



## **The leadership role of a principal in the performance of institution in comparison with leadership qualities of Malcolm Baldrige quality model**

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### **Abstract**

This study investigated the relationship between the leadership role of Principal and the performance of institution. The study is based on Malcolm Baldrige Quality Model (MBQM) and its application on educational institutions. For this purpose questionnaires were administered to randomly select 100 schools and colleges' teachers of public and private sectors of Karachi. Analysis was carried out by using SPSS software. Regression tests were used to analyze the data, taking into consideration the descriptive statistics of mean and standard deviations. The results showed a positive correlation between leadership role of Principal and the performance of institution. Findings suggest that the leadership role of Principals and academic heads enhances the performance of the institutions. Findings will be helpful in developing standards for the educational leaders in order to increase their administrative and academic skills which will, in turn, result in the improvement of the institutional performance.

**Keywords:** malcolm baldrige quality model, educational leadership, leadership role of principals, performance of the institution

### **1. Introduction**

A bulk of information is available for affective a school which shows highest level of academic performance (School Engagement: Potential of the concepts, state of the evidence, Jennifer A. Fredricks, Phyllis C. Blumenfeld, Alison H. Paris, Volume 41, Issue 1, 59-109, 2004). An important factor that makes it administratively and academically strong is the role of principal and head teacher (Exploring the principal's role to school effectiveness, Philip Hallinger, Ronald H. Heck, 157-191, 2006) [24]. Some important responsibilities of a principal are academic planning and implementation, administration of teaching and non teaching staff to the overall progress and well-being of the students. Additional responsibilities may include handling of financial issues, interaction with parents and guidance (Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement, Waters, Tim; Marzano, Robert J.; Mc Nulty, Brian, 2003) [37] and one of those leadership researches shows that, principal in its role of leader can transform an ordinary institution into highly reputed institution.

#### **1.1 Leadership**

"Leadership is the process by which an executive imaginatively directs guides and influences the work of others in attaining specified goals." — Theo Haimann  
Leadership may be defined as a position of power held by an individual in a group, which provides him with an opportunity to exercise interpersonal influence on the group members for mobilizing and directing their efforts towards certain goals. The leader is at the centre of group's power structure, keeps the group together, infuses life into it, moves it towards its goals and maintains its momentum. The concept

of leadership is about setting direction and ensuring that that direction is followed. Leading can apply to leading oneself, other individuals, groups, organizations and societies. The nature of how leading is done depends on the context of the situation, one one's perspective, and on the nature and needs of those involved. Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment. Leadership involves making sound and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.

#### **1.1.1 Transformational Leadership**

Transformational leadership is the leadership approach that creates positive and valuable change in the followers. It is a leadership style that leads to changes that are positive to the followers. Transformational leaders are enthusiastic, passionate and energetic. These leaders are involved and concerned in any process and they are ever focused in helping each and every member of the group. Transformational leaders focus on transforming others to help one another, to be harmonious and encouraging, to look out for each other and look for the organization as a whole. Transformational leader also enhances morale, motivation and the performance of the followers. Transformational leadership leads to an effective leader who creates an inspiring vision of the future, Motivates and inspires people to engage with that vision, Manages delivery of the vision, Coaches and builds a team, so that it is more effective at achieving the vision. Leadership brings together the skills needed to do these things.

### 1.1.2 Educational leadership

Educational leadership refers to the leadership roles within the educational scenario. The concept of leadership is equivalent to ensure the influence in school and manage the change and organizational structure. School leaders are those people, occupying various roles in the school, who provide direction and exert influence in order to achieve the schools' goals (Leithwood & Riehl 2003) [8]. The leaders have the crucial roles to guide and influence all the members in the school community to perform in the same and appropriate manners and achieve the educational aims.

### 1.2 Malcolm Baldrige Quality Model

The Malcolm Baldrige Performance Excellence Program's mission is to improve the competitiveness and performance of U.S. organizations through organizational assessment and development. The Baldrige Performance Excellence Program is a customer-focused federal change agent that develops and disseminates evaluation criteria, manages the Malcolm Baldrige National Quality Award, promotes performance excellence and provides global leadership in the learning and sharing of successful strategies and performance practices, principles, and methodologies.

The Malcolm Baldrige National Quality Award is the highest level of national recognition for performance excellence that a U.S. organization can receive. To receive the Baldrige Award, an organization must have a role-model organizational management system that ensures continuous improvement in the delivery of products and/or services, demonstrates efficient and effective operations, and provides a way of engaging and responding to customers and other stakeholders. The award is not given for specific products or services. The Baldrige Criteria for Performance Excellence provide a framework that any organization can use to improve overall performance. The Criteria are organized into seven categories: Leadership; Strategic Planning; Customer Focus; Measurement, Analysis, and Knowledge Management; Workforce Focus; Operations Focus; and Results.

- **Leadership**—Examines how senior executives guide the organization and how the organization addresses its responsibilities to the public and practices good citizenship.
- **Strategic planning**—Examines how the organization sets strategic directions and how it determines key action plans.
- **Customer focus**—Examines how the organization determines requirements and expectations of customers and markets; builds relationships with customers; and acquires, satisfies, and retains customers.
- **Measurement, analysis, and knowledge management**—Examines the management, effective use, analysis, and improvement of data and information to support key organization processes and the organization's performance management system.
- **Workforce focus**—Examines how the organization enables its workforce to develop its full potential and how the workforce is aligned with the organization's objectives.
- **Process management**—Examines aspects of how key production/delivery and support processes are designed, managed, and improved.
- **Results**—Examines the organization's performance and improvement in its key business areas: customer

satisfaction, financial and marketplace performance, human resources, supplier and partner performance, operational performance, and governance and social responsibility. The category also examines how the organization performs relative to competitors.

### 1.2.1 Malcolm Baldrige Quality Award (Education)

In 1995, NIST began to develop pilot programs for educational institutions, as well as health care facilities, interested in pursuing the Baldrige Quality Award. The Education Criteria, published for the award process in 1999 and funded by the Department of Education, were to serve as a reliable basis for determining awards made to schools, and as a diagnostic tool for a school's overall performance management system. This program is expected to improve overall school. The two result-oriented goals of the Criteria are:

- Provision of ever-improving educational value to students, contributing to their overall development and well-being; and
- Improvement of overall school effectiveness, use of resources, and capabilities (Hertz, 1999, p. 35) [14].

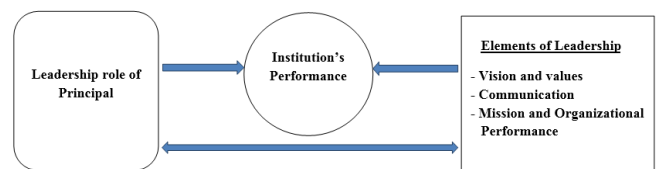
### 1.3 Statement of the Problem

One of the most important factors with respect to the low performance of educational institutions and deteriorating quality education in the education system is the non effective leadership in the institutions. The principal's role which is in fact the educational leader of the institution has a great impact on the performance of the institution. The role of principal is one of the most demanding expertises in almost all areas of the school's management (Exploring the principal's role to school effectiveness, Philip Hallinger, Ronald H. Heck, 157-191, 2006) [24].

Different research studies (Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement, Waters, Tim; Marzano, Robert J.; Mc Nulty, Brian, 2003) [37] have been conducted in the world on educational leadership to determine the significance of the role of principals as leaders and their impact in the performance of the institutions of the different levels but results were inconsistent that sometimes showed leadership style as having significant relationship with the primary responsibilities of the principals and sometimes with the leadership style provided by the Malcolm Baldrige Quality Model.

As far as Pakistan is concerned and especially its educational sector a reasonable contribution regarding leadership styles and performance of the institution is still needed. Due to this research gap and insufficient information this study tries to determine the significance of relationship of leadership role of principals and its impact on the performance of the institutions. The researcher has used Malcolm Baldrige education framework to evaluate the leadership role of a principal in the performance of institution.

### 1.4 Theoretical Framework



### 1.5 Variables to be discussed

**Dependent variable:** Institution's performance

**Independent variable:** Leadership role of Principal (Vision and values, Communication and Mission and Organizational Performance)

### 1.6 Research Objectives

To find out the relationship between leadership role of Principal (Vision and values, Communication and Mission and Organizational Performance) and the performance of institution. The impact of educational leader on institution's performance.

### 1.7 Research Questions

What is the relationship between leadership role of Principal and the performance of institution?

To what extent do the educational leaders impact on performance of the institutions?

### 1.8 Hypothesis

The proposed hypotheses for testing are:

**H1:** Leadership role of principal is positively related to the performance of the institution.

**H2:** Educational leaders have great impact on the performance of the institution.

## 2. Literature Review

Leader is defined as "one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives" (Winston & Patterson as cited in AlDoubi, 2014). The concept of leadership therefore is "the influence an individual has whether directly or indirectly, on followers or observers from his/her organization, community or society" (Bullough, 2008) Judge and Long add to the concept, a movement towards "collective goals" (as cited in AlDoubi, 2014).

Leadership has been a topic of debate in professional communities throughout the world as it serves the central motive of uplift and success for any community or organization.

Education is not only an indicator of a country's social and economic well-being, it is considered one of the most potent tools for the social uplift of a nation. Unfortunately for Pakistan this important resource presents a "patchwork picture" (Malik & Courtney, 2011) with the public/private sector divide, the English/Urdu medium divide and the added Madrassa (religious education) system, not to mention the low educational rate of the population.

School leaders are those people, occupying various roles in the school, who provide direction and exert influence in order to achieve the schools' goals (Leithwood & Riehl 2003) [8]. In addition, as Spillane (2005) claimed that leaders typically have interaction with others the discussion in this essay focus on human resource management, building professional work team and strategies future professional development in the area of school leadership and the relation of those aspects. Leaders are thought to be essential for high-quality education (Leithwood & Riehl 2003) [8]. School Professional leadership defined as providing direction, process, and coordination to members of an organization for the purpose

of attaining the organization's goals (Mastrangelo 2004). The leaders have the crucial roles to guide and influence all the members in the school community to perform in the same and appropriate manners and achieve the educational aims. The literature on leadership, regardless of tradition, has focused mostly on those in formal school leadership positions, chiefly on the chief executive officer or in the case of schools, the school principal (Spillane, Havelson & Diamond n.d.). Normally, the principal or school head will be recognized as the school leader, nevertheless, the school leader can be anyone in the school community who support and strengthen the goals of the school. The purpose of leadership is the improvement of instructional practice and performance, regardless of role (Elmore 2000). School leadership of the 90's requires facilitative leadership that empowers others and values diverse discourse as a means of reaching better decision (Logan 1998). There is the tremendous stress toward the school leaders because the future of all students depend their responsibilities to perform their abilities of leadership. Leaders can spell the difference between being good and being great (Thomas & Cheese 2005). The school leaders should know the students needs and provide them the best. Educational leaders influence the development of human resources in their school (Leithwood & Riehl 2003) [8]. Teachers' performance, students' achievements and organizational outcomes are the key responsibilities of the principal. The assessment, selection and placement of teachers are the primary responsibilities of the principal. Leadership role of principal is a main part of management because it has an indispensable style on a variety of activities that can lead to the accomplishment of administrative consequences. Aimed at this intention researchers and specialists in leadership recommend effective leadership in organizations in order to drive the wheel of modification in safeguarding institutional results (Bass, 1985a; Bennis & Nanus, 1985; Conger & Kanungo, 1990) [2] and employee outcomes (Arnold & Feldman, 1982; Breugh, 1981). An effective leadership style of the principal in an organization is capable of providing motivational stimulus and direction to their followers to achieve the organizational mission and goals and plays vital role in the performance of the institution.

## 3. Research Methodology

Research methodology is based on qualitative analysis of the effect of independent variable on dependent variable. It will find out the impact of identified variable of leadership role of the principal on the performance of the institution. In quantitative analysis data is measured in numbers or figures and more easily interpreted through statistical techniques. The purpose of this research is to explain the effect of leadership role of the principal on the performance of the institution. The research work consists of regression and correlation research techniques. Relationship of dependent variable with independent variable will be measured.

A self-administered questionnaire is used to collect the primary data. Data will be collected from the teachers of different randomly selected schools and colleges situated in Karachi. Questionnaire is designed on the basis of dependent and independent variables to analyze the effect of leadership role of the principal on the performance of the institution. This research will be conducted in different randomly selected schools and colleges situated in Karachi. Target population of this research is teachers of these schools and colleges. Sample size is 100 teachers from different schools

and colleges of Karachi. 5 schools and 5 colleges are selected and 10 questionnaires will be given to each school. Research instrument is structured questionnaire consisting of 10 questions that are designed in a five points Likert scale from strongly disagree to strongly agree. Questionnaire consist of 2 items of first independent variable(vision and values), 2 items of second independent variable (communication), 2 items from third independent variable(mission and organizational values) and 4 items from dependent variable(institution’s performance). Convenient Sampling technique is used to conduct this

research. Sample will be drawn from the population through which data can be collected easily and conveniently and is readily available. SPSS soft ware is used to analyze the data. Regression analysis is carried out.

**4. Analysis**  
**4.1 Analysis of Primary Data Collected through Research**

Data has been collected from 100 respondents from each of the following categories:

- a. 50 teachers from the 5 secondary schools of the Karachi.
- b. 50 teachers from the 5 colleges of the Karachi.

**Table 1: Case Processing Summary**

No.		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
1	The educational leader should set goals for the institution.	100	98.0%	2	2.0%	102	100.0%
2	The educational leader should give directions with consultation with the staff.	100	98.0%	2	2.0%	102	100.0%
3	The educational leader should keep staff up to date about all educational academic information.	100	98.0%	2	2.0%	102	100.0%
4	The educational leader should provide broad goals and leave decisions regarding methods to staff.	100	98.0%	2	2.0%	102	100.0%
5	Principal should encourage frank and two way communication.	100	98.0%	2	2.0%	102	100.0%
6	Principal should take a direct role in motivating staff towards high performance by participating in rewards and recognition programs.	100	98.0%	2	2.0%	102	100.0%
7	Principal should clearly convey institution's vision and values.	100	98.0%	2	2.0%	102	100.0%
8	Principal's actions should reflect his/her commitments to legal and ethical behavior.	100	98.0%	2	2.0%	102	100.0%
9	Principals should create environment for the success in the institution.	100	98.0%	2	2.0%	102	100.0%
10	Principals should focus on action that leads to achieve the organizational mission.	100	98.0%	2	2.0%	102	100.0%

**Table 2: Data Response: 10 questions of 100 respondents**

Question No.	No. of respondent choosing the option (Strongly Disagree)	No. of respondent choosing the option (Disagree)	No. of respondent choosing the option (Neither Agree Nor Disagree)	No. of respondent choosing the option (Agree)	No. of respondent choosing the option (strongly Agree)
1.1	1	-	6	31	62
1.2	1	2	11	42	44
1.3	-	1	10	45	44
1.4	1	9	24	39	27
1.5	4	7	6	39	44
1.6	2	-	2	45	51
1.7	1	3	3	49	44
1.8	-	1	7	56	36
1.9	1	2	6	35	56
1.10	1	1	3	41	54

**4.2 Data Analysis and Presentation**

**Question No. 1:** The educational leader should set goals for the institution.

The educational leader should set goals for the institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Neither agree nor disagree	6	5.9	6.0	7.0
	Agree	31	30.4	31.0	38.0
	Strongly Agree	62	60.8	62.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A majority of the respondents are agreeing with the statement. They feel that in the present age, principal of the institution should set goals. This is a significant finding and clearly shows that the ideas of the head of the institution are responsible for setting targets

to be achieved by the institution. In many cases institutions are managed by cooperate / commercial administrator, in such scenarios’, the principal is the key educationist with experience in the field of academics. Therefore, it is widely accepted that a principal should set goals.

**Question No. 2:** The educational leader should give directions with consultation with the staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	2	2.0	2.0	3.0
	Neither agree nor disagree	11	10.8	11.0	14.0
	Agree	42	41.2	42.0	56.0
	Strongly Agree	44	43.1	44.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A very significant number of the respondents feel that the educational leader should give directions with consultation with the staff. This is a significant finding that the staff wants to be the part

of the academic activities and decision making. It shows that the leadership role of the principal should be one that brings the teaching staff on board as well. Decision should be taken and implemented with the support and backing of the staff.

**Question 3:** The education leader should keep staff up to date about all educational academic information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.0	1.0	1.0
	Neither agree nor disagree	10	9.8	10.0	11.0
	Agree	45	44.1	45.0	56.0
	Strongly Agree	44	43.1	44.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

This is a very significant research finding. A vast majority of the respondent believe that the educational leader should keep staff up to date about all educational academic information.

This shows that the staff relies on its educational leader to remain up to date about the educational information and to convey it to the staff as well. Most respondent believe that this is the responsibility of the leader.

**Question No. 4:** The educational leader should provide broad goals and leave decisions regarding methods to staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	9	8.8	9.0	10.0
	Neither agree nor disagree	24	23.5	24.0	34.0
	Agree	39	38.2	39.0	73.0
	Strongly Agree	27	26.5	27.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A very significant number of the respondents feel that the educational leader should provide broad goals and leave decisions regarding methods to staff. This shows that most respondent feel there should be a dividing line between the responsibilities of the leader and

staff. The teaching staff, with its hands-on experience could devise strategy according to the varying requirements of different groups. The educational leader sets the goals and the staff plans to achieve it in the best way possible.

**Question No. 5:** Principal should encourage frank and two-way communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	7	6.9	7.0	11.0
	Neither agree nor disagree	6	5.9	6.0	17.0
	Agree	39	38.2	39.0	56.0
	Strongly Agree	44	43.1	44.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

The majority of the respondents feel that the Principal should encourage frank and two way communication. This finding confirms that the role of the educational leader should be open and approachable so that the staff has the

confidence to approach with ideas and suggestions. Open communication channels between principal and staff facilitate early resolution issues.

**Question No. 6:** Principal should take a direct role in motivating staff towards high performance by participating in rewards and recognition programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Neither agree nor disagree	2	2.0	2.0	4.0
	Agree	45	44.1	45.0	49.0
	Strongly Agree	51	50.0	51.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

The vast majority of the respondents have agreed on the direct role of Principals in motivating staff towards high performance by participating in rewards and recognition program.

This finding reaffirms that the motivational role of an educational leader is a desired trait and the staff finds direct involvement. Such rewards and recognition programs enhances the efficiency of the staff.

**Question No. 7:** Principal should clearly convey institution’s vision and values.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	3	2.9	3.0	4.0
	Neither agree nor disagree	3	2.9	3.0	7.0
	Agree	49	48.0	49.0	56.0
	Strongly Agree	44	43.1	44.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A majority of the respondents agree that the Principal should convey the institution’s vision and values. This finding shows most teachers believe that the educational

leader is a representative of the institution. The interpretation and implementation of the vision and values is a responsibility that lies on his shoulder.

**Question 8:** Principal’s actions should reflect his/her commitments to legal and ethical behavior.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.0	1.0	1.0
	Neither agree nor disagree	7	6.9	7.0	8.0
	Agree	56	54.9	56.0	64.0
	Strongly Agree	36	35.3	36.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A majority of the respondents agree that the Principal’s action should reflect his/her commitments to legal and ethical behavior.

This finding also confirms the statement based on Baldrige Quality Model. For an educational leader, his adherence to ethical and legal obligations is mandatory.

**Question 9:** Principal should create environment for the success in the institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	2	2.0	2.0	3.0
	Neither agree nor disagree	6	5.9	6.0	9.0
	Agree	35	34.3	35.0	44.0
	Strongly Agree	56	54.9	56.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A majority of the respondents agree that the Principal should create environment for the success in the institution. This is a significant finding that the effective learning environment of the institution plays vital role in the growth

and success of the institution. The physical atmosphere of the institution can help in promoting as well as in improving the learning environment. Its shows the structuring of conducive environment for learning is essential for the institution.

**Question 10:** Principal should focus on actions that lead to achieve the organizational mission.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.0
	Neither agree nor disagree	3	2.9	3.0	5.0
	Agree	41	40.2	41.0	46.0
	Strongly Agree	54	52.9	54.0	100.0
Total		100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

A majority of the respondents agree that the Principals should focus on actions that lead to achieve the organizational mission.

This is a significant finding show that how much stress is laid on the responsibilities of the educational leader by the staff members. Most of them believe it is a leader responsibility to ensure the achievement of the organization mission.

**5. Results Discussion**

All the survey questions of the study were compiled keeping in view the Malcolm Baldrige Quality Model. The different features of the Malcolm Baldrige Quality Model (MBQM) for the leaders were formulated into the survey questions. The data was collected from the school and college teachers of the city. The data shows that the overwhelming number of teachers agrees with the role and responsibilities of the principal as laid out in the Baldrige Quality Model.

The role of a Principal in an educational institution is one of prime importance. The principal is responsible is responsible for virtually everything in the day to day running of an institute. The responsibility ranges from academic planning and implementation, administration of teaching and non teaching staff to the overall progress and well-being of the students. Additional responsibilities may include handling of financial issues, interaction with parents and guidance. The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. In short, the principal needs to keep track of the large number of things in order to be successful.

Principal should set goals and targets to be achieved by the institution. He should give directions with consultation with the staff. Teaching staff should be taken on board in decision making and other academic activities. Educational leader should keep staff up to date about all educational academic information related to the institution. It reflects the trust and confidence of the principal on the staff. He should be open and approachable so the staff can communicate with him or her comfortably. Principal is a key motivator for his or her staff towards high performance as it very improvement for continuous improvement. Principal should clearly convey the vision and values of the institution to the staff. It gives the clear picture of the goals and objectives of the institution to the staff. The attitude, behavior and actions of the principal should reflect his/her commitments to legal and ethical behavior. He/she should play vital role in the growth and the success of the institution by providing effective learning environment to the students and peaceful working environment to the teachers. His/her action should lead to achieve the organizational mission.

**6. Implications and Future Recommendations**

The survey response strongly indicates that a large percentage of the teaching faculty agrees with the points in the Baldrige Quality Model. This, in turns, indicates that school and colleges, Baldrige Quality model should be implemented not only to improve the standards of educational administration but also to improve the performance of Principals.

The implementation of key points from this model would surely raise the performance of the Principals. It would also improve institutional performance due to better coordination between teaching staff and Principals.

It is therefore recommended that, a set of proposed standards should be established keeping in view the Malcolm Baldrige Quality Model, specially its application for the education institutions and also keeping in view the positive response of teaching faculty towards the features that are developed on the basis MBQM. These standards should be circulated among the selected principals, administrators and academic heads of the schools and colleges, to be exercised in their daily administrative and academic routines. The outcomes of these proposed standards should be determined on the basis of the administrative and academic improvements in the institutions. If the results are positive, then standards should be finalized on the basis of recommendations and feedback raised by the Principals. These standards may be circulated to more schools and colleges for implementation.

Finally, the study recommended that policy makers and academic leaders should integrate programmes such as seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders, administrative and academic heads on institutional performance.

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