shapes up both  
184 through formal and informal processes at all stages of leadership practices in a sequential as well as contextual  
185 manner. ? Sharing Experiences and Challenges: Frequent periodical conventions of Head of schools can prove to  
186 be invaluable through sharing individual experiences and challenges as well as innovative solutions to different  
187 challenges. Head of school' conventions can provide vital networks for Head to share their problems, concerns,  
188 challenges and their effective solutions.

189 ? On-job Training: On-job and or in-service programs are to be designed considering the actual need and  
190 context based on prior learning opportunities for school leadership.

191 improved school climate (Kendrick, 1988). A review of research studies by Leithwood et al. (1999) revealed  
192 that there are a few studies that investigated the relationship of transformational leadership with student learning  
193 outcomes.

194 Chapter Three: Research Methodology III.

### 195 **16 Introductory**

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

### 199 **17 a) Research Design**

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

204 Considering this point along with study requirements, a purposeful combination of tools is employed to collect  
205 data from the study respondents. These tools include a structured questionnaire, semi structured interviews,  
206 review of school records, and personal observations. The structured questionnaire is used for collecting data from  
207 principals while interviews are used for obtaining information from school educators. Similarly, pertinent school  
208 records are examined for recording student academic achievements, and personal observations will be used for  
209 assessing student engagement with schools.

### 210 **18 b) Research Instrument**

211 In this survey a structured questionnaire will be adopted. The questionnaire consists of two sections example, an  
212 introductory section and the statement section. In first section, the respondents will be asked about their age,

213 sex and professional experience etc. In second section, the respondents are asked to rate the statements as per  
214 their perception. The questionnaire contains 40 items within three classifications in which the respondents are  
215 asked to express their judgments using a five point Likert scale ranging from disagree (1) to agree (3).

216 Semi-structured interviews will be conducted for obtaining information from the school educators as well as  
217 students as to what role Head of schools play Head of School leadership was related to certain attributes of  
218 effective schools, such as increased student achievement (Sagor, 1992), declining dropout rates; high student and  
219 faculty morale as well as towards motivating them. Interviews will be also used for investigating the difference  
220 that school leadership is making towards educator satisfaction and student performance.

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

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

## 227 **19 c) Pilot Test**

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

## 234 **20 d) Research Process**

235 The questionnaire will be self-administered which will be distributed personally by the researcher. Only one  
236 questionnaire will be provided to each respondent. The filled questionnaires will be collected personally by the  
237 researcher. The researcher provided adequate support to the respondents in understanding and answering the  
238 given questions accurately. In addition to the collection of data through questionnaire, educators and school  
239 databases are also consulted for gauging students' academic achievements. Students' engagement with school  
240 will be recorded through classrooms observations and informal discussions with students. Frequency of the  
241 respondents is given below: Total 17

## 242 **21 e) Sampling and Target Population**

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

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

## 250 **22 f) Data Analysis**

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

## 257 **23 g) Practical Limitations of the Study**

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

261 ? The schools, selected for data collection, are headed by male Heads of Schools because females  
262 In quantitative techniques, Statistical Package for Social Sciences (SPSS) will be employed for data analysis.  
263 The study will test three variables example, SMT as an independent variable, SLOs as a variable of primary  
264 interest, and Head of School attitudes as a moderating variable.

265 headed by male Heads of Schools because females are their subordinates. So respondents of the study are  
266 male Heads. ? School management trainings do lead to improve student learning outcomes; student learning  
267 outcomes, nonetheless, may also be result of some other contributing factors, such as student family background,  
268 additional tutorial help etc. ? Minimum sample size of the students is taken because of time constraints.

## 25 THE MODEL IS GIVEN BELOW:

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269 Chapter Four: Discussion and Findings IV.

### 270 24 Introductory Note

271 This chapter is concerned with the statement of the findings of the research and an analysis of the data collected  
272 through the questionnaires. Various tests have been used to give a quantitative dimension of the survey a) Results  
273 It was found that Head of Schools have high and clearly understood expectations of others. As noted by one  
274 member of staff: "Our Rector has expectations and standards which are passed on and these things happen".  
275 Head of Schools are aware of the importance and value of providing professional support, and of treating staff  
276 professionally, expecting a high standard of professionalism in return. These Head realize the importance of  
277 school pride, identification with the school and its reputation in the community.

278 Quality school leaders, the evidence suggests, understand teaching and are respected by their staff. As  
279 beautifully explain "by keeping the issues of learning and teaching at forefront of the dialogues, these school  
280 leaders use to build organizational capacity by constantly expressing norms and the values that define school's  
281 vision and initiating conversations about improving teaching and learning ( Sackney and Walker, 2006). Huber's  
282 (2004) research on school improvement and development supports the crucial role that leaders play in driving  
283 and maintaining ongoing growth.

284 The study used the structural equation model technique to analyze data and test the first hypothesis. Table  
285 ???.0present the result of this study and show a highly significant positive relationship between school management  
286 trainings and students' learning outcomes. The study empirically found that school management trainings built  
287 and polished skills and abilities of 86% school Head while remaining 14% commented that they were capable  
288 enough to manage their schools and achieve satisfactory student results Responses of Head of schools, students  
289 and educators as well as empirical evidence from the school records and databases reveal that school management  
290 trainings do have a strong positive relationship with student learning outcomes. In the light of empirical Table  
291 ???.0: Relationship between SMT and SLO Table ???.1: Model Summary It was found that Head of Schools are  
292 not solely responsible for the outstanding educational outcomes observed, but their leadership has been found an  
293 inevitable factor in producing the environment where these outcomes occur. The empirical study findings suggest  
294 a strong relationship of school management skills on student achievements. Head of Schools create improvement  
295 culture among schools; and this they learn from school management trainings. study findings, also supported by  
296 literature, we observed a model which illustrates the logical sequence of the impact of school management training  
297 programs on student learning outcomes. The study reveals that all of the school management factors that come  
298 in to play via school management trainings enable principals to manage their schools effectively. These factors  
299 include management of school environment, human and financial resources, quality of education, infrastructure,  
300 discipline and performance.

### 301 25 The model is given below:

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

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

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

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

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

321 The study also found that Head of Schools were more concerned with expending resources for improving Staff  
322 development days and meetings are often given over to providing educators with new skills and knowledge, and  
323 the confidence to try different teaching approaches. Often, a "champion" for this area and a small supporting  
324 team are empowered. Programs to Research (Sashkin and Walberg, 1993) suggests that school culture does not  
325 operate in a vacuum and crucial to its creation and maintenance are the leadership practices of the Head of  
326 schools. Further, evidence from several studies ??Sashkin and Sashkin, 1990) provides strong support for the  
327 claim that transformational leadership contributes to more desirable school cultures.

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

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

## 332 **26 b) Discussion**

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

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

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

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

## 351 **27 Chapter Five: Conclusion and Recommendation**

352 V.

## 353 **28 Introductory Note**

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

## 356 **29 a) Conclusion**

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

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

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

## 374 **30 b) Recommendations**

375 ? The learning-specific trainings should be carried on without any let-up as these programs are source of  
376 updating knowledge and skills of the Head of schools. These trainings should be conducted periodically as  
377 well as continuously rather than at once. There is a need to make these trainings a source of lifelong learning for  
378 the school principals.

379 ? Training contents should be revised, and new subjects should be included in the contents. ? A monitoring  
380 committee should be set up who will remain held responsible for reviewing and monitoring student learning  
381 outcomes.

382 ? A concept of incentive-based school management can be introduced in the schools. This will make them  
383 more motivated, and will ultimately lead to ensuring effective school management as well as enhanced student

384 learning outcomes. ? There is a need to streamline effective planning, implementation and monitoring of school  
 385 improvement plan in each school.

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

### 388 31 c) Future Research

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

### 394 32 List of abbreviation

395 SMTs have affected student retention and pass rates.

396 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.

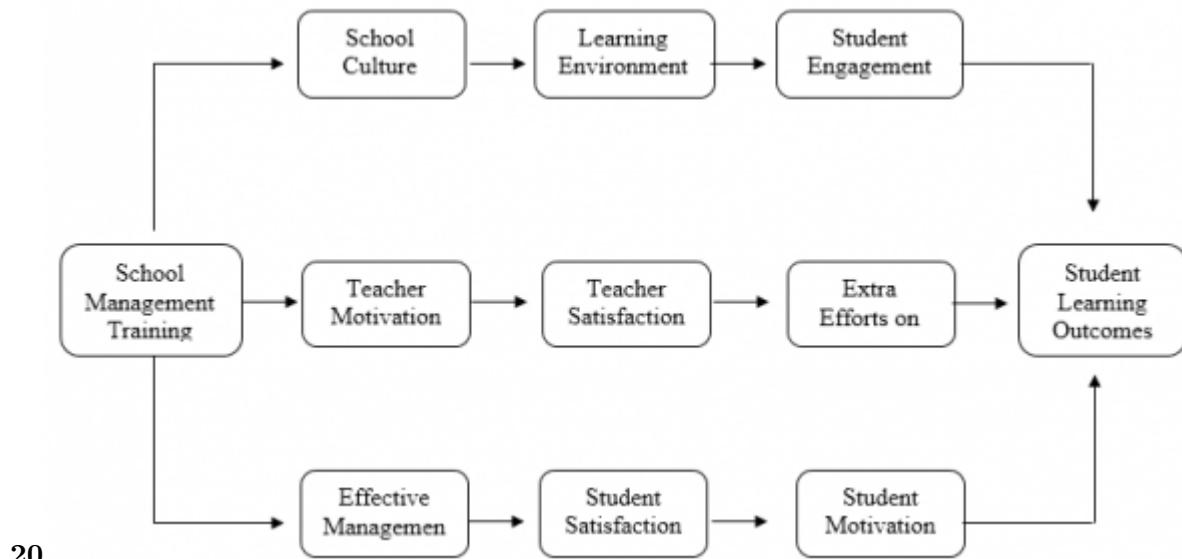


Figure 1: Figure 2 . 0 :

397 1 2 3

H1:There is a positive relationship between school management trainings and student learning outcomes.

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;

	Hypothesis	Estimate	S.E.	C.R.P	Decision
SMT		0.923	0.07512.235	0.000	Accept
Attitude					
	Estimate	S.E.	C.R.	P	Label
	<— .420	.083	5.066	.023	accepted
	Attitude				
	<— .040	.090		.441	.045 accepted
	SLOs				

therefore the study findings accept H1. The model also meets required criteria. It shows the positive relationship between school management trainings and student learning outcomes.

Figure 2:

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

[Note: 1A]

Figure 3:

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<sup>3</sup>A Study of the Impact of School Management Trainings And Head of School's Attitude on Student's Learning outcomes



398 I am willing to take risks and learn from mistakes.  
399 I regularly give honest feedback to my staff.  
400 I regularly acknowledge accomplishment of others.  
401 I possess professional knowledge, skills and attitude.  
402 I have written long-range plans and I am committed to them.  
403 I consult with my staff when I am planning something.  
404 I delegate tasks easily to others.  
405 I ensure satisfaction of students with school.  
406 I regularly visit classes.  
407 I put strong emphasize on test results of the students.  
408 I encourage and praise educators as well students on their achievements.  
409 I try to address issues of students, educators and staff immediately.  
410 I promote improvement seeking behaviors among students and educators.  
411 I motivate educators and students intrinsically.  
412 I try to provide attractive culture and environment to students.  
413 I promote an atmosphere of caring and trust among staff and students.  
414 I put special emphasis on professional development of my staff.  
415 I review teaching practices in classrooms regularly.  
416 I promote respect of educators in the school.  
417 I consult with the educators and staff before taking important decisions.  
418 I review staff members' tasks and try to simplify them where possible.  
419 In involve educators and staff in devising school goals.  
420 I evaluate school goals at their completion.  
421 I monitor the implementation of decisions taken in meetings.  
422 I assess students' needs on continuous basis.  
423 I ensure that all school records are maintained.  
424 I involve parents deciding and revising the school's pedagogic goals.

## 425 .1 B -Attitude

426 I have abilities to manage the school without receiving SMTs.  
427 SMTs have polished/enhanced my natural abilities.  
428 I already possess knowledge and skills.  
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