

THE IMPACT OF THE NATIONAL COLLEGE FOR EDUCATIONAL LEADERSHIP (NCEL) TRAINING ON EDUCATIONAL LEADERSHIP IN REGION 5, JAMAICA

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Corresponding Author Karla Boswell Lewis Under the Guidance of Disraeli Hutton Article History Received: 14/ 05 /2025 Accepted: 27 / 05 / 2025 Published: 30 / 05 /2025	Abstract: The purpose of this quantitative study was to ascertain the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. It also sought to assess whether there are significant differences in the scores of the composite dependent variables based on level employment, years being a teacher, years working with principal and overall tenure of principal. The sample was purposively selected to take part in the study consisted of 13 principals and 193 (206). Data collection instrument used to collect data for this study was the Principal Instructional Management Rating Scale (PIMRS) instrument developed by Phillip Hallinger consisting of 50 behavioral statements that describe principal job practices and behaviors using a 5-point Likert scale. Data were analyzed using the MANOVA through the application of the SPSS software version 27. The findings revealed that there are no statistically significant differences in the scores of the composite dependent variables based on level of employment, years being a teacher, years working with principal. It was recommended that future research be conducted by collecting data from multiple stakeholders such students, parents, education officers or peers. Keywords: Effectiveness, Leadership, NCEL, Training, professional.
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Introduction

Leading a team or an organization is referred to as leadership. The idea that leadership plays a crucial role in determining how well schools perform has gained popularity. Hence, this chapter is sub-divided into various sub-headings which highlight the researchers' concerns of this leadership styles. The purpose of this study was to ascertain the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. This chapter outlines the background and rational for the study. Thus, this chapter comprises the background to the study, statement of the problem, the purpose of the study, research questions, the significance of the study and definition of key terms.

Background to the Study

The quality of classroom instruction is influenced by a number of factors, including the degree of preparation received by teachers, their sense of personal efficacy, and the strength of their relationship with their principals. Fullan (2014) takes a direct approach to the problem, stating that more research on the function of principalship in the discussion of what constitutes effective educators and successful schools is desperately needed. Investigating and recording the effects of the National College of Education and Leadership (NCEL) Training on educational leadership in Jamaica was the aim of this study. It sought to

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ascertain the types of attitudes displayed by schools' leaders and practices in school governance and to describe the importance of the principalship. As educators, leaders have been observed to exhibit different leadership styles in organizational leadership. Defining the role of principal without recognizing the constraining factors limiting their performance is to assume their preparedness for the job. Hutton (2011) conducted a study to identify the traits and attributes of high-performing principals, and the necessity of enhancing principalship quality was clearly illustrated. Before being appointed principals, many of these principals had worked for more than 15 years in administrative and teaching positions, and more than 90% of them entered the position in their mid-40s or early-50s. The most concerning results showed that 70% of these principals will reach retirement age within ten years of the data collection, and just 12.5%, or 125, were classified as outstanding performers. According to the data acquired, new strategies are needed to find and train the principals who will take the position of those leaving the system. Principals are enrolled in various leadership programs to develop their capacity to carry out their duties. Hence, several educators participate in training from the National College for Education Leadership (NCEL) Training on Educational Leadership in Jamaica. This practice took root in Jamaica with the establishment of the National College for Educational Leadership (NCEL), which offers special programs to prepare school leaders. The Ministry of Education will require all



school leaders to have a master's degree in addition to practical and business oriented professional training. Leithwood, et al. (2004) contends that effective leadership is second only to the quality of classroom instruction in determining student outcomes. The quality of classroom instruction is a function of many variables, including the teacher's education, the teacher's sense of personal effectiveness, and the quality of the relationship between the teacher and the principal.

Statement of the Problem

It is widely recognized that principals play an important role in determining school performance and students' success. Jamaica's National Education Inspectorate (NEI) 2015 Report found that school leadership was inadequate in 38% of schools in Jamaica. It further showed that in all the schools that were found to be effective had a leader who empowered teachers and guided them to achieve set educational goals. The underperforming schools were led by principals who were unable to motivate and inspire teachers to achieve the school goals. Thus, these schools suffer from an established communicated and collective vision for improvement, leading innovation, student learning and achievement. Thus, the gap exists in leadership that has rigor and drive which are ingredients needed to gain progress teaching and students' achievements in Jamaica. If schools continue to be operated with principals and teachers who have low expectations of their students, then students will continue to leave school without the pre-requisite skills demand for the job market or higher education.

At the same time, there has been much improvement since the NEI report and the establishment of NCEL as it relates to school governance, especially by principals. However, to date the effectiveness and research has not been formally documented to be shared on a global platform. Also, more needs to be done to get more principals to be effective and schools to be high performing schools.

Purpose of the Study

The purpose of this study was to ascertain the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. If the composite dependent variables—frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development, and provide incentives for learning among teachers and principals—show a significant difference in scores, then the composite dependent variables should be evaluated. Also, it sought to assess if there is a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal. This research was important as it sought to expose the underlying attributes contributing to desirable performance of leadership in Jamaican schools. Also, based on the findings emerged, the researcher made theoretical and practical recommendations on how to allocate resources and develop healthy relationships to capitalize on principal effectiveness in schools.

Research Objectives: The objectives of this quantitative research were to determine:

- The characteristics of NCEL training programmes that makes it an effective institution

for developing school leadership.

- Teachers and principals may differ significantly in their scores on the composite dependent variable, which includes: defining the school's goals; communicating those goals; supervising and evaluating instruction; coordinating the curriculum; tracking student progress; safeguarding instructional time; maintaining high visibility; offering incentives to teachers; encouraging professional development; and offering learning incentives.
- If there are notable variations in the composite dependent variable scores according to years of teaching experience (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; reserve instructional time; maintain high visibility; give teachers incentives; encourage professional development and offer learning incentives).
- If there is a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal.

Research Questions

The following research questions were formulated to guide the research process:

- What are the characteristics of NCEL training programmes that make it an effective institution for developing school leadership?
- Are there notable differences between teachers' and principals' scores on the composite dependent variable (which includes framing and communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives)?
- According to years of teaching, are there notable variations in the composite dependent variable scores (framing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives)?
- Is there a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal?

Hypotheses

The following hypotheses were formulated to answer research questions 2, 3 and 4, respectively: **H01:** The scores of the composite dependent variables—which include framing and communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, tracking student progress, protecting instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives—do not significantly differ between principals and teachers.

- **H02:** The scores of the composite dependent variables (communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student

progress, protect instructional time, maintain high visibility, give teachers incentives, encourage professional development, and provide learning incentives) do not significantly differ based on the number of years of teaching experience.

- **H0 3:** There is no significant interaction of the composite dependent variable between the variables years being a teacher and years working with principal.

Significance of the Problem

This study was significant as it identified the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. It was also significant as it assessed if there is significant differences in the scores of the composite dependent variables of frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning among teachers and principals, years being a teacher and years working with present principal versus total tenure. Also, the significance of this study is evident in its assessment of whether there is a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal. This research was significant as it sought to expose the underlying attributes contributing to desirable performance of leadership in Jamaica schools. Also, based on the findings emerged, the researcher made theoretical and practical recommendations on how to allocate resources and develop healthy relationships to capitalize on principal effectiveness in schools.

This research is of utmost importance to administrators, various stakeholders, Ministry of Education, policy makers, principals, teachers and researchers who will gain useful information on the attributes of effective leadership and how this impact teacher performance and students' achievement.

Operational Definitions

The following terms were defined to convey the exact meanings intended by the researcher. **Education.** The knowledge and development resulting from the process of being educated (Merriam- Webster Dictionary).

- **Frame the School Goals.** Framing school goals, according to Greenfield (1987), Hallinger & Murphy (1987), and Latip (2006), refers to the principal's responsibility for deciding the areas on which the school personnel will concentrate their efforts and resources during a specific school year.
- **Communicate the School Goals.** Communicating school goals is one of the crucial roles of the principal as an instructional leader. One of the traits of a successful school is that everyone in the school community has clear goals and high expectations (Wildy & Dimmock, 1993)
- **Supervise and evaluate instruction.** To Heyde (2013) this is regular observation of teachers practice measuring student and teacher growth.
- **Coordinate the Curriculum.** This involves planning activities, readings, lessons, and assessments that achieve educational goals (Chiarelott, 2005).
- **Leadership.** Leadership can be defined as "the interpretation of events for followers, the choice of

objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization (Yukl, 1994, p.19).

- **Monitor Student Progress.** using rates of improvement from frequent (sometimes weekly or biweekly) assessments of a particular ability to evaluate progress toward a performance target (Yukl, 1994).
- **National College for Educational Leadership.** A training agency developed as a result of a National Task Force Reform Report in 2004 charged with the responsibility of proving professional development activities to guide the improvement in the governance of schools in Jamaica.
- **Protect Instructional Time.** Tiba (2012) explains this as the prevention of interruption to the period when students receive instruction from a classroom teacher.
- **Maintain High Visibility.** This effective presence assures students that there is someone in charge, someone to whom they can go to if they are having trouble, someone they can trust (Eric, 2006).
- **Provide Incentives for Teachers.** Provide stimulus to incite various actions among teachers including improving the quality of their teaching, improve their current teaching qualifications, or remain in the profession.
- **Promote Professional Development.** Professional development is defined by Mizell and Hayes (2010) as a variety of work-related educational activities that educators engage in to acquire and use new skills and knowledge that will enhance their performance on the job.
- **Provide Incentives for Learning.** This is an employing stimulus that gives rise to a motive to evoke attitudes conducive to learning (Mondal, 2022).
- **Training.** The skill, knowledge, or experience acquired by one that trains (Merriam Webster Dictionary).

Literature Review

The aims of this quantitative study were to ascertain the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. Also, sought to examine if there are significant differences in the scores of frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning among teachers and principals, based on years being a teacher. Furthermore, it explored whether there is a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal. Effective principals are the quintessential aim of ongoing professional development for principals (Khan, 2014). It was found that professional development leads to effective instruction management (Desimone, et.al, 2002). Thus, this chapter is subdivided into: (1) conceptual framework; (2) theories that support the research; (3) NCEL and policy imperatives of public school teachers' professional development programmes; (4) public school teacher's perception of the role of NCEL in supporting their professional development, (5)

characteristics of NCEL training programmes suited to build transformational leaders; (6) the concept of effective schools in Jamaica, and (7) transformational leadership defined.

Conceptual Framework

Figure 1 represents the conceptual framework that undergirded this study. It provides a visual representation of the constructs in the four (4) research questions that guided this research.

These constructs are embraced by the tenets of the paradigm that underpinned this study. This framework provides a visual reference for understanding the effectiveness of National College for Educational Leadership (NCEL) training programmes in improving school leadership in Jamaica. Thus, this conceptual framework provides a visual representation of the guiding elements that drive each aspect of the research and engages the elements of the conceptual framework for the research.

The first section of the framework focuses on the teacher's perception of the characteristics of NCEL training programmes and why they are an effective institution in preparing principals to lead high performing schools. In this section, NCEL operation is examined as an educational policy, a process to be carried out in all public schools, and the actual practice as experienced by teachers in their individual schools. It seeks to explore teachers' perception of NCEL training of principals and the contribution to the principal's professional development in regard to their capacity to frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning. These attributes underlie the reason for the introduction of NCEL as a training programme as an official policy and present practice.

The second section of the framework examines, through teachers and principal lens, the effectiveness of NCEL training programmes via five cyclic steps. These are planning, implementation/monitoring, observation, evaluation and feedback. Each step in the cycle is intentional and significant to effective teacher professional development as directed by the Ministry of Education. This cycle is supported through effective

communication between NCEL, the Ministry of Education, teachers and evaluation teams in a collaborative environment. The third section introduces the concepts of principal and teacher tenure and explores how this influence their perception of the NCEL training programmes.

In the final section, an examination of the interaction of principal and teachers' tenure and their influence on the composite scores of the dependent variables was conducted. However, all these tenets are closely linked with general ideas of school improvement, school-wide effectiveness and the explicit and implicit impact that principal and teacher quality can have within schools. The discussion surrounds the ways in which principal effectiveness can help in individual teacher's personal growth, development and change.

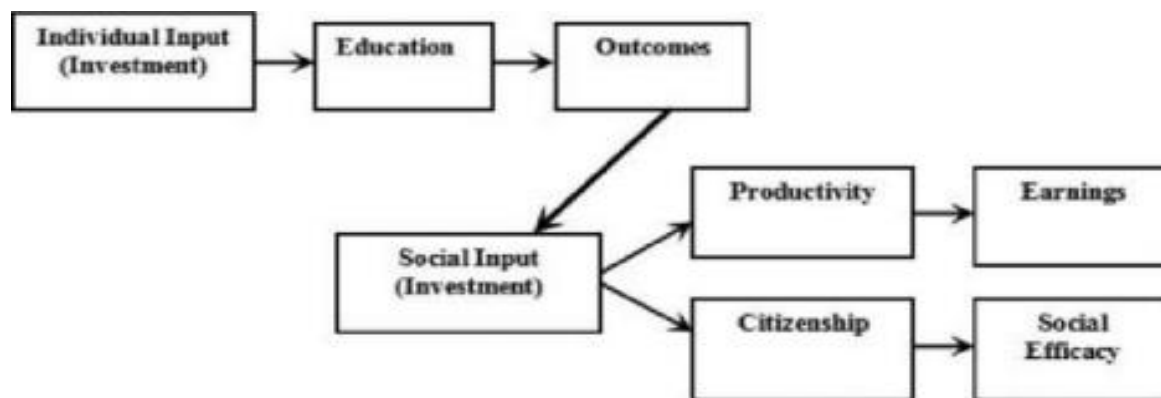
Consequently, by being motivated by my lived experience through my engagement in the NCEL training programme, this study was guided by the pragmatic paradigm as this inquiry took the stance of focusing on the practical consequences of principals and teachers' social reality. This paradigm gives support to the three principles through whose lens the perceptions of teachers and principals professional development offered by NCEL can be viewed. These principles include (1) a focus on action orientated knowledge, (2) recognition of the interconnectedness between experience, knowing and acting and (3) a view of inquiry as an experiential process. Within these principles the professional development agenda of NCEL that embraces the perspectives of the theories of Multiple Intelligences (Gardner, 2003) in highlighting human's potential to acquire knowledge using eight different types of intelligence and a hierarchical model of learning objectives (Benjamin Bloom) can be understood. The principles of pragmatisms can also reflect the concept of Zone of Proximal Development (ZPD) and Scaffolding (Lev Vygotsky) as concepts that outline various critical pedagogical tenets; Schema and Constructivism (Jean Piaget) which suggest building on existing knowledge through

experiences. Also, the pragmatic paradigm helps to explain the concepts purported by Behaviourism (Skinner) which delineates the tenets of a group of theories which suggests that behaviour is a response to an external stimulus.



Theories in Support of NCEL's Transformational Leadership

Human Capital Theory



Source: Swanson and Holton (2001, p. 110)

In supporting this research there are many theories that can be utilized. One such is the Human Capital theory was first coined by Adam Smith in the 18th century which purports that everyone who works within an organization possesses a set of abilities and skills that can be enhanced or increased through training and education. However, the success of the theory was largely the work of Gary Becker, Theodore Schultz and Jacob Mincer who are economists as they coined the idea of investing in people to increase productivity (Holden and Biddle, 2016). The theory economically posits that an individual's experience and expertise is measured in terms of human capital and such an organization, nation or individual's intelligence is of utmost importance in positioning the economy for success. Additionally, it emphasizes education and training as a means for ensuring productivity and efficiency. The major components of this theory involve effective communication skills, management of people, and training at work, and the ability to solve problems, personal health and well-being. The Human Capital theory also posits that a more educated population is more likely to earn more money and spend it and as such the economy will be boosted (Almendarez, 2013). Gary Becker, Theodore Schultz and Jacob Mincer posit that human beings are highly adaptable and capable of being reprogrammed, as such even if the salary is high, they can perform manufacturing tasks that machines cannot. Subsequently, the contribution to economic growth and development by education results in increased productivity within the labour force (Babalola, 2003).

Babalola (2003) rationalized that it is very important to invest human capital for three main reasons:

- Appropriate parts of the knowledge which has been possessed by previous generations must be transmitted to the new generation.
 - Existing knowledge should be utilized to develop new products, introduce new processes, production methods and social services and these should be taught to the new generation.
3. The development of new ideas, products, processes and methods through creative approaches must be encouraged amongst individuals.

Hence, with the aforementioned theory and its underlying principles, it is evident that the Government of Jamaica along with the Ministry of Education and Youth made the right decision to increase human capital. The increase of human capital was done by setting up a training institute that would increase the knowledge and skills of principals who are directed to help in carrying out the vision of the country in training young minds for the future.

Meaningful Learning Theory

The Meaningful Learning theory was developed by David Ausubel in 1963. Ausubel posited that meaningful learning occurs when a person can interpret, relate and acquire new information with the knowledge gained before and in return utilizes the information to solve problems. According to Moretti-Perris (2015) the educational process is based on the condition that men do not have all the knowledge needed to complete a task as such they will consistently invest in their actions by assimilating new knowledge and updating existing knowledge. This allows for individuals to always be in reflection and constant action. It is through interaction; new things are built which generates an adaptive-dynamic approach and learning becomes meaningful. Generally, learning is meaningful when the knowledge gained makes sense to learn and it is applied by the learners. Ausubel (2020) posits that the interaction of new knowledge with existing ideas allows, through its cognitive activity, the learner to develop new meanings, which are unique to them and will be able to utilize within his or her context. Prado, Vaz and Almeida (2011) suggest that learning overall is meaningful when the new ideas are anchored to pre-existing ideas of non-arbitrary and substantive way. The link according to Prado et. al (2011) between the new knowledge that the individual needs require them to develop skills which will catapult them to explain other situations of reality and help them to transform their practice. In a study completed by Sousa, Formiga, Oliveira, Costa and Soares (2015) on using the theory of meaningful learning in nursing education posited that the theory of meaningful learning is anchored in both constructivism and cognitivism as it hinges on understanding, reflecting and assigning meanings of the subject in interaction with the immediate social environment while building culture. It is important to note that this theory of meaningful learning reflects the tenets of the NCEL's position on training individuals with the requisite knowledge needed to change concepts previously held on leadership in schools. Additionally, it helps the principals in training to reflect and assess their prior knowledge and utilize the new one gain to their advantage within their context thus transforming their professional practices, while organizing work and strengthening their knowledge.

NCEL and Policy Imperatives of Public school teachers' professional development programmes

Effective school leadership is at the forefront in every country. The Global Monitoring Report (2005) suggested that countries such as South Africa, Canada, United Kingdom and Australia have developed policy frameworks that are tailored towards improving the leadership capabilities in educational

settings. The National Task Force on Educational Reform Jamaica (2004) made recommendations for improvement in the governance of schools. In the recommendation it was suggested that there must be an established new model for the management and governance at the school and regional levels that will ensure greater accountability. This new model of governance would be strengthened through a programme that offers training and certification of all school managers. The report specifically outlined the following to ensure success of school governance- (1) strong and effective School Board; (2) responsive principal displaying strong leadership qualities; (3) responsibility for the management of the teaching profession by principals, vice principals, vice principals and heads of department; and (4) a coherent vision of success with which stakeholders align strategic planning and monitoring to ensure success of the vision (Effective Principals Training Report, 2015). Additionally, the recommendation focused on the need for greater accountability for principals and boards as well as for greater responsibility to be given to the principals primarily in managing the teaching and learning. The core philosophy of NCEL is to ensure that there is a balance between knowledge and skills in leadership development and to improve the quality of leaders and managers in education. Some of the core functions and aims of NCEL includes but not limited to (i) transforming children's achievement and wellbeing through excellent school leadership; (ii) building national policies and priorities into training; (iii) identifying and developing future school leaders; (iv) bringing coherence to existing training and development leadership programmes in education; (v) enhancing the capacity of education officers to operate in a modernized system. In ensuring the success and quality of the training programmes being offered, NCEL inter alia adopted the national standards for school principals as developed by the Jamaica Teaching Council as the foundation for training; introduced a programme of training to prepare individuals aspiring to become principals; developed competency based training for principals and education officers; inclusion of target group expanded to leadership teams so that succession planning is at the forefront; implemented varying training methods targeted for individual development needs as well as included other features such as mentoring, short courses and local support groups (Effective Principals' Training Programme Report-Cohorts 1-8, 2015).

It is imperative to note that the Jamaican Vision 2030 establishes the need for molding and building the leadership potential of all school leaders so that there will be effectiveness and sustainability of school management practices, as such school leadership is critical. According to Smith (2015) the Principals' Associations have unequivocally expressed their desire to have training in school management which will help them to become effective leaders and provide additional support for them to accomplish tasks effectively. Based on the findings and recommendations of the Education Reform Task Force and the establishment of the Education System Transformation Programme (ESTP) several organizations aimed at improving the quality of education for Jamaica was established. These include the Jamaica Teaching Council, The National Education Inspectorate, Jamaica Tertiary Commission, National Education Trust, National Parenting Support Commission and the National College of Education and Leadership (NCEL). The NCEL was established specifically to address the concerns and meet the suggested recommendations for school leadership in Jamaica.

Teachers are the priority and have been for some time, regardless of how professional development is administered

(Hargreaves, 2014; Lieberman & Miller, 2014). In an address to the Community Colleges of Jamaica, former president of the Jamaica Teachers' Association Garth Anderson posited that those who establish policies in public education institutions must also recognize the strategic roles teachers play in the development of students and provide the necessary assistance to forge these new paths (Anderson, 2019). Such reform efforts, however, must involve teacher unions. Ultimately, policies hold schools and teachers accountable and implement education for student success (Hochberg & Desimone, 2010). A thorough review of the literature reveals no clear-cut path on how union policy imperatives affect teachers' professional development but is insinuated when discussing other aspects of union involvement in schools (Stevenson, et al. 2017; Cowen & Strunk, 2014; Bredson 2001). Apart from the effect of teacher unions on advocating for wages and conditions of service, some attention has been paid to teachers' unions' participation in policymaking, particularly in blocking education policies (Moe 2011, 2013; Strunk, 2012). The perception of unions as roadblocks to educational reform may stem from negative portrayals in the media, including mainstream outlets. Unions tend to receive more favorable coverage when they work with rather than against reforms (Goldstein, 2011). Although the literature suggests the applications of union power in all levels of education governance, research suggests that teachers' unions are not as powerful as opponents have claimed, nor as aligned against changes to the status quo in schools (Cowen & Strunk, 2017).

Public School Teacher's Perception of the role of NCEL in Supporting their Professional Development

From the ongoing discourse teachers are a crucial part of any educational system. This means that the nature of their development within the profession is a crucial factor to consider when examining teacher unions. Thus, teachers' perceptions of professional development considering NCEL are essential factors in understanding teacher relations with their colleagues (Govender, 2004). The traditional viewpoint, which juxtaposes these beliefs, has come under fire from proponents of the effective and ineffective schools in Jamaica (Stevenson et al., 2018; Msila, 2021; Mafisa, 2017). Current concepts, theories, and literature related to teacher effectiveness and student achievement agree that teacher development is an important variable affecting student success (Carini, 2008b; Cowen & Strunk, 2015; Eberts, 2007; Hoxby, 1996; Lovenheim, 2009; Mickel, 2015).

Characteristics of NCEL Training Programmes suited to build Transformational Leaders

Effective leadership takes a deliberate effort to hone and develop one's skills. Sergiovanni (2007) suggested that the principal's role both as an instructional and transformational leader allows for a shared leadership amongst faculty and staff in making decisions that will ensure that there are effective curriculum development and instructional practices. The principal as the transformational leader will have a positive impact on teachers' job satisfaction, he or she will enable the workplace to have high ideals, increase productivity, enhance the culture, change attitudes and negative assumptions thus ensuring a solid foundation which will eventually build commitment to establishing and achieving common desirable goal and objectives (Friedman 2004; Korkmaz, 2007). From this discourse, it can be deduced that as a principal transformational leader has a very important role to play in the development of the school, the school community and the workers. The transformational principal must be able to think

outside the box in creating unity and followership, at the heart of transformational leadership is servant leadership. This concept of servant leadership will allow the transformational leader to understand that it is always service above self and in return will receive commitment from stakeholders. It is important that stakeholders are reassured of their value to the institution. This will elicit greater output for the institution. The key features of the NCEL programme that help it to cultivate transformational educational leaders are discussed here.

Frame the school goals. Framing school goals refers to a principal's role in determining the areas on which the school staff will focus their attention and resources during a given school year Greenfield (1987), Hallinger & Murphy (1987), and Latip (2006). As an effective school leader, it is imperative that framing the school goal is a part of the practice as this will set the foundation of developing a well-performing school (Blase and Blase, 1998). The transformational principal leader will inspire and empower colleagues to engage in the delivery of the vision and mission of the school and own the change process that will occur. This owning of the change process is critical in helping them to determine the most suitable way of obtaining the results, and thus builds a strong committed school culture. Importantly, the transformational principal is not so much concerned about the results but rather more concerned about the process that must be undertaken to achieve the results. Lezotte and McKee (2006) postulates that the effective leader must ensure the implementation of a collaborative process while encouraging individuals to be efficient, comfortable and satisfy in doing their duties according to their expertise. Leithwood, Louis, Anderson and Wahlstrom (2004) corroborates the information presented by Lezotte and McKee (2006) that the characteristics of the transformational leader such as enabling staff to understand the vision of the school; building capacity of staff members and strengthening the school culture by changing the components of organization enables for collaboration.

Communicate the school goals. Effective communication underpins knowledge; skills and dispositions principals are required to have a direct and indirect influence on student outcomes, as identified in the Best Evidence Synthesis on leadership. Many problems in and out of schools today are directly linked to the effectiveness of how leaders and their school communicate—whether information was communicated or not, what was communicated and how it was communicated and who communicated it has a ripple effect on any governing body. Effective communication plays a vital role in leadership as it fosters a good rapport between leaders and their teams, which increases consistency, creativity, productivity and efficiency among the staff as well as to settle any water under the bridge along with misconceptions (Emeritus, 2022). Effective Communication by leaders builds trust, integrity and team spirit, provides clarity and direction and assists staff to align with the goals of the institution. Effective communication also creates better relationships among members and contributes to the conduciveness of the workplace to growth and professionalism, (CLIMB Professional Development and Training, 2019). The principal is charged with the role of designing professional learning; having teachers take part in the school improvement plans. The transformational leader as a principal can be an effective manager while maintaining interpersonal relationships, teacher development, school improvement, and academic programs for students while ensuring growth within the organization (Fullan, 2001). As a result of the various roles of the transformational

leader as a principal, accountability displayed and demonstrated influences teacher efficacy. Research has shown that teacher assumptions and beliefs on their capacity singly and collectively are influenced by transformational leadership according to Demir (2008). The components of transformational leadership which includes vision building and intellectual stimulation encourages teachers to change their perceptions, be more committed and willing to assist in the reform of the school where applicable (Geijssels, Sleegers, Leithwood and Jantzi, 2003).

Supervise and evaluate instruction. It is imperative that principals supervise and evaluate his or her team as this presumes that he or she can provide constructive feedback to improve teaching or is able to design a system in which others provide this support.

Coordinate the Curriculum. According to Camburn, Rowan, and Taylor (2003), formal school leaders are more likely to become instructional leaders on a regular basis if they receive assistance in doing so, such as through professional development. Although some academics stress the value of principals' in-depth knowledge of curriculum and teaching resources (Stein & Nelson, 2003), others focus more on principals' assistance in enhancing education (Leithwood, 2001; O'Donnell & White, 2005). In addition to having enough curricular knowledge to ensure that all students are receiving pertinent education, the formal school leader is expected to comprehend the principles of excellent instruction (Marzano et al., 2005).

Monitor Student Progress. Student achievement is closely tied to the leadership of the principal and superintendent, who are the most powerful figures in education (The Center for Comprehensive School Reform and Improvement, 2005). In a similar vein, Brophy (1986) discovered that specific teacher behaviors—like utilizing academic objectives to set learning expectations, employing efficient classroom management techniques, and varying the pace of instruction according to the content and the characteristics of the students—were consistently linked to student achievement. Support from leaders who are educated, consistent, and supportive of training has an impact (Hallinger et al., 2005). Also, the principal's ability to draw on effective interactional styles and supportive approach may be more important than their specific content knowledge (Spillane, Hallett, & Diamond, 2003).

Promote professional development. The principal is responsible for designing professional learning to facilitate change and for providing support to those implementing the change (Hord & Sommers, 2008). This presumes that he or she can provide constructive feedback to improve teaching or can design a system in which others provide this support.

The Concept of Effective Schools in Jamaica

School effectiveness is very important to the success of students who attend the institution, recognizable is the fact that school success is not only hinged on academic achievement but also the behavior, experience and expectations of the students. Additionally, a school that is deemed effective has specific characteristics and these can be replicated by other schools to achieve effectiveness (Inter-American Development Bank, 2014). According to Foster-Allen (2010) and Dwyer (2013) school effectiveness can be defined as having unique characteristics which are common to all schools in which all children regardless of the race, gender and socio-economic status will be able to learn all the important skills, knowledge and concepts that will enable

them to matriculate to the next level successfully. Shannon and Bylsma (2007) identified nine key characteristics of effective schools which are divided into three main categories: (1) Goals and Aspirations: clear and shared focus, high standards and expectations for all students, (2) Process and Actions: high levels of collaboration and communication, curriculum, instruction and assessments aligned with national standards, frequent monitoring of learning and teaching and (3) Supports and Capacity Building: focused professional development, supportive learning environment, and high levels of family and community involvement.

Further, Dwyer (2013) posited that school effectiveness in the Jamaican context is in alignment with the Shannon and Bylsma model: (i) strong leadership, (ii) clear school mission, (iii) safe and orderly climate, (iv) transparent and effective monitoring of students' progress, (v) high expectations and (vi) parental involvement. The National Education Inspectorate (NEI) Handbook stipulates eight (8) indicators of effective schools in Jamaica, these are: (a) How well the school is led and managed; b. How effectively teaching supports learning; (c) Performance of students on national and regional tests and assessments, (d) Students' progress in relation to their starting points; (e) How well Curriculum and Programme enhancements meet student needs; (f) Students' personal and social development; (g) Effective use of human material resources to help students achieve, and (h) Safety, security, health and wellbeing of students and staff. Also, findings of school inspections done by one of the core units established by the Ministry of Education in Jamaica to transform the governance of schools- National Education Inspectorate (NEI) in 2013 revealed that of 205 schools inspected (about 20 percent), 44 percent were effective, 5.3 percent were emerging satisfactory and 50 percent were ineffective.

A study done by the Ministry of Education in Jamaica in 2013, made comparison between literature on international standards of effective schools and it was discovered that based on literature, effective schools in Jamaica has eight characteristics. These eight characteristics include the following:

- Clear and Focused Goals and Aspirations- performance targets are set and communicated to the school community in School Improvement Plans (SIPs). A reward system is in place for achievement in literacy and numeracy as well as character development.
- High levels of collaboration and communication: all problems are solved through teacher collaboration and co-teaching which fosters transfer of best instructional practices as well as knowledge.
- Frequent Monitoring of Teaching and Learning: data from assessments are used to guide instruction, monitor teaching and learning as well as teacher evaluation.
- Focused Professional Development: in effective Jamaican schools there is ongoing professional development of teachers; appraisals are utilized as a positive way of supporting teachers as they improve their craft.
- Supportive Learning Environment: interactions are respectful, students are encouraged and provided with the opportunity to think and ask questions. There is inclusivity of all students even in instruction and assessment; adequate attention is given to academic work and there are policies that govern the mode of operation.
- High Levels of Family and Community Involvement: parents actively support teachers and students; the

school community is also supportive of the school and its programmes. The total involvement of all stakeholders helps to build the schools' public confidence.

- Strong Leadership: this is the foundation of all effective schools. This is manifested in the utilization of unconventional methods to achieve school goals. There is significant focus on teacher accountability, development and implementation of SIPs, observation of classroom activities and provision of support to staff to ensure that goals and targets are achieved.
- Budget: through the utilization of a variety of strategies and techniques schools are able to overcome inadequate financial resources to ensure that the schools' operations are effective (Inter-American Development Bank, 2014).

Additionally, Huguet (2017) posited that school leadership affects student achievement through being trustworthy, encouraging collaboration and teacher leadership as well as hiring educators who are genuinely passionate about teaching. The research also corroborates with the Inter-American Bank Report of 2014 which suggested that the characteristics embedded in effective schools serve as the building block for other schools. Hutton (2011) in a research conducted on 125 high performing Jamaican principals posited that effective school leaders articulate a philosophy of self and school, practice situational and transformational leadership, focus on student achievement and performance, place emphasis on personal characteristics, abilities and qualities, emphasize the need for strong staff involvement and support, recognize the psychological benefits of a well-managed plant, generate broad-based community relationships and also enjoy an affable relationship with the Ministry of Education. Likewise, the Wallace Foundation since 2000 has been studying effective schools and the role and responsibilities of the principal as the leader. The following five key responsibilities have been highlighted: (i) Shaping a vision of academic success for all students through high standards; (ii) Creating a hospitable climate to education so that safety, cooperativeness and other fruitful interactions; (iii) Harnessing leadership in others so that the school's vision can be achieved; (iv) Improving instruction so that teachers function at their best and students learning peak at its optimum, and (v) Managing people, data and processes that will enable school improvement.

Transformational leadership defined

Northouse (2001) suggested that transformational leadership is the capacity to encourage people and subsequently get them to change, improve and be led. It is not an easy feat as it involves evaluating colleagues, fulfilling their needs, as well as appreciating them. Additionally, it is the capability of the leader to increase members' allegiance, role as well as engagement in meeting the objectives, vision and mission of the organization (Chew and Chan, 2008; Bass and Avolio, 1997; Jung and Avolio, 2000). Chew and Chan (2008) reiterate that transformational leadership influences teachers' commitment directly in building the ideal vision of schools, expectations to perform highly, intellectual stimulation, communication, recognition, and developing consensus on organization goals. According to Moolenaar, Daly and Slegers (2010) transformational leadership is a critical component that is associated with innovative climate and propels individuals to go above and beyond thus there is greater productivity, it also changes teacher practices (Harris and Hopkins, 2008; Stewart, 2006).

Castanheira and Costa (2011) suggested that transformational leadership is triune in its function. Transformational leaders are servant leaders they serve the needs of others by empowering and inspiring colleagues to accomplish success. Secondly, they have charismatic-set vision, develop trust, instill confidence and pride and thirdly, these leaders have intellectual stimulation. Through a transformational approach in leadership schools become empowered as a collective unit. Hall, Johnson, Wysocki and Kepner (2008) posited that the transformational leadership approach is very helpful in developing school leaders into exceptional leaders. Transformational leadership has seven dimensions in schools-building visions and establishing goals, providing intellectual stimulation, providing individualized support, demonstrating best practices and organizational values, establishing high academic standard expectations, creating a productive school culture and fostering participation in decisions (Leithwood and Jantzi, 2000). Jung and Avolio (2000) reiterated that transformational leadership is a balanced approach which enables the promotion of ideas thus encouraging followers to look beyond self-interest and develop goals that will immediately serve the organization. Another important point shared by Jung and Avolio (2000) is that transformational leadership promotes empowerment through a participatory management approach.

Transformational leadership encompasses four characteristics or components-idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. Popper, Mayseless and Castelnovo (2000) suggested that idealized influence is being able to consider the needs of others before considering personal needs, not using power for personal gain, setting and demonstrating high moral standards and setting challenging goals for followers. Bass and Riggio (2006) suggested that these leaders talk about values and beliefs, they promote the good of the group and strongly emphasize mission. Inspirational motivation refers to the ability to motivate and inspire followers through being optimistic and enthusiastic, gaining the participation of followers and allowing them to envision the future through communicating high expectations and commitment to objectives and goals. Thirdly, individualized consideration is the leader treating followers equally, providing coaching and mentorship to develop their full potential. Finally, intellectual stimulation is the deliberate effort of the leader to encourage and stimulate followers to be creative and innovative. Leithwood (1994) stated that principals should be able to challenge teachers to reconsider their beliefs and assumptions about their work.

Considering the literature interrogated, there is a need for improvement of school leadership in Jamaica. NCEL was created in direct response to such a call as outlined in the Education Task Force Report of 2004. Hutton (2011) in his qualitative research on high performing Jamaican principals stipulated that these principals practice situational and transformational leadership. At the helm of the NCEL is the utilization of a transformational approach to equip school leaders to create the needed change. The vision and mission statement clearly articulate a focus on development of educational leadership at its highest. The vision statement states, "NCEL, the premiere educational leadership training and development organization, creating world class leaders for Jamaica and the global community". The mission statement postulates, "To develop and support highly competent educational leaders who are able to create and sustain effective schools, thereby contributing to national development". Bass and Riggio (2006) stated that transformational leadership can be taught;

as a result, decision makers can develop and redesign programmes so that the components of transformational leadership can be taught to future administrators.

According to Bush and Jackson (2002), developing countries have a lesser level of transformational leadership when compared to developed countries. In the United States of America, it is mandatory for principals to have an educational master's degree. Importantly, they noted that "school principals must pass the Principals' Qualification Program (PQP) before being appointed as principals". Afshari, Bakar, Luan and Siraj (2012) suggested that in some developing countries, training that is provided in developing countries is not mandatory nor required for the appointment of individuals to the post of principals. They further highlighted that many individuals assume that good teachers can be effective managers and leaders without any need for training. This believe would be in direct contrast to Bass and Riggio (2006) who support the view that leadership can be taught as well as Bush and Jackson (2002) who highlighted that principalship in the United States of America require some level of certification to qualify such an individual to the post. Hence, the need for this study on the impact that NCEL has been doing in fortifying leaders with educational training to transform the Jamaican education system.

Research Design and Methodology

Research Design

This study employed a quantitative perspective via objectivistic epistemology. Therefore, this research begins by identifying a problem, defining the variables, reviewing the literature, determining a suitable theoretical model, and establishing suitable scales and instruments for collecting data. Furthermore, the sample size was determined, and data collection occurred through a validated standardized instrument. In addition to measurement of key variables, collection of data from a set of leaders who were trained by NCEL was selected. The current study seeks to answer the key research question and test particularly positive statements (or hypotheses), which are as follows:

Sampling Technique

The sample utilised includes principals who have completed the Aspiring Principal Programme and move into the position of principal of schools in Jamaica. These principals would have matriculated from the National College for Educational Leadership with the Professional Qualification for Principalship. The sampling technique to be employed is non probability sampling with specific focus on purposive sampling. According to Creswell (2012), purposeful sampling technique allows the researcher to select participants that he or she believes will provide the data needed. A total of 117 participants have matriculated to principalship. To gain a regional representation a total of 13 principal participants were selected to take part in the study to give representation from region 5 in the Ministry of Education. Region 5 comprises the parishes of Manchester and St. Elizabeth. The 13 principal participants were selected based on the number of years they have been principal at the institution after completing NCEL Training 3 years or more. Additionally, teachers were selected from these schools led by the principals selected to take part in the study. A total of 193 teachers from these 13 schools participated.

Data Collection Instrument

The Principal Instructional Management Rating Scale (PIMRS), created by Phillip Hallinger, was the tool utilized to gather data for this investigation. It has been utilized in more than 200 major leadership studies conducted in the US, Canada, Australia, Europe, and Asia, and as a research tool, it satisfies professional standards of validity and reliability. School districts also utilize the measure for professional development and assessment. Researchers interested in district improvement and professional development have suggested it, and it exceeds legal requirements for use as a personnel evaluation tool (see, for instance, Edwin Bridges, *Managing the Incompetent Teacher*, ERIC, 1984). The purpose of this survey was to give a profile of main leadership. It includes fifty behavioral statements that outline key work procedures. It used a 5-point Likert scale with category responses: 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Seldom; 1 = Almost Never. A questionnaire's primary goal is to gather a large volume of information from the respondents. It is a relatively inexpensive, rapid, and effective approach to get a lot of data even if the researcher isn't there to get the responses in-person. In the process of data collection, the researcher employed the use of the instrument questionnaire. This data collection method was beneficial because it tends to be more flexible (Leedy & Ormrod, 2001).

Table 1.1

Triangulation of Research Questions, Variables and Item Numbers

Variables	RQ	Item number
Level of employment	2	A
Years being a teacher	3, 4	B
Years working with principal	4	A
Frame the School Goals	1 – 4	1.1 – 1.5
Communicate the School Goals	1 – 4	2.1 – 2.5
Supervise and Evaluate Instruction	1 – 4	3.1 – 3.5
Coordinate the Curriculum	1 – 4	4.1 – 4.5
Monitor Student Progress	1 – 4	5.1 – 5.5
Protect Instructional Time	1 – 4	6.1 – 6.5
Maintain high Visibility	1 – 4	7.1 – 7.5
Provide Incentives for Teachers	1 – 4	8.1 – 8.5
Promote Professional Development	1 – 4	9.1 – 9.5
Provide Incentives for Learning	1 – 4	10.1 – 10.5

Variables

A variable is any property, characteristic, number, or a quantity that increases or decreases over time or can take on different values based on environment. Table 1.1 shows the variables involved in this study. It indicates that the dependent variables are frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning.

Also, the independent variables are level of employment, years being a teacher, years working with principal and principal total tenure.

Table 1.1

Variables

Dependent Variables	Independent Variables
Frame the School Goals	Level of employment
Communicate the School Goals	Years being a teacher
Supervise and Evaluate Instruction	Years working with principal
Coordinate the Curriculum	Principal total tenure
Monitor Student Progress	
Protect Instructional Time	
Maintain high Visibility	
Provide Incentives for Teachers	
Promote Professional Development	
Provide Incentives for Learning	

Procedure for Data Collection

Prior to collecting the data for this research, the researcher sought the approval of the NCEL, Ministry of Education Youth and Information Jamaica and principals of the institution in which the research was carried out. Approval was also sought from the teachers who participated in the study. Data collection was manually done by the researcher over a four week period.

Data Analysis

The quantitative data gathered for this study was analyzed using multivariate analysis of variance (MANOVA). It was used to

determine whether employment, tenure, years of teaching experience, and years of working with principals had an effect on the composite dependent variables' scores (establishing the school's goals, communicating them, supervising and evaluating instruction, coordinating the curriculum, tracking student progress, safeguarding instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives). Additionally, it was utilized to determine whether the levels of independent variables had an impact on the composite dependent variables in terms of interactions when combined. MANOVA was employed

because there were many independent variables. Using MANOVA as opposed to ANAOVA reduced the risk of research committing a

type one error.

Study Timeline

Blocks	Start Date	End Date	Milestone/Activity
1	11/2/2020	12/31/2020	Dissertation Proposal
2	1/2/2021	2/28/2021	Development of Tools
3	3/2/2021	4/30/2021	Ethical Considerations
4	5/2/2021	6/30/2021	Conduct research
5	7/2/2021	8/30/2021	Conduct research
6	9/2/2021	10/30/2021	Conduct research
7	11/2/2021	12/28/2021	Analyze data
8	1/2/2022	2/28/2022	Analyze data
9	3/2/2022	4/30/2022	Publication Article 1
10	5/2/2022	6/30/2022	Compile chapters 1-6
11	7/2/2022	8/30/2022	Publication Article 2
12	9/2/2022	10/30/2022	Submit Final Dissertation

Expected Output

The findings of this dissertation should provide new knowledge on the scope of the impact of NCEL on school leaders in Jamaica. Thus, fill the gap in the literature on the impact of the college on leadership except for the internal studies done by the college for the purpose of reference. The findings will be presented to the National College for Educational Leadership and the Ministry of Education. The researcher will also seek locally to publish articles in the local newspaper as well as in the published newsletter magazine of NCEL. Additionally, publish articles with the university and an article in a recognized international educational leadership journal.

Social and Scientific Relevance

To Cooper (2015), leadership has a social value in society. It allows for collective wisdom, awareness, creativity, and human skills to collectively solve societal problems and unlock potential. Importantly, when practiced properly it mobilizes diverse groups of people bringing together a feeling of shared community responsibilities. It creates a degree of fairness, kindness and respect for all stakeholders and community members as well as provokes others to be leaders within their roles and responsibilities. This rippling effect helps to channel a path of success and social responsibility amongst all. Specifically, within the teaching-learning environment leadership as studied within this dissertation proposal is of social relevance as it aims at improving the lives of students. This change will help students and even educators to be their best contributing significantly to society. Transformational leadership adds value to the lives of those who are led in this leadership style.

Validity and Reliability

Credibility and validity are essential components of study findings. Any research must be valid and dependable in order to be valuable. Validity examines the soundness of the research. To ascertain whether the measurement is what the researcher intended, validity is employed. While conducting this study, the researcher came to the realization that confidentiality was crucial. Because of this, the researcher made sure that all participants were exclusively identified by pseudonyms. Because ethical issues must be taken into account to guarantee that participant identities are preserved,

this is a crucial factor to take into account in research. Therefore, two essential components in assessing a measurement tool are validity and reliability. The degree to which an instrument measures what it is supposed to measure is the focus of validity. The ability of an instrument to measure consistently is what reliability is all about. It should be mentioned that an instrument's validity and reliability are strongly related. Without reliability, an instrument cannot be considered legitimate. However, an instrument's validity is independent of its dependability. It is feasible to quantify an instrument's dependability objectively, and in this work, we define Cronbach's alpha, the most popular objective reliability metric.

In relation to validity of the instrument used in this research, it was reported that it satisfied content validity where items making up each subscale of the instrument is relevant to the critical requirements of the job; each item assigned to a subscale achieved a minimum average agreement of .80 among a group of raters. For discriminant validity, the subscales discriminate among principals, that is, the variance in principal ratings within schools are less than the variance in ratings of principals between schools. Also, for construct validity, groups of items within a subscale intercorrelate more strongly with each other than with other subscales. For construct validity analysis of school documents related to the instructional management behavior of the principals yield profiles of the principals' instructional management performance like those obtained from teachers on the questionnaire.

The summary coefficients, rho-hat, for the ten instructional leadership functions were found to be consistently and significantly lower than estimates for the whole scale and three dimensions, indicating the dependability of the principal form for the current instrument. From a low of .74 on Creates Incentives for Teachers to a high of .85 on Frames the School's Goals, estimates varied widely. The combined dependability estimates for the ten instructional leadership functions on the instructors rating scale ranged from a low of .90 (Maintains High Visibility) to a high of .95 for a number of functions.

Ethical Considerations

In any research, ethical principles play a major role in ensuring that participants are not harmed in any way. Creswell

(2012) reiterated that in seeking to conduct research ethical practices and principles must be adhered to throughout the research process. He suggested that a researcher must gain access to the research site by gaining permission before accessing the site. In the case of this study, permission was sought from the University Institutional Review Board (IRB) as this study incorporates human beings. Subsequently, letters were sent to the principals with the researcher's name, the institution the researcher is attending, the topic of the research and an explanation as to why this research needs to be carried out. Participants were reminded that information collected will be used only for the purpose of the study and pseudo were used in order to protect the identity of the site. Permission was sought from teachers, and they were informed that they have the right to withdraw from the study at any time. Data collected was reported as is and no manipulation of the data was done by the researcher.

Data Results and Discussion

This chapter contains the data analysis presentation, interpretation and discussion of the findings. Multivariate analysis of variance (MANOVA) was used to analyze the quantitative data collected for this study to ascertain if the levels employments, tenure, years being a teacher, years working with the principals impact the scores of the dependent variables. Furthermore, it was used to explore whether there is a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal. Also, descriptive statistics in the form of weighted means and standard deviation were used to ascertain spread of data in the sample based on demographic features and the characteristics of NCEL training programmes that make it an effective institution for developing school leadership. **Presentation of Demographic data**

This section presents the demographic data. It shows the distribution of participants in the sample (see tables 4.1 and 4.2). In relation to level of employment, table 4.1 and figure 1 show that of the 206 participants, 193 (93.7%) were teachers and 13 (6.3%) were principals. The 13 principals suited regional representation of participants from region 5 in the Ministry of Education based on the number of years they have been principal at the institution after completing NCEL Training of 3 years or more. Additionally, teachers were selected from these schools led by the principals to take part in the study.

Table 4.1

Level of employment

	Frequency	Percent
Valid Teacher	193	93.7
Principal	13	6.3
Total	206	100.0

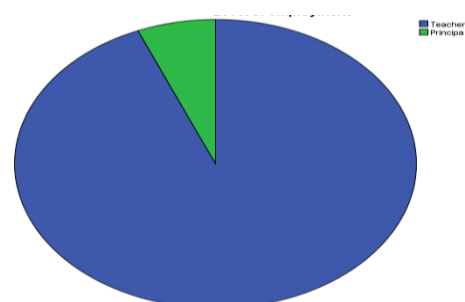


Figure 1: Level of Employment

Teachers were asked to indicate the number of years they have been teaching (see table 4.2). The results show that 8 (3.9%) were teaching for 1 year, 3 (16%) were teaching for 2 – 4 years, 39 (18.9%) were teaching for 5 - 9 years, 40 (19.4%) were teaching for 10 - 15 years, and 60 (29.1%) were teaching for >15 years (see figure 2). This means that majority of the participants, 60 (29.1%) were teaching for >15 years followed by 40 (19.4%) who were teaching for 10 - 15 years. This indicates that the teachers were teaching long enough to give reliable information as a true reflection of what obtain in their schools.

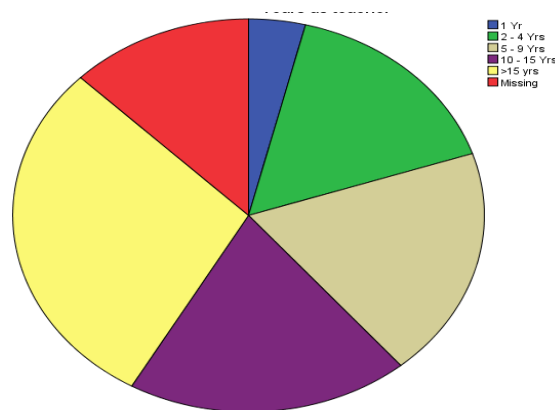


Figure 2: Tenure of Teachers

Teachers were asked to indicate the number of years they have been working with the present principal (see table 4.2). The results show that 22 (10.7%) have been working for 1 year, 78 (37.9%) for 2 – 4 years, 54 (26.2%) for 5 - 9 years, 8 (3.9%) for 10 - 15 years, and 16 (7.8%) were working for >15 years (see figure 3). This means that majority of the participants, 78 (37.9%) have been working with their principals for 2 – 4 years, followed by 54 (26.2%) who have been working for 5 - 9 years. This indicate that the teachers were working with the principals for the stipulated 3 years criterion for their selection to participate in this study and are deemed capable of providing reliable information as a true reflection of what obtains in their schools.

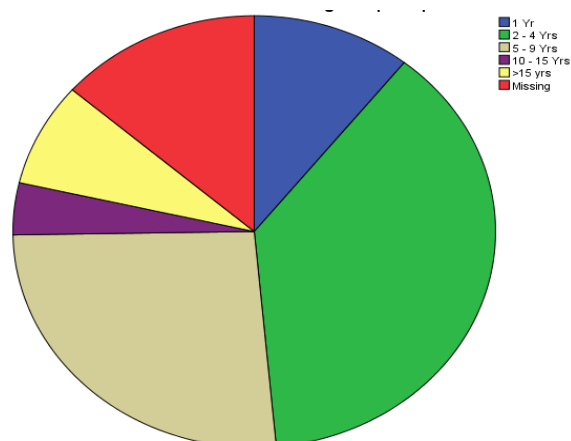


Figure 3: Years Teachers are working with Present Principal

Principals were asked to indicate the number of years they have been working as a principal at the present school (see table 4.2). The results show that 8 (3.9%) have been principal at their present school for 2 – 4 years, 2 (1%) for 5 - 9 years, and 3 (1.5%) for 10 - 15 years (see figure 4). This means that most of the principal participants, 8 (3.9%) have been working at their present school for principals for 2 – 4 years. This indicates that the principals were working with their teachers for the stipulated 3 years criterion for their selection to participate in this study.

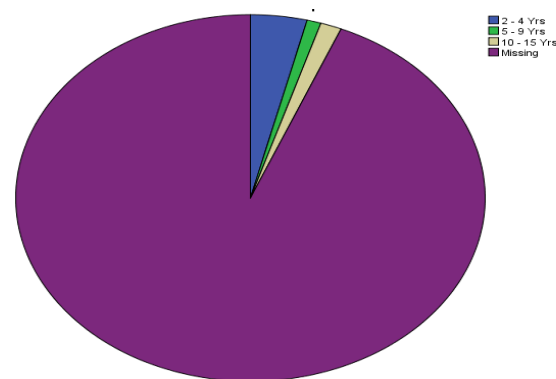


Figure 4: Principals' Tenure at their Present School

Principals were also asked to indicate the total number of years they have been principals (see table 4.2). The results show that 7 (3.4%) have been principal at their present school for 2 – 4 years, 3 (1.5%) for 5 - 9 years, and 3 (1.5%) for 10 - 15 years (see figure 5). This means that the majority of the principal participants,

7 (3.4%) have been a principal for 2 – 4 years. This also means that the principals were working with their teachers for all their principal tenure.

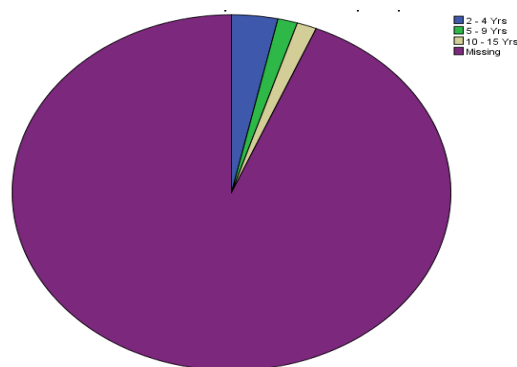


Figure 5: Principals total Years as Principals

Table 4.2

Tenure of Teacher and Principal Participants

		Years as teacher	Years working with principal	Principal tenure at present school	Total tenure as principals
Valid	1 Years	8 (3.9%)	22 (10.7%)	0 (0%)	0 (0%)
	2 - 4 Years	33 (16%)	78 (37.9%)	8 (3.9%)	7 (3.4%)
	5 - 9 Years	39 (18.9%)	54 (26.2%)	2 (1%)	3 (1.5%)
	10 - 15 Years	40 (19.4%)	8 (3.9%)	3 (1.5%)	3 (1.5%)
	>15 years	60 (29.1%)	16 (7.8%)	0 (0%)	0 (0%)
	Total	180 (87.4%)	178 (86.4%)	13 (6.3%)	13 (6.3%)
Missing	System	26 (12.6%)	28 (13.6%)	193 (93.7%)	193 (93.7%)
Total		206 (100%)	206 (100%)	206 (100%)	206 (100%)

Research Question 1

What are the characteristics of NCEL training programmes that make it an effective institution for developing school leadership? Weighted means and factor reduction techniques were employed to analyse the data.

Analysis – Characteristics of NCEL Training Programmes

Table 4.3 shows the characteristics of NCEL training programmes that make it an effective institution for developing school leadership, as measured by the Principal Instructional Management Rating Scale. It shows that the principals and teachers rated the principal job practices and behaviours constituting principal leadership as effective. It shows that frames the school goals was rated (M = 4.44; SD = .59); communicate school goals (M = 4.39; .59); supervise and evaluate instruction (M = 4.28; .SD = .72); coordinates curriculum (M = 4.37; SD = .68); monitor students' progress (M = 4.23; SD = .64); Protect instructional time (M = 4.08; SD = .76); maintain high visibility (M = 4.23; SD = .76); provide incentives for teachers (M = 4.19; SD = .81); promote professional development (M = 4.49; SD = .55), and provide incentives for learning (M = 4.36; SD = .64).

These data mean that both principals and teachers have

high confidence in NCEL training programmes in developing school leadership. This will influence more principals to enroll in NCEL programs and more teachers to aspire as principals. Also, policy makers will take note of NCEL achieving its goals and possibly invest more resources in the unit. Also, it suggests that policy makers can identify best practices in these training programs to package and market to other education ministries, especially in the Caribbean. Importantly, the data suggesting confidence in the NCEL training programmes will further influence other persons to be trained as principals or participate in the effective leadership aspect of the programme for existing principals, all this is hinged on the Human Capital Theory. Prado, Vaz and Almeida (2011) suggest that learning overall is meaningful when the new ideas are anchored to pre-existing ideas of non-arbitrary and substantive way. Moretti-Perris (2015) substantiates the view of the importance of developing an effective training programme for school leaders, as this investment will see greater improvement economically in the country as suggested by the Human Capital Theory. It will allow for Meaningful learning taking place as based on the confidence in the programme prior knowledge will be enhanced and utilized effectively.

Table 4.3*Descriptive Statistics of Characteristics of NCEL Training Programmes*

Principal Behaviours	Mean	Std. Deviation	Interpretation
Frames the school goals	4.44	.59	Highly Effective
Communicate school goals	4.39	.59	Highly Effective
Supervise and Evaluate instruction	4.28	.719	Highly Effective
Coordinates curriculum	4.37	.68	Highly Effective
Monitor students' progress	4.23	.64	Highly Effective
Protect instructional time	4.08	.76	Highly Effective
Maintain high visibility	4.23	.76	Highly Effective
Provide incentives for teachers	4.19	.81	Highly Effective
Promote Professional Development	4.49	.55	Highly Effective
Provide incentives for learning	4.36	.64	Highly Effective
Valid N (listwise)			Highly Effective

Interpretation include: 1.00 – 2.33 = Low Effectiveness; 2.34 – 3.67 = Moderate Effectiveness, and 3.68 – 5.00 = Highly Effective.

Further analysis showed that maintaining high visibility (92.6%) and provide incentives for teachers (92.2%) contribute the largest to the model of NCEL effectiveness (see table 4.4). Thus, these variables are important to the programme for developing school leadership.

Table 4.4*Communalities from Factor Analysis*

Variables	Extraction
1. Frame school goals	.720
2. Communicate school goals	.735
3. Supervise Evaluate instruction	.776
4. Coordinate curriculum	.594
5. Monitor student progress	.702
6. Protect instructional time	.456
7. Maintain high visibility	.926
8. Provide incentives for teachers	.922
9. Promote Professional Development	.632
10. Provide incentives for learning	.620

Additionally, table 4.3 showed that frame school goals and communicate school goals accounted for 70.83% of the variance in NCEL effectiveness (see table 4.5). Thus, these variables, cumulatively, account for 70.83% of the variance of the

characteristic features of the programme for developing school leadership.

Table 4.5*Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.049	60.485	60.485	6.049	60.485	60.485
2	1.034	10.341	70.827	1.034	10.341	70.827
3	.680	6.798	77.625			
4	.571	5.713	83.339			
5	.441	4.405	87.744			
6	.400	3.995	91.739			
7	.369	3.695	95.434			
8	.233	2.331	97.765			
9	.211	2.109	99.874			
10	.013	.126	100.000			

Extraction Method: Principal Component Analysis.

Results. The data revealed that the characteristics of NCEL training programmes that makes it an highly effective institution for developing school leadership are: frame the school goals; communicate the school goals; supervise and evaluate instruction;

coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning The results also revealed that promote professional development and frames the school goals were rated most highly

effective by the educators. It was also found that maintaining high visibility (92.6%) and provide incentives for teachers (92.2%) contribute the largest to the model of NCEL effectiveness (see table 4.6) and are important to the programme for developing school leadership. Furthermore, cumulatively, frame school goals and communicate school goals accounted for 70.83% of the variance in NCEL effectiveness (see table 4.3) as characteristic features of the programme for developing school leadership. These revelations provide confirmation to the study of Shannon and Bylsma (2007) in which they posited that effective schools have nine key components constructed into three main areas- goals and aspirations, process and actions and supports capacity building. In 2013, a study revealed that 205 schools were inspected (20%), 44 % were deemed effective, 5.3% emerged as satisfactory and 50% were ineffective. Comparatively, these results also have a clear indication that once these are displayed in schools where these principals have received training then there must be an increase in their NEI reports, as NCEL provides the transformational leadership training that is required.

Research Question 2

Are the scores of the composite dependent variables—which include framing and communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, tracking student progress, safeguarding instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives—significantly different for principals and teachers?

H01: Scores for the composite dependent variables—which include framing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring

student progress, protecting instructional time, maintaining high visibility, offering incentives to teachers, encouraging professional development, and offering learning incentives—do not significantly differ between principals and teachers.

Analysis – Effectiveness of NCEL Training Programmes based on level of employment

Table 4.2 shows the descriptive statistics for the results of the Principal Instructional Management Rating Scale. It shows that the principals have slightly stronger attitudes toward NCEL training programmes that make it a highly effective institution for developing school leadership than teachers. The ratings were thus: for frame school goals (teacher: M = 4.42; SD = .61); (principal: M= 4.71; SD = .312); for communicate school goals (teacher: M = 4.34; SD = .59); (principal: M = 4.38; SD = .52); for supervise evaluate instruction (teacher: M = 4.26; SD = .73); (principal: M= 4.57; SD =.39); for coordinate curriculum (teacher: M= 4.37; SD = .69); (principal: M= 4.46; SD =.46); for monitor student progress (teacher: M= 4.21; SD = .65); (principal: M= 4.42; SD = .47); for protection instructional time (teacher: M= 4.05; SD= .77); (principal: M= 4.35; SD= .44); for maintain high visibility (teacher: M=4.21; SD= .77);

(principal: M= 4.37; SD=.59); for provide incentives for teachers (teacher: M= 4.18; SD= .82); (principal: 4.35; SD= .56); for promote professional development (teacher: M= 4.48; SD= .56); principal: M= 4.52; SD= .47), and for provide incentives for learning (teacher: M= 4.36; SD= .64; (principal: M= 4.28; SD= .67). This shows that even though both teachers and principals have high regards for NCEL training programmes in developing school leadership, principals who are involved in the programmes have higher ratings for the programmes.

Table 4.6

Descriptive Statistics of Characteristics of NCEL Training Programmes based on level of employment

Principal Behaviours	Level of employment	Mean	Std. Deviation	N
Frame school goals	Teacher	4.42	.61	192
	Principal	4.71	.312	13
Communicate school goals	Teacher	4.34	.59	192
	Principal	4.38	.52	13
Supervise Evaluate instruction	Teacher	4.26	.73	192
	Principal	4.57	.39	13
Coordinate curriculum	Teacher	4.37	.69	192
	Principal	4.46	.46	13
Monitor student progress	Teacher	4.21	.65	192
	Principal	4.42	.47	13
Protect instructional time	Teacher	4.05	.77	192
	Principal	4.35	.44	13
Maintain high visibility	Teacher	4.21	.77	192
	Principal	4.37	.59	13
Provide incentives for teachers	Teacher	4.18	.82	192
	Principal	4.35	.56	13
Promote Professional Development	Teacher	4.48	.56	192
	Principal	4.52	.47	13
Provide incentives for learning	Teacher	4.36	.64	192
	Principal	4.28	.67	13
	Total	4.35	.64	205

The statistical analysis's findings indicated that there were no statistically significant differences between the principals' and teachers' scores on the composite dependent variables (teachers' goals, communication of those goals, supervision and evaluation of instruction, curriculum coordination, student progress monitoring, protection of instructional time, high visibility, teacher incentives, professional development, and learning incentives).The

multivariate main effect of level of employment on the combined dependent behaviour attitude variables is statistically significant, $F(10, 194) = .1149$, $p = .328$, partial eta square, $\eta^2p = .056$. The observed power was .591 (See Table 4.7). Also, the lack of multivariate main effect means that there is no need for a separate assessment of the univariate effects.

Table 4.7*Multivariate Tests*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c
Intercept	Pillai's Trace	.956	426.461 ^b	10.000	194.000	.000	.956	4264.606	1.000
	Wilks' Lambda	.044	426.461 ^b	10.000	194.000	.000	.956	4264.606	1.000
	Hotelling's Trace	21.983	426.461 ^b	10.000	194.000	.000	.956	4264.606	1.000
	Roy's Largest Root	21.983	426.461 ^b	10.000	194.000	.000	.956	4264.606	1.000
Level of employment	Pillai's Trace	.056	1.149 ^b	10.000	194.000	.328	.056	11.492	.591
	Wilks' Lambda	.944	1.149 ^b	10.000	194.000	.328	.056	11.492	.591
	Hotelling's Trace	.059	1.149 ^b	10.000	194.000	.328	.056	11.492	.591
	Roy's Largest Root	.059	1.149 ^b	10.000	194.000	.328	.056	11.492	.591

a. Design: Intercept + Levelof_employment

b. Exact statistic

c. Computed using alpha = .05

Results. Since there were no discernible differences between the scores of the composite dependent variables (frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development, and provide incentives for learning) between teachers and principals, the null hypothesis H01 was not rejected. According to the descriptive statistics, principals' opinions of NCEL training programs are marginally more favorable, which makes it a very successful organization for fostering school leadership.

With the descriptive statistics showing that principals have slightly stronger attitudes toward NCEL training programmes, it reveals that it is a highly effective institution for developing school leadership, this is as a result of them being trained in the programme. It also collaborates with the position of Moretti-Perris (2015) in relation to the Meaningful Learning Theory which states that the educational process is based on the condition that men do not have all the knowledge needed to complete a task as such they will consistently invest in their actions by assimilating new knowledge and updating existing knowledge. This allows for individuals to always be in reflection and constant action. It is through interaction; new things are built which generates an adaptive-dynamic approach and learning becomes meaningful.

Research Question 3

Is there significant difference in the scores of the composite dependent variable (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher?

H02: There is no significant differences in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher.

Analysis – Effectiveness of NCEL Training Programmes based on years being a teacher

The results from the statistical analysis showed that there is no statistically significant differences in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher. The multivariate main effect of years being a teacher on the combined dependent behaviour attitude scale is not statistically significant, $F(40, 672) = .821, p = .778$, partial eta square, $\eta^2 p = .047$. This small partial eta square further confirms the lack of effect that years being a teacher had on the dependent composite dependent variables. This means that the proportion of variance explained by this variable of the total variance remaining after accounting for variance explained by other variables in the model is just 4.7%. The observed power was found to be .888 (See Table 4.8). This represents the statistical power of the test have performed, based on the effect size estimate from the data. Therefore, this indicates the probability of finding a statistical difference from 0 in test, if there is a true difference to be found. This was expected to be much lower since there was no significance observed. Also, the lack of multivariate main effect means that there is no need for a separate assessment of the univariate effects.

Table 4.8*Multivariate Tests*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^d
Intercept	Pillai's Trace	.982	919.700 ^b	10.000	165.000	.000	.982	9196.997	1.000
	Wilks' Lambda	.018	919.700 ^b	10.000	165.000	.000	.982	9196.997	1.000
	Hotelling's Trace	55.739	919.700 ^b	10.000	165.000	.000	.982	9196.997	1.000
	Roy's Largest Root	55.739	919.700 ^b	10.000	165.000	.000	.982	9196.997	1.000
Years being teacher	Pillai's Trace	.186	.821	40.000	672.000	.778	.047	32.827	.868
	Wilks' Lambda	.825	.819	40.000	627.516	.780	.047	31.015	.840
	Hotelling's Trace	.200	.818	40.000	654.000	.782	.048	32.707	.866
	Roy's Largest Root	.108	1.813 ^c	10.000	168.000	.062	.097	18.128	.827

a. Design: Intercept + Yrsbeingteacher

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Computed using alpha = .05

Results. The null hypothesis H01: was not rejected as the data revealed that there is no significant difference in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher. These dependent variables form the pillars of principals' instructional leadership. This is important because instructional leadership of school principals plays an integral role in the teaching-learning process. The classroom environment is where teaching learning occur. The literature shows that teacher tenure influences their belief about organizational effectiveness. Teachers deeply embedded beliefs and practices are a determinant of organizational effectiveness. Holding beliefs has great impact and influence on how teachers perceive school principals perform in specific tasks especially when it comes to leadership since

their ultimate goals are to work with the school teachers for delivery of effective educational outcomes. I would expect teachers views of principals' instructional leadership effectiveness to different based on teachers tenure because tenured teachers tend to be at less risk of job termination or any substantial reduction in employment status until the they resign, retire, or the educational institution exercises its rights in confirmed cases of adequate reason, medical incapacity proven by a doctor, institutional financial pressures, or discontinuation of an instructional department. Educational institutions extend more leeway and esteem to tenured members of its teaching faculty. Elliot, Isaacs and Chugani (2010) pointed out that teachers believe that principal supervision activities can be implemented to improve teacher retention.

Research Question 4

Is there a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal?

H0 3: There is no significant interaction of the composite dependent variable between the variables years being a teacher and years working with principal.

Analysis – Composite Dependent Variables versus years**being a Teacher and years working with Principal**

The statistical analysis (Table 4.9) showed that there was no significant interaction between the variables years being a teacher and years working with principal on the composite dependent variables. The interaction effect of years being a teacher and years working with principal on the combined dependent variables was not statistically significant, $F(90, 1386) = .915, p = .701$, Pillai's ' trace = .505, partial $\eta^2 = .056$. The observed power was .997.

Results. The null hypothesis H01: was not rejected as the data revealed that there is no significant difference in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher. These dependent variables form the pillars of principals' instructional leadership. This is important because instructional leadership of school principals plays an integral role in the teaching-learning process. The classroom environment is where teaching-learning occur. The literature shows that teacher tenure influences their belief about organizational effectiveness. Teachers deeply embedded beliefs and practices are a determinant of organizational effectiveness. Holding beliefs has great impact and influence on how teachers perceive school principals perform in specific tasks especially when it comes to leadership since their ultimate goals are to work with the school teachers for delivery of effective educational outcomes. I would expect teachers views of principals' instructional leadership effectiveness to different based on teachers tenure because tenured teachers tend to be at less risk of job termination or any substantial reduction in employment status until the they resign, retire, or the educational institution exercises its rights in confirmed cases of adequate reason, medical incapacity proven by a doctor, institutional financial pressures, or discontinuation of an instructional department. Educational institutions extend more leeway and esteem to tenured members of its teaching faculty. Elliot, Isaacs and Chugani (2010) pointed out that teachers believe that principal supervision activities can be implemented to improve teacher retention.

Research Question 4

Is there a significant interaction of the composite dependent variables between the variables years being a teacher and years working with principal?

H₀ 3: There is no significant interaction of the composite dependent variable between the variables years being a teacher and years working with principal.

Table 4.9*Multivariate Tests*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^d
Intercept	Pillai's Trace	.953	294.120 _b	10.000	146.000	.000	.953	2941.197	1.000
	Wilks' Lambda	.047	294.120 _b	10.000	146.000	.000	.953	2941.197	1.000
	Hotelling's Trace	20.145	294.120 _b	10.000	146.000	.000	.953	2941.197	1.000
	Roy's Largest Root	20.145	294.120 _b	10.000	146.000	.000	.953	2941.197	1.000
Yrsbeingteacher	Pillai's Trace	.177	.691	40.000	596.000	.926	.044	27.621	.776
	Wilks' Lambda	.831	.694	40.000	555.470	.924	.045	26.269	.745
	Hotelling's Trace	.193	.697	40.000	578.000	.921	.046	27.898	.781
	Roy's Largest Root	.126	1.876 ^c	10.000	149.000	.053	.112	18.764	.839
Yrsworkingwithprincipal	Pillai's Trace	.269	1.073	40.000	596.000	.354	.067	42.919	.959
	Wilks' Lambda	.754	1.071	40.000	555.470	.357	.068	40.541	.944
	Hotelling's Trace	.296	1.069	40.000	578.000	.361	.069	42.750	.958
	Roy's Largest Root	.140	2.085 ^c	10.000	149.000	.029	.123	20.855	.883
Yrsbeingteacher * Yrsworkingwithprincipal	Pillai's Trace	.505	.915	90.000	1386.000	.701	.056	82.317	.997
	Wilks' Lambda	.583	.919	90.000	1000.479	.688	.058	61.737	.967
	Hotelling's Trace	.577	.925	90.000	1298.000	.675	.060	83.259	.998
	Roy's Largest Root	.228	3.518 ^c	10.000	154.000	.000	.186	35.181	.992

a. Design: Intercept + Yrsbeingteacher + Yrsworkingwithprincipal + Yrsbeingteacher * Yrsworkingwithprincipal

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Computed using alpha = .05

Result. Since the statistical analysis revealed no significant interaction between the variables of years spent teaching and years spent working as a principal, the null hypothesis H₀₄ was not rejected. As a result, there was no statistically significant interaction between the years spent working as a principal and years spent teaching for the combined dependent variables. These results go counter to previous research. According to the literature, untenured teachers with less years of experience may have more overt views of principle leadership than experienced teachers with more years of experience (Fantilli and McDougall, 2009; Bellibas and Liu, 2017; Mikser et al., 2020). Additionally, teachers' teaching experiences may have an impact on how they perceive the leadership of the principal. It's been suggested that in the early years of teaching, more collaboration and communication between teachers are necessary for seasoned educators with less teaching

Analysis – Composite Dependent Variables versus years being a Teacher and years working with Principal

The statistical analysis (Table 4.9) showed that there was no significant interaction between the variables years being a teacher and years working with principal on the composite dependent variables. The interaction effect of years being a teacher and years working with principal on the combined dependent variables was not statistically significant, $F(90, 1386) = .915$, $p = .701$, Pillai's ' trace = .505, partial $\eta^2 = .056$. The observed power was .997.

experience. Due to individual differences, this may not be true for everyone, even though research indicates that teacher-perceived principal leadership is a positive predictor of principal self-efficacy through the intermediary function of principal cooperation (Klassen & Chiu, 2010; Li et al., 2019). Consequently, the effects of teachers' perceptions of the efficiency of the principal's instructional leadership are mediated by the principal's personal qualities.

The relevant experience that those who have been teaching for a long time have gained is known as teaching experience. Teachers' years of teaching experience, which is directly linked to their teaching experience, is one source of principal self-efficacy (Bandura, 1986, 1997). They are more likely to have more teaching experience and have a higher self-efficacy rating for principle leadership the more years they have been teaching. Teachers' self-

efficacy to judge principle instructional leadership has been found to be positively correlated with their teaching experience (Prieto and Altmaier, 1994; Klassen and Chiu, 2010; Li et al., 2019). Hypothesis 3, another crucial component of process-oriented research, postulated that the direct or indirect link between teacher self-efficacy and perceived principal leadership would be moderated by the teaching experience of the instructors. The findings demonstrated that the relationship between teachers' self-efficacy, collaboration, and perceived principle leadership is moderated within the teacher group by the teachers' teaching experience. The relationship between teacher cooperation and teacher-perceived principal leadership was mediated at the between-group level by the teaching experience of the teachers. Examining the threshold elements of teaching experience and teacher self-efficacy growth was another addition of this study. Additionally, the literature demonstrated that the third year of teaching is the threshold for teaching effectiveness between experienced and untenured teachers, which offers extensive research support for the studies examined in the literature (Tschannen-Moran and Hoy, 2007; Fantilli and McDougall, 2009). Additionally, Xie, Wu, Liu, and Liu discovered that teachers with less teaching experience had a greater effect on teacher collaboration from teacher-perceived principal leadership both within and between groups than did teachers with more teaching experience.

The prediction ability of teaching experience is consistent with previous studies regarding the relationship between years of teaching experience and teacher self-efficacy (Klassen and Chiu, 2010; Lee et al., 2013; Li et al., 2019).

Findings

- The characteristics of NCEL training programmes that makes it a highly effective institution for developing school leadership are: frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning. The results also revealed that promoting professional development and frames the school goals were rated most highly effective by the educators.
- There is no significant differences in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) among teachers and principals. The descriptive statistics show that the principals have slightly stronger attitudes toward NCEL training programmes that make it a highly effective institution for developing school leadership.
- Based on the number of years spent teaching, there is no discernible difference in the composite dependent variables' scores (frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development, and provide incentives for learning).

- There was a significant interaction of the composite dependent variable between the variables years being a teacher and years working with principal. Thus, the interaction effect of years being a teacher and years working with principal on the combined dependent variables was not statistically significant.

Discussion

One of the study's main conclusions was that NCEL training programs are very effective at developing school leadership because they have the following features: they set and communicate school goals; they supervise and evaluate instruction; they coordinate the curriculum; they monitor student progress; they protect instructional time; they maintain high visibility; they offer incentives to teachers; they encourage professional development; and they offer learning incentives. These traits are essential components of instructional leadership that all principals must have in order to promote student accomplishment, and they are seen to be successful in developing responsive principals who exhibit great leadership. The main component of school leadership that has the biggest influence on promoting student achievement is instructional leadership. Principals' identification and widespread distribution of leadership tasks throughout the school increases the influence of this leadership, which is most noticeable when it is centered on enhancing teaching and learning (AITSL 2018). Teachers and the administration can evaluate each other's performance and leadership with accountability once there is a clear knowledge of standards throughout the school. A type of school leadership known as instructional leadership prioritizes teaching and learning when making decisions (Andrews et al. 1991; Gumus et al. 2018, p. 29). As demonstrated by fundamental leadership behaviors and competencies that enhance instruction and student outcomes, promote school improvement, and foster long-term success, it is a broad orientation that provides structure to a school's direction (Hallinger & Murphy 1985). Both teachers' and principals' self-efficacy will increase when they believe the school is functioning well. This indicates that a change from a merely theoretical to a competency-based skill set in principle preparation is becoming increasingly necessary. The abilities to define goals and strategies, steer the change agenda, apply systems thinking, exhibit a sense of community and service, collaborate in teams, and exhibit ethics and integrity are among the characteristics that are currently required for effective school leadership. According to the Ministry of Education, Youth, and Information (2004), there is a need for school leaders who can turn their institutions into visionary organizations and who can offer flexible and innovative answers to the problems facing the contemporary world. Therefore, in order to meet the current and future demands of our schools and school systems, leadership development for educational leaders needs to be competency-based, pertinent, adaptable, pragmatic, and peer-oriented (Ministry of Education, Youth, and Information, 2004). When properly implemented, these qualities and behaviors will result in students' learning being effectively led.

It is also indicative that for leadership development to be effective there must be investment on the part of the country. This is in collaboration with the Human Capital Theory which helps to guide this study, which economically posits that an individual's experience and expertise is measured in terms of human capital and such an organization, nation or individual's intelligence is of utmost importance in positioning the economic for success. Additionally, it emphasizes education and training as a means for

ensuring productivity and efficiency. The major components of this theory involve- effective communication skills, management of people, and training at work, and the ability to solve problems, personal health and well-being. The Human Capital theory also posits that a more educated population is more likely to earn more money and spend it and as such the economy will be boosted (Almendarez, 2013).

The results also revealed that promoting professional development and frames the school goals were rated most highly effective by the educators. This means that principals and teachers rated the principal job practices and behaviours constituting principal leadership as being highly effective. This further indicates that the principal instructional management behaviours and practices in their schools are effective as perceived by themselves and their teachers. These findings have implications for practice as the higher the teacher perceives principal leadership in a school, the more cooperative teaching opportunities teachers can get and participate to improve teaching (Goddard et al., 2007). Therefore, it can be reasonably hypothesized that there exists a relationship between teacher-perceived principal leadership and teacher collaboration. Teacher self-efficacy is more likely to grow when educators engage in more cooperative teaching and research activities. Additionally, research has demonstrated that teacher collaboration has significantly benefited teachers' professional development (Egodawatte et al., 2011; Vangrieken et al., 2015). Higher levels of teacher self-efficacy have been linked to increased teacher collaboration (Shachar & Shmuelewitz, 1997; Yang, 2020). Additionally, Vangrieken et al. (2015) came to the conclusion that instructors' positive outcomes—such as enhanced professional knowledge, increased efficacy, and improved instruction—are frequently reported. Thus, the hypothesis in this study was that teacher collaboration acted as a mediator between teacher self-efficacy and teacher-perceived principle leadership.

With the results revealing that promote professional development was rated highly effective, these are in keeping with the Ministry's efforts through the implementations of the National Task Force on Educational Reform Jamaica, 2004 to inject a new model of leadership at the school levels which is strengthened through the training and certification of all school managers. Additionally, one instructional leadership strategy that is closely related to student results is encouraging professional development (Robinson et al. 2008; Tan et al. 2020). Teachers' demands and evolving practices should be taken into account when designing effective professional development (Duke, 1982). In addition to informing teachers about staff development possibilities, instructional leaders oversee in-service training, making sure that professional development is pertinently planned for both individuals and groups and closely aligned with school objectives (Hallinger & Murphy, 1985). Paying particular attention to professional development is an area where principals get a full view of the conditions required for improvements in student learning, and where they can support and implement changes to class organisation, resourcing and assessment, working collaboratively with teachers (Robinson et al. 2009; Timperley et al. 2007). At the same time, as it relates to promoting professional development, the principal is responsible for designing professional learning to facilitate change and for providing support to those implementing the change (Hord & Sommers, 2008). This presumes that he or she can provide constructive feedback to improve teaching or is able to design a system in which others provide this support. Not only that the principal is charged with the role of designing professional learning; having teachers take

part in the school improvement plans is a major part of their development.

It was also found that framing school goals was rated highly effective by the participants. Greenfield (1987) commented on the importance of this finding by suggested that determining the areas on which the school staff will focus their attention and resources during a given school year is important. Likewise, Hallinger and Murphy (1987); Latip (2006) and Blase and Blase (1998) suggest that as an effective school leader it is imperative that framing the school goal is a part of the practice as this will set the foundation of developing a well-performing school. It is important that clear and focused goals and aspirations are established with performance targets set and communicated to the school community in school improvement plans (SIPs). Once these goals are framed, they must be communicated and understood. Thus, effective communication underpins the knowledge; skills and dispositions principals are required to have a direct and indirect influence on student outcomes. Many problems in and out of schools today are directly linked to the effectiveness of how leaders and their school communicate. Emeritus (2022) agreed by stating that effective communication plays a vital role in leadership as it fosters a good rapport between leaders and their teams, which increases consistency, creativity, productivity and efficiency among the staff as well as to settle any water under the bridge along with misconceptions. Effective communication by leaders builds trust, integrity and team spirit, provides clarity and direction and assists staff to align with the goals of the institution. Effective communication also creates better relationships among members and contributes to the conduciveness of the workplace to growth and professionalism (CLIMB Professional Development and Training, 2019). Because it concentrates attention and limited resources and takes into account the educational leader's influence on school results, setting goals is a crucial quality of an educational leader (Leithwood et al. 2004). According to Hallinger and Murphy (1987), for goals to be effective, they must be data-informed, have an annual focus, be succinct and applicable across the school, address the needs of the educational environment, and include quantifiable targets and milestones. The school community must be involved in the development of the school's goals in order for them to be pertinent and shared by everyone (Hallinger, 2005). This is one of the Ministry of Education, Youth and Information high priorities placed on the development of leadership in the education system and on bringing greater accountability to the sector. This is in keeping with ministry's awareness that leadership development is not only an individual, but also as an institutional responsibility.

Supervise and evaluate instruction was another attribute found to be highly effective. It is imperative that principals supervise and evaluate his or her team as this presumes that he or she can provide constructive feedback to improve teaching or is able to design a system in which others provide this support. When leaders support instruction and are consistent and knowledgeable, their support makes a difference to teacher effectiveness (Hallinger, et al, 2005). Also, the principal's ability to draw on effective interactional styles and supportive approach may be more important than their specific content knowledge (Spillane, Hallett, & Diamond, 2003). Evidence, however, indicates that supportive supervision and evaluation of education are necessary. Its effectiveness depends on having competent leaders that educators can rely on, well-communicated evaluation standards, assistance for teachers to enhance their performance, and observable outcomes in better practice (Bamburg and

Andrews, 1991). Classroom coaching is the most effective method, particularly when applied as a professional development tool. For walkthroughs to be a useful window into the classroom, they must facilitate teacher professional development (Grissom et al., 2013). It has also been demonstrated that a strong desire to better oneself by applying previously acquired knowledge to support newly learned information is beneficial for the execution and oversight of educational programs.

Additionally, coordinate the curriculum was found to be highly effective. It was suggested that tenured school leaders who have support in becoming instructional leaders are more likely to coordinate the curriculum consistently (Camburn, Rowan, & Taylor, 2003). However, some researchers emphasize the importance of principals' deep understanding of curricular content and instructional materials (Stein and Nelson, 2003). Other researchers focus more on principals' support for improved instruction (Leithwood, 2001; O'Donnell & White, 2005). In addition to having enough curricular knowledge to ensure that all students are receiving pertinent instruction, the formal school leader is expected to comprehend the principles of quality education (Marzano et al., 2005). Managing the content's coverage, timing, and sequencing is part of curriculum coordination. Principals make ensuring that pupils are exposed to the content they are assessed on and that there is continuity between year levels (Bossert et al. 1982; Hallinger & Murphy, 1987). A consistent curriculum language, curriculum backward mapping and documentation, and teacher collaboration both inside and across year levels promote this endeavor (Lee et al., 2012).

It was discovered that one of the principals' most useful skills was their ability to track students' progress. Principals are the most powerful leaders in education, and there is a direct correlation between their leadership and student achievement (The Center for Comprehensive School Reform and Improvement, 2005). According to Brophy (1986), some teacher behaviors—like using academic objectives to set expectations for learning, using effective classroom management techniques, and varying the pace of instruction according to the content and the characteristics of the students—were consistently linked to student achievement. A crucial tool for line of sight into the classroom and quality control of the educational program is tracking student development (Duke, 1982). Assessing the quality of education, allocating classrooms, diagnosing program efficacy, assessing the outcomes of instructional program modifications, and tracking advancement toward school objectives are the goals. It entails utilizing standards-based, standardized, and criterion-referenced assessments; offering succinct interpretive analyses of test data; promptly and effectively communicating test results to teachers; and conferring with staff, year-level teachers, and individual teachers regarding test results. An additional trait that was discovered to have received high ratings was maintaining purposeful visibility. The principal, instructors, and students engage more when they are visible across the school and in classrooms (Hallinger & Murphy 1985). According to the data, a visible presence must be focused on teaching and learning (Blase & Blase 2000) and serve to advance shared expectations (Andrews et al. 1991). Principals can minimize disruptions to instruction as visible instructional leaders, allowing teachers to use their abilities in the classroom more effectively and students to learn. This aids the leader in establishing unambiguous guidelines for safeguarding instructional and learning time. This quality aids the principal in making sure that minor issues like announcements, office requests, copious amounts of paperwork and meetings, parental and system

demands, student absences, and tardiness don't disrupt lessons (Duke 1982; Hallinger & Murphy, 1985; Robinson, et al. 2008).

This extends to applying an equitable code of behaviour, and early and effective conflict resolution (Leithwood 1988).

Giving teachers incentives entails putting in place procedures and systems that allow employees to work together on teaching and learning (Marks & Printy, 2003), support them personally and professionally (Witziers et al., 2003), and acknowledge teachers for their hard work (Hallinger & Murphy, 1985). There is no doubt that teacher motivation and instructional leadership are related (Ertem, 2021). A strong sense of group accountability and responsibility for student accomplishment is fostered by collaboration (Robinson et al. 2009; Robinson & Timperley, 2007). While recognizing and rewarding good work has the effect of boosting staff morale, eliciting a sense of pride and loyalty in the school, and encouraging willingness to cooperate with colleagues and administrators (Bossert et al. 1982), order, support, and certainty for staff have an impact on commitment and effectiveness (Leithwood et al. 2004).

Giving kids rewards is a way to acknowledge their hard work, growth, and accomplishments while also promoting a supportive and inspiring learning environment. Frequent, meaningful, and rewarding recognition is necessary (Hallinger & Murphy 1985). High standards for behavior and learning (Duke 1982; Hallinger 2005), optimism about students achieving their objectives (Bossert et al. 1982), and providing feedback on their work (Robinson et al. 2008) are all factors that inspire students.

The findings of this study also revealed that there is no statistically significant differences in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) among teachers and principals. This would suggest that being a participant of NCEL training programme does not make a difference in teachers' perception of the programme's effectiveness. Similarly, Fatih (2020) found no difference in perceptions of the teachers about principals' supporting their professional development according to teachers' level of education. However, the descriptive statistic of this study shows that the principals have slightly stronger attitudes toward NCEL training programmes that make it a highly effective institution for developing school leadership.

In addition, it was found that there is no significant difference in the scores of the composite dependent variables (frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning) based on years being a teacher. On the contrary, the literature report numerous findings that suggest that compared with experienced,

tenured teachers, novice and untenured teachers may exhibit more obvious perceptions of principal leadership (Fantilli & McDougall, 2009; Bellibas & Liu, 2017; Mikser et al., 2020). This relationship deserves traction because the authors further lament that the impact of teacher perceived principal leadership on teacher self-efficacy may vary with teachers' teaching experience. Also, the authors identified more communication, collaboration

and cooperation for new teachers as these are more likely to play a role in their self-efficacy.

At the same time, it was found that there was no significant interaction of the composite dependent variable between the variables years being a teacher and years working with principal. Thus, the interaction effect of years being a teacher and years working with principal on the combined dependent variables was not statistically significant. Nevertheless, studies have shown that teacher-perceived principal leadership and teaching experiences are the critical factor that affects principal self-efficacy (Fantilli & McDougall, 2009; Bellibas & Liu, 2017; Mikser et al., 2020; Fatih, 2020).

Summary and Conclusion

The data analyzed in this study revealed that the characteristics of NCEL training programmes that make it a highly effective institution for developing school leadership are frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning. It was concluded that promote professional development and frames the school goals were the most effective attributes indicated by the educators. The principals and teachers were in congruence on the principal job practices and behaviours constituting the principal leadership's effectiveness. It was also concluded that the principal instructional management behaviours and practices at their schools are effective as perceived by themselves and their teachers.

The findings of this study also revealed that there are no statistical significant differences in the scores of the composite dependent variables among teachers and principals. It was concluded that being a participant of NCEL training programme does not make a difference in teachers' perception of the programme's effectiveness. It was gleaned from the descriptive statistics of this study that the principals have slightly stronger attitudes toward NCEL training programmes that makes it a highly effective institution for developing school leadership. In addition, it was found that there is no significant difference in the scores of the composite dependent variables based on years being a teacher. In comparison, the literature report that experienced, tenured teachers than novice and untenured teachers may exhibit more obvious perceptions of principal leadership. It is concluded that this relationship deserves traction because the authors further lament that the impact of teacher-perceived principal leadership on teacher self-efficacy may vary with teachers' teaching experience.

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Limitations of the Study

- The small sample size of the principals was a major limitation of the study which prevented the exploration of whether principals' demographic factors influence the scores of the composite variables.
- The cross-sectional design of this study excludes the test of causality or directionality of principal training on teachers' perceptions, effectiveness and students' performance.
- This study relied solely on teachers' and principals' self-report to collect data. The findings could be richer if students rating of the principals were captured.

Implications of the Study

Principals are chief instructional leaders in the school. Therefore, they are expected to guide the process of teaching and learning through effective leadership. Effective school leadership has a significant impact in fostering student achievement which is the central focus of a school. The impact of leadership is greatest where it is focused on improving teaching and learning and is amplified when responsibilities for leading teaching and learning are widely distributed across the school (AITSL 2018; Robinson et al. 2009; Waters, et al. 2003). Against this backdrop, the findings of this study have great implications for practice. The findings revealed that the characteristics of NCEL training programmes that makes it a highly effective institution for developing school leadership are frame the school goals; communicate the school goals; supervise and evaluate instruction; coordinate the curriculum; monitor student progress; protect instructional time; maintain high visibility; provide incentives for teachers; promote professional development and provide incentives for learning. These characteristics represent key attributes of instructional leadership that principals must possess to develop their capabilities to put the practices of instructional leadership to work effectively. These represent the practices or tasks of effective school leaders that are needed in their instructional leadership to lead the work at school. The management of a school's instructional program has implications for ensuring school goals are aligned to and translated into classroom practice (Gumus et al. 2018). This involves coordinating the curriculum, monitoring student progress, and supportively supervising and evaluating instruction. That is, teachers need to feel supported while being held at high expectations.

The results also revealed that promoting professional development and frames the school goals were rated most highly effective by the educators. The implication of these findings is that since the principals and teachers agree with the rating of the effectiveness of NCEL training programmes, the task of these principals should be to determine the areas faculty should focus their attention and resources to develop teachers' self-efficacy and ensure students achievement. Also, as effective school leaders, it is imperative that they continue to involve all staff members in framing the school goals as part of the practice in helping new teachers to set the foundation of developing self-efficacy and contribute to a high performing school. This is important in upholding academic standards and rigor. Therefore, principals must seek to develop their communication skills, complex problem solving, content knowledge in pedagogy and curriculum and flexibility.

The findings also revealed that there are no statistically significant differences in the scores of the composite dependent variables among teachers and principals. This would suggest that being a participant of NCEL training programme does not make a difference in teachers' perception of the programme's effectiveness. It was found that there is no significant difference in the scores of the composite dependent variables based on years being a teacher. This relationship deserves traction in our schools by principals the impact of teacher-perceived principal leadership on teacher self-efficacy may vary with teachers' teaching experience. Also, the communication, collaboration and cooperation for new teachers are critical between principals and tenured teachers as these are more likely to play a role in their self-efficacy. At the same time, it was found that there was no significant interaction of the composite dependent variable between the variables years being a teacher and years working with

principal. Nevertheless, principals are expected to promote activities in school that promote healthy relationships in the school as teacher-perceived principal leadership and teaching experience are the critical factor that affects teacher self-efficacy and other factors may mediate how teachers view principals' leadership other than those explored in this study.

Based on the findings of this study, there are many practical considerations that the school principal can add to their practice for effective instructional supervision. This include foster a collective commitment and focus on excellence in teaching, learning and leadership. Also, the principal should consider leadership at all levels by building a leadership team that works widely across the school in strong alignment to drive the improvement agenda of the school. Since the principals were rated very highly in framing school goals, the principal should seek to build on the culture in where all leaders and staff have clarity of their role and focus on understanding their impact and improving their practice. It appears that these principals set expectations and so they must maintain high expectations and aspirations for learning and achievement for all students. The principal is called upon to establish and regularly communicate clear goals and success measures at various levels and consider ways to get 'purposeful visibility' in their quest to lead, modelling and working alongside teachers and students. Principals must align resource allocation and strategically invest in teachers, infrastructure, resources and initiatives targeted to improve student learning. Since the characteristics investigated in this study are instructionally based and are found to be high, the administrators must prioritize instructional time and impact by considering the curriculum program and structures, minimize disruptions to learning time and maximize student engagement. Professional development is another characteristic found to be rated high by participants, therefore, schools must invest in ongoing professional development in teaching expertise for all staff and leaders. Also, this means providing regular and differentiated opportunities for staff to engage with contemporary, research-based professional development in core areas such as curriculum, pedagogy, assessment and feedback since all teachers are expected to teach students with special needs. In an environment where the principal instructional supervision practices have been found effective, one must continue to create a collaborative and dynamic professional learning culture where continuous learning, reflection and growth are celebrated and where other teachers and leaders can learn.

Directions for Further Research

- Future research should collect data from multiple stakeholders such students, parents, education officers or peers.
- It is recommended that inexperienced teachers who lack teaching experience be provided with more communication and cooperation between themselves and principal.
- Further research should seek to explore the nature of this relationship between teacher-perceived principal leadership and teacher self-efficacy.

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