

TITLE OF THE ARTICLE#2

The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types

Problem and constructs

Problem: There is a need to reduce the persistent disparities in educational achievement between various social and ethnic groups, and their belief that school leaders play a vital role in doing so. Therefore this creates an interest in finding the links between leadership and student outcomes as it is the desire of policy makers in many jurisdictions.

Constructs: The relative impact of different types of leadership on students' academic and nonacademic outcomes. Direct and indirect effects of leadership on student outcomes. The relationship between leadership and student outcomes. Comparison of the effects of transformational and instructional leadership on student outcomes. Comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Meta-Analysis of multinational studies. Differences between Quantitative vs Qualitative evidence on leadership impacts.

Methodology

Identify the type of research and information about the process:

The type of methodology within which this study can be located is that of meta-analysis. Meta-analysis is an empirical, knowledge-building strategy that enables the results of

quantitative studies of the relationship between two constructs to be aggregated so that an estimate of the average magnitude of the impact of one on the other can be derived. This is mainly a quantitative research.

Limitations of the study: some limitations of this study. First, only 27 published studies were available for analysis and 5 of these could not be included in the first meta-analysis, which compared the effects of instructional, transformational, and other types of leadership. The second meta-analysis, which calculated average effects for 5 different leadership dimensions, was based on only 12 studies, as the remaining studies used unitary leadership constructs or did not report the data required to calculate the effects of the components of their composite leadership variables. The second limitation is our treatment of educational outcomes. Ideally, we would have conducted separate analyses of the impact of leadership on academic and nonacademic outcomes, but the number of available studies was too small to make this practical.

Results relevant

The results show the mean effect size estimates and standard errors for the impact of transformational leadership ($ES = 0.11$), instructional leadership ($ES = 0.42$), and other types of leadership ($ES = 0.30$) on student outcomes. The first point is that this indicates a considerable difference in mean effect size between the three leadership types. This confirms the utility of analyzing the impact of types of leadership rather than of leadership in general. The second point is that the mean effect size estimates for the impact of instructional leadership on student outcomes is three to four times greater than that of transformational leadership implemented by school leaders.

Personal Comment

This article discusses the impact of different leadership styles on student outcomes. It reveals differences between transformational leadership and instructional leadership. Overall this quantitative analysis study helps make some contribution to the knowledge based when it comes to the impact of leadership on student outcomes. That, I think, is very significant to educational research. This research was also important because it provides many of the elements of what a research should be and it is an empirical research study.

Reference

[donnaelder.wiki.westga.edu/file/view/The+impact+of+leadership+on](http://donnaelder.wiki.westga.edu/file/view/The+impact+of+leadership+on+student+outcomes+an+analysis+of+the+differential+effects+of+leadership+types.pdf)

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