Impact Of Collaborative Leadership Style On School Improvement: A Case Of Secondary Education Sector

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Abstract

Essentially this study is to present the basic understandings community participation and collaboration of different stakeholders like parents, teachers, and school administration who had experience to collaborate and incorporate their expertise collectively in school improvement initiatives.The concept to run schools community based is a collaborative leadership style that is an emerging trend in globe. Community leadership supported schools set their own development programs, address stakeholder interests to participate in school decision process to ensure positive and sustainable change in education sector. Parallel this concept of school administration attract all stakeholders to work collaboratively to enhance the potential to overall performance of the school. The literature of the study provides a rich description of the dynamic interplay of the complex components of the collaborative process of leadership, equally it also provides an effective channel of communication to develop stronger and trans parent relations among the community, parents, teachers and school administration for the expected students' academic achievements.

Introduction

Leadership is to makes a difference in an organizational performance, many scholars presented various researches about the leadership's performance, how the formal leadership like school principal affects a variety of educational institutions achievements (Heck & Hallinger, 2009). Parallel, Karen. et al., (2010) argued further, many others scholars have impart to the increasing evidence that in fact, principal is a school based leader he can do and he is eligible to make a difference. But the efforts or behaviors of this type of principal leadership injecting the concept of authoritative leadership that make principal more powerful to influence on decision making process, teachers' working conditions equally teachers and students emotions (Leithwood & Beatty, 2008). While, the other concepts of the leadership styles like distributive or collaborative leadership, and even instructional leadership have all been shown to be statistically significant predictors of students, teachers and even over all school performance (Ross & Gray, 2006; Fusarelli, Kowalski, & Petersen, 2011; Arbabi & Mehdinezhad, 2015). Managers or leaders of different business organizations use the term "collaboration" in their organization to develop culture of participation and understanding. Because maximum participation in problem identification and decision making enhance the concept of ownership and responsibility in the employ to incorporate his maximum experiences, skills and energies to find out the solution of complexities effectively (Brooks, 2018). Such a way of behaving and communicating in the organizations gives concept of collaborative leadership style. Additionally the collaborative leadership promotes environment of trust, shared decision making and shared responsibilities taking where subordinate of the

organization participate equally and mutually. In the field of education, the collaborative leaders put same measures in the educational institutions about to provide quality education to the students (Birnbaum, 2006). In 21st century the successful educational leadership understand the goals of public education and bucked up collaboration in the school administrations to develop a shared vision of schools at community level.The leadership consonantly reflect the community needs and values with regard to the purpose of education and act according these needs and values with the collaboration of community representatives to create a culture and environment that enhance students' achievements (Darling, 2007).

Collaborative leadership style would be preferred for collaborative working atmosphere to increase productivity of education. Besides this, the leadership style are very essential in educational organization to enhance degree of acceptance and understanding of problem identification, decision making and implementation among the participants when contribution fits the limitation of the situation faced by the organization (Arendale, 1998). In many countries, annual enhancement and upgradation of collaborative approaches is the part of many schooling systems' restructuring organizational features and activities. Many authors have professed that constant reforms initiatives in the schools punctuate the concept of collaborative administrative system to run the schools (Fullan, 1993; O'Shea & O'Shea, 1997). Hence the collaborative administration of educational institutions reforms have been initiated in various countries to promote the interest of different stakeholders as a means of improving these institutions' performance. Resulting , the concept of collaboration has been proved a permeating style of

leadership to patronize reforms in education sector (Welch, 1998).

Problem Statement

Collaboration of stakeholders in education indeed is at the heart of school performance initiatives, the partnership of different factor school administration contribute respective part in the performance process (Spillane & Seashore, 2002). In various developing countries the educational leaders of this concept that the educational provision and management cannot be undertaken by the school head or principal only but by the participation of stakeholders together. They collectively ensure the effectiveness and success of school. Decentralization of powers and bureaucracy in education importunate different stakeholders on board to play their varied and collective roles (Abreh, 2016). Furthermore the concept enhance essential nature of the process encompassing such issues as mutual trust, mutual respect, diversity with shared power to contribute best practice in teaching and learning. Many countries of Organization of Economic Cooperation and Development {OECD} since last decade implemented the policies of decentralization and initiated the common exercises of school self-assessment and evaluation not only employed the principal, teachers and students but also included school community, parents, experts from different fields to sort out and suggest strength, weaknesses, opportunities and threats for educational institutions (OECD, 2013). In addition of this, in these countries the concept of school development diverged from school capacity development to students academic achievement, school development as a learning organization familiarize routinely to new environments and situations. In some of these countries like Finland, Ireland and the Netherlands school development is including all with educationist collectively learn their way to

realize vision and mission of institutions (Janson et al., 2009; OECD, 2013). In Pakistan educational leadership after 18th constitutional amendment, in which government decentralized many departments including education and literacy, exercise collaborative mood of leadership/ management in schools and promoted community participation in decision making to enhance daunting situation of education in the country, with different concepts and projects like public private partisanship, school ownership to the community organization and individual persons and in remaining schools developed School Management Committees {SMCs} to run schools with community collaboration (Sindh Education Ector Plan,{SESP} 2014). This study investigate and examine how do stakeholders collaborate, about what, with whom, and what are the outcomes of collaboration are in the Pakistan.

Research Objectives
This study aims

1) To investigate collaboration among the stakeholders of secondary schools.

2) To investigate collaborative capacity development process of secondary schools.

3) To investigate the impacts of collaborative leadership style practices on secondary school improvement.

Rationale for the Current Study
In most of the developing countries of world education sector faces issues like teachers absenteeism and heedlessness to teaching and learning activities in schools that leads poor performance of these countries in education (Basiru, 2013).

School Management Committees (SMCs) or involvement of local government bodies and community is the concept of collaborative leadership to operate schools at community base to intensify school performance (Gyansah, Esilfie & Atta, 2014). The current study is essential to explore how practices of collaborative leadership style assort with the school improvement and how the leadership and its different dimensions influence students' academic achievements in the discourse of Pakistan. It is hypothesized that the practices of collaborative leadership style significantly affect students' academic achievement and overall school performance, for both liberal arts students and science students at the secondary level.

Collaborative Leadership in Schools
The concept of collaborative leadership practices in school is opposite of classical school administration system. In the collaboration everyone involved and interdependent to work a head to give organization's output. Distributed leadership can focus on different dimensions of school leadership, adding that "it can be a way to acknowledge and perhaps even celebrate the many kinds of unglamorous and unheroic leadership that often go unnoticed in schools" (Spillane, 2006) .

Under consideration literature
The method implemented for this research was a critical and comparative analysis of published research results and findings. A multi-step process for the pool of selected papers was used to include the more relevant papers in the research data. To search the papers published for the term "entrepreneurial mindset", screening was done in the databases of (i) JSTOR, (ii) Emerald Insight, (iii) Tylor & Francis and (iv) Google Scholar.
Table of selecting relevant articles

Terms searched with "Collaborative Leadership Style and School Improvement"			
JSTORE Number of papers 28	Emerlad number of papers 32	Tylor & Francin number of papers 24	Google Scholar number of papers 30

⬇

Total number of smashed =114

Agitated and excluded due to quality and reliance

⬇

Number of articles after exclusion =54
Get rid of duplicate =16

⬇

Without duplication =39
Exclusion after abstract screening =26

⬇

Total attendant number of articles =12

Table 1: Flow Chart of Selecting Relevant Articles
Source: Own Representation.

The screening applied four steps (See Figure 1) which include a screening of 114 papers, Limitation of papers filtered by the abstract and reduced number to 54 articles, and further narrowing down to headlines and the key words "Collaborative Leadership Style and School Improvement" and reviewed and all the duplicate papers were removed included from different databases. Moreover, those papers which did not meet the criteria of "Only Journal Article" and "Language other than English" were further removed. Finally, the abstracts of these 26 papers were filtered and 17 papers not aligned with the research topics were further removed. Final 13 papers were selected for synthetic literature review.

The List of the Concomitant Articles

Author	Year	Title	Journal	Volume/Issue

Gabriel J. Schlebusch	2020	Collaborative Leadership and Sustained Learner Academic Performance in Secondary Schools: A Blaming Game	Africa Education Review	Vol. 17(3), 74-89
Judith et el	2020	The effects of distributed leadership and inquiry based work on primary teachers' capacity to change: testing a model	School Effectiveness and School Improvement	Vol. 31(3), 468–485
Hou et el.	2019	Impact of instructional leadership on high school student academic achievement in China	Asia Pacifc Education Review	Vol. 20, 543–558
Nugroho M. A	2018	The effects of collaborative cultures and knowledge sharing on organizational learning	Journal of Organizational Change Management	Vol. 31(5), 1138-1152
Cleveland.S. & Cleveland.A.	2018	Building Engaged Communities:A Collaborative Leadership Approach	Smart Cities	Vol.1
Cruickshank, V.	2017	The Influence of School Leadership on Student Outcomes	Journal of Social Sciences	Vol. 5, 115-123
Shen et el.	2017	Educational leadership on the Chinese mainland: A case study of two secondary schools in Beijing	London Review of Education	Vol. 15(2), 317–328.

Wang, T.	2016	School leadership and professional learning community: Case study of two senior high schools in Northeast China.	Asia Pacifc Journal of Education	Vol. 36(2), 202–216.
Moorosi, P. & Bantwini.	2016	School District Leadership Styles and School Improvement: Evidence from Selected School Principals in the Eastern Cape Province.	South African Journal of Education	Vol.36 (4),1_9
Abdolhamid et el.	2015	School principals' collaborative leadership style and relation it to teachers' self-efficacy	Journal of Research Studies in Education	Vol. 4 (5)
Halling er P & Heck R.H	2011	Collaborative Leadership and School Improvement Understanding the Impact on School Capacity and Student Learning	School Leadership and Management	Vol.30(2), 95–110.
Supovitz, J., Sirinides, P., & May, H.	2010	How principals and peers influence teaching and learning.	Educational Administration Quarterly	Vol. 46(1), 31–56.
Leithwood, K., & Mascall, B.	2008	Collective leadership effects on student achievement.	Educational Administration Quarterly	Vol. 44(4), 529–561

Table 2: Bibliographical sources of the articles   **Source: Own representation**

Findings and Discussion

The articles were synthetically reviewed and analyzed to collect the findings for the research questions. The research intends to explore the factors of the research question. This study aims to explore and identify the dimensions and attributes which contribute to developing the concept of collaborative leadership style, and to provide the factors that germinate the concept equally, framework for the leadership areas left unaddressed. Additionally, it also investigates and recommends the core practices and areas of collaboration curriculum among the community and administration at secondary school level. The analysis reveals that all articles deal with an area of the collaborative mindsets and approaches to developing collaboration are different levels.

Many theorists believe that the leadership as a process of influence and it can be exercised by individualistic or collective at the multilevel of the organization (Raelin, 2016; Sinclair, 2013). The American self-directed persons in organizations estimate that the connectivity among the among the community members create local networks to develop a climate where more people work to gather toward a goal, is a sound mentality than individualistic (Bassler., et el., (2008). To work collectively in the form networks is the conception of collaborative leadership or collaborative process (Fitzsimons, James, & Denyer, 2011). Collaborative leadership is a democratic concept of leadership can be adorable, collective oriented and dependant on others, when applied in any organization, specifically in the field of education. Equally, this concept of leadership can be employee centered, under the leadership employee feel free to participate, consult and considerate (Bass, 2008).

Goleman (2000) mention that by spending time getting people's ideas and mutual agreements, a collaborative leader builds "trust, respect and commitment" with their members and leader easily confer the solution of the problems faced by the organization with by inviting open discussion with team. The team members under collaborative leaders participate in decision making that-way they own the task rather than to be willing to accept responsibility for the decisions anyone made as the correct choice (Sadler, 2003). Sadler, (2003) further interpreted that the style of the leadership has the ability to enhance incoherence and cooperation among the team members when each member of the team sense of equal respect and importance. Bass (2008) adds that the collaborative leaders create ideas from their subordinates to produce a better way of getting things accomplished, welcome to open criticism, and tend to treat their mistakes as opportunities to learn what not to do in any given situation . In case, of a democratic school principal could establish a collaborative school-based leadership team where he or she schedules weekly meeting to discuss the school related issues the principal will give opportunity representation of all grade levels and support staff at the meeting to give their respective input input to manage school effectively, however, the dependency of the collaborative leadership style on the input of others may not always produce positive outcomes in the organization (Bass, 2008). Goleman (2000) adds in the other side of the collaborative leadership that some time leaders and staff members mull over ideas and meetings remains endless in the resultant the decisions will be less effective and management and subordinates will confused about the proposed solutions of the problems. Goleman (2000) further insists, "Building consensus is wrongheaded in the time of

crisis"and the leadership style drives up flexibility and responsibility of the subordinates. In the situation the collaborative leadership or shared leadership needed effective communication skills in place to overcome the misunderstanding, Kramer & Crespy, (2011), in order to occur an effective collaboration in organization, leaders must know the right channels and approaches of conversation (Rasmussen, H.T., 2018). Hence, the collaborative leadership philosophy must be developed before it takes place in the organization (Kramer & Crespy, 2011). During the introducing or implementation of collaborative leadership philosophy, it must be communicated clearly in organization and all interested individuals may understand their responsibilities within the team or in the community.

Collaborative Leadership as Democratic Perspective in Education

Collaborative leadership concept mainly relate with democratic style of leadership, in which leadership and subordinates contribute their respective skills to develop shared decision. The popularity of the concept is repeatedly increasing within educational communities in recent years (Janson. et al., 2009). Since last decade educators and school community taking interest to alter school administration in democratic structure of management by introducing advisory councils and management committees because a community based school that is accountable to the community is one that reflects local values and customs (Gold. et al., 2003). . In this movement these educators believe that that the parents and community members are members of the school community. These educators further claimed that the this participation of community in school management affair will be more bear-down when their will be

devolution of power from the state to the local bodies of the schools took place (Schuller, Baron & Field 2000). Various studies support the the phenomena that the site based management system poorly challenged power structures or altered decision making process in school hence the community engagement derive the force to update the process (Hanson, E.M., 1998). Establishing administration structures alone did not bring about shared powered and decision makes but teachers and community participation on the basis of skills and experiences are needed to make it happen (Miretzky. D., 2004). This way in the schools we can maintain competitive environment by gathering competing groups to gather to develop collaborative structure of school administration and shared decision making (Mediratta, Shah & McAlister 2008).

Collaborative Leadership Style, How it is Different From Authoritative Leadership Style

In education system of various developing countries authoritative, or autocratic, leadership style is still under practices. Bass (2008) describes the authoritative or autocratic style of leadership in education as "being arbitrary, controlling, power-oriented, coercive, punitive, and close-minded". He looks the style, when someone lead in this manner, that the sole person is in control the activities of the employees or subordinates and of all the decision making process of the organization. Additionally, the characteristics of authoritative leader is to make decisions and imposes them on everyone else, expecting implementation without any question and the result would be concluded without attentiveness (Sadler, 2003). Under the single person dominance culture the subordinates would not give an opinion or feel as if they had a choice in regards to getting the work completed before the end of the shift because the

leader posses authority of possible harshness, he can produce structure and rules of compliance (Bass, 2008). Official rank is the main source to exercise powers in authoritative leadership system and officer easily regulate the behavior to create the followers in the organization against the willingness of the subordinates (Bass, 2008). In classical educational administration system, educational leaders mainly principals head teachers often find themselves isolated and alone with the belief that they are exclusively responsible for leadership in their schools. Such a conjecture represent a very bladed understanding of leadership (Hallinger & Heck 2010; Harris 2002). However the collaborative style are opposites in every direction of of decision making and implementation that of authoritative style. Bass (2008) further differentiates between the styles in regards to character traits, the collaborative leader practices being open minded and reasonable while authoritative leader is controlling and close-minded during interaction with their staff members. According to Sadler (2003) the collaborative leaders mostly invites open discussions to generate ideas with the hopes to create consensus. This type of decisive and strong collaboration among staff members leads to long-term results, while the dominating, authoritarian tends to mostly produce short-term results in the organization (Bass, 2008). Equally, the collaboration fallowing strong and effective communication model in organization promote prolong morals to produce high quality results (Goleman, 2000).

Relationship Between School Leadership and Students' Academic Achievement

School leadership is commonly known in education as the core factor in the development and improving effectiveness of school (Allen et al. 2015) and quality (Hallinger et al. 2015). Multiple researches have been conducted and many studies out of these suggested positive relationship between the practices of different leadership styles and educational achievements by applying meta-analysis methods of in the field of research (Hallinger & Bryant 2013; Marzano et al. 2005; Robinson et al. 2008). However, the leadership and academic performance are interwoven and it has been confirmed and recognized globally (Hallinger et al. 2015).

How leadership Impacts School Performance

To begin with the experts of leadership subject combined collaborative leadership with the other forms of leadership styles like democratic and shared, consequently it was difficult to differentiate among the nature leadership style and its impact level (Marzano et al. 2005; Witziers et al. 2003). The direct impact of principals' leadership or bureaucratic type of leadership on student performance is relatively poor and indirect as compare to the impact of teachers leadership because the role of teacher is essential due to his direct meditation (Hallinger & Heck, 1998; Witziers et al. 2003). At the opposite of this, Marzano et al. (2005) argued that the impact of principals' leadership are more effective as compare to the teachers leadership because principal control various activities rather than classroom activities. Judith et al. (2020) adds that the collaborative leadership style effects more because overall performance of the school is counted as result of collective efforts of all participants. Collaborative leadership promote sense of self efforts, opportunities of professional development and ensure job satisfactions this culture of school encourage subordinate to internalize school goals as personal aims (Buske, 2018). Motivational one of the aspects of this leadership style also influences teachers' professional learning activities. Head

teachers teachers' and community or local government sense of self-efficacy increases, they may be more satisfied in their job, and

they tend to internalize school goals (Hulpia et al. 2009; Greany, 2018).

Reviews on the Impact of Collaborative leadership on school improvement

ear	Author	No. Of Studies	Nation/ region	ime	Types of leadership	Type of effect	Size of effect
015	Pan et al.	8 0	Chi nese Taiwan	994– 2012	Instru ctional leader ship	Direct effect and indirect effect	Stron ger indirect than direct leadership beha viors
011	Hallinger & Heck	4 3	Uni ted States of America	980– 1995	Colla borative	(1) Direct effects (2) Medi ated effects (3) Reciprocal effects	Direc t: effect size=0.09 Indirect model mediated by teachers: x2/df=1.3, p=0.064; TLI=0.90; RMSEA=0.8 0
005	Marzano et al.	7 0	Uni ted States	970– 2000	Over all leadership	Direct effect and indirect effect	Mean effect size=0.4
003	Witziers et al.	3 7	25 countries	986– 1996	Over all leadership	Overall leadership	Mean effect size=0.02

Table 3: Bibliographical sources of the researches showing the impact of leadership on school performance. Source: Own representation

Expected Effect

Literature review of this study supports our prediction that the collaborative leadership style exert direct, positive effects students academic or overall school performance. Thence Park & Datnow (2009) mention that the positive effect of collaborative

leadership gets mediated by school leaders' collaboration, such that it can strengthen the capacity of school to perform more. Day et al. (2007) also demonstration on school based administration, teacher and community involvement in the decisions making process of the school, leading us to expect that background characteristics directly affect leadership performance.In figure 1, the researcher present proposed model that pretence the direct effects of collaborative leadership practices and
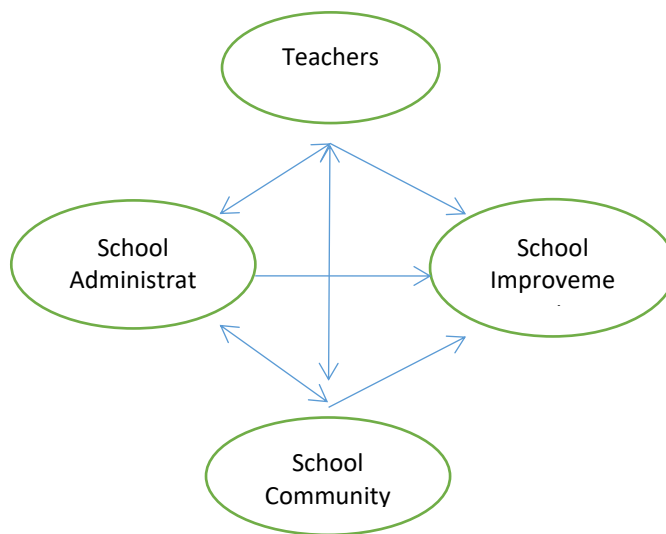
participation of community on school performance.

Figure 1. Model of expected effects of collaborative leadership style on the school improvement.

Conclusion

The above mentioned discussion unwrap the empirical study of literature suggests that the leadership with a collaborative perspective relate to school improvement and school capacity to change in various countries; however, this relationship has not been thoroughly investigated in local context. Still it remains unknown whether and how practices of collaborative leadership might influence, directly or indirectly, students academic performance in secondary level. In the current study, all variables are proved from the literature with the related instruments. Although the main effects presented by different studies are in line with the expectations of the current study. Moreover, the discussed literature uncovers the trend of stakeholders collective involvement and participation to run schools at community base. Owing to the mass participation schools and school governing bodies will be resourced with proper instruments, finance and guidelines that ensures transparency, accountability in the school management operations.

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