Application for doctoral position

1. Curriculum: Educational Science 80338

2. Project title in English: School directors’ workload, tasks, and the resulting stress, and the factors influencing it

3. Project title in Estonian: Koolijuhi töökoormus, tööülesanded ja sellest tulenev tööstress ning seda mõjutavad tegurid

4. CERCS speciality. S270 (Pedagoogika ja didaktika)

5. Doctoral candidate:

<table>
<thead>
<tr>
<th>First name</th>
<th>Surname</th>
<th>Current activity</th>
<th>E-mail:</th>
</tr>
</thead>
</table>

When candidates are outside of LTOM or SVHI the assessment of his/her qualifications must be done (up to 400 characters with spaces).

6. Supervisor:

<table>
<thead>
<tr>
<th>First name</th>
<th>Surname</th>
<th>Affiliation</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasso</td>
<td>Kukemelk</td>
<td>University of Tartu, Institute of Education</td>
<td>Ass Professor of educational management</td>
</tr>
</tbody>
</table>

7. Research group where the doctoral thesis is being done:

<table>
<thead>
<tr>
<th>First name</th>
<th>Surname</th>
<th>Affiliation</th>
<th>Position:</th>
<th>PhD student</th>
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</thead>
<tbody>
<tr>
<td>Jaan</td>
<td>Mikk</td>
<td>University of Tartu</td>
<td>Professor emeritus</td>
<td>No</td>
</tr>
<tr>
<td>Stephan Gerhard</td>
<td>Huber</td>
<td>University of Teacher Education Zug</td>
<td>Professor, Head of Institute of Educational management</td>
<td>No</td>
</tr>
<tr>
<td>Marius</td>
<td>Schwander</td>
<td>University of Teacher Education Zug</td>
<td>Expert of quantitative analyses</td>
<td>No</td>
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<tr>
<td>Doyle</td>
<td>Stevick</td>
<td>University of South Carolina</td>
<td>Ass. Professor</td>
<td>No</td>
</tr>
<tr>
<td>Maie</td>
<td>Kitsing</td>
<td>University of Tartu</td>
<td>Doctoral student</td>
<td>Yes</td>
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</table>
8. Description of necessary available resources (equipment, finances):

The Institute of Education provides all needed infrastructure for successful doctoral study (computers, rooms, internet access, licence for statistical software, etc.). To cover other costs, an application was submitted to NordPlus Horizontal project „The Best School Practices for Equity and Learning“ to support Baltic collaboration for three years. There is in the development phase a KA3 project on educational policy and school leadership. Also, ESF resources can be used to achieve the goal of doctoral study.

A team led by Stephan Gerhard Huber is developing a major research project for German language countries on the topic and Estonia has been involved into that team. A team led by S. Huber is developing another application for European research grant.

9. The doctoral thesis's innovativeness and importance for the development of this scientific direction:

The school principal is considered as a key player in achieving an education system that provides high-quality education accessible for every youngster (Kukemelk, Ginter, 2016). There are only a few studies (mostly mapping the school leadership landscape) on school leadership in Estonia and not many more in other countries. These studies show just a short list of main tasks and issues (Jacobson, S. L., 2016) that are related to school leadership: population size, density and diversity; centralized versus decentralized control of the educational system; the ways in which gender, ethnicity and religion determine who is privileged within the system and who is held back; how school leaders are prepared and selected, etc. Therefore, doctoral level studies on school leadership are extremely important to obtain new knowledge on the issue and to make evidence based decisions at the educational policy level.

10. Doctoral thesis project (up to 4000 characters with spaces):

Hargreaves & Harris (2015) in Estonian Journal of Education describe importance of school leadership:

After teachers and teaching, school leadership is the most important determinant of student achievement in the school (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). School leadership exerts its biggest impact on students indirectly, through how leaders work in galvanizing the efforts and developing the talents of the adults in the school (Hallinger & Heck, 1998; Supovitz, Sirinides, & May, 2010). Some leadership experts argue that these effects are products of particular behaviours that have high effect sizes, like participating in professional development with teachers, or providing effective feedback (Robinson, Lloyd, & Rowe, 2008). Others argue that it is more a matter of style – exercising leadership that is ethical, transformational or distributed, to name just a few of the options (Harris, 2008; Leithwood & Jantzi, 2000; Spillane & Camburn, 2006; Starratt, 2004). The impact of effective leaders is especially important when schools operate in challenging circumstances such as high poverty and unemployment (Harris, Chapman, Muijs, Russ, & Stoll, 2006; Leithwood et al., 2004; Robinson et al., 2008).
Similar understandings have been declared by Huber, Wolfgramm & Kilic (2013) in Jahrbuch Schulleitung: „Rolle und Funktion der Schulleitung haben sich deutlich gewandelt und werden sich weiter verändern” (Huber & Schneider, 2007). “Dass Schulleitungshandeln für die Qualität wie auch Entwicklung von Schulen große Bedeutung hat, ist wissenschaftlich gut gestützt” (Huber, 2008, 2009b, Huber & Muijs, 2010).

The Estonian Ministry of Education and Research has declared that today’s school leadership is a priority area where the country is going to spend European funds to improve society. Therefore, it is important and needed by Estonian society to study the principalship as a phenomenon and the factors influencing it.

The doctoral study will be part of major study on school leadership coordinated by Stephan Gerhard Huber to map the field of factors influencing successful principalship and to identify key competences and factors influencing leadership and decision making in education. Doctoral study will focus on the same issues in Estonia and compare the results with other countries, to indicate key competences needed for successful school leadership in our country. The stress level of decision makers is an important issue in that context. That leads to working conditions of school heads and also to their health protection.

The study is quantitative, covering the school heads’ organization. Some qualitative interviews are planned to catch better the context of respondents. Results will be presented in international conferences on school leadership and published in peer reviewed international scientific journals.

11. Summary in Estonian (will be published on faculty's homepage)

Title: Koolijuhi töökoormus, tööülesanded ja sellest tulenev tööstress ning seda mõjutavad tegurid.

Supervisor: Hasso Kukemelk

Annotation:


12. Summary in English
   Title: School head workload, tasks, working stress based on that and factors influencing it.
   Supervisor: Hasso Kukemelk
   Annotation:

   The School heads’ mapped workload, knowledge about their different tasks and working stress based on all those are all important factors to achieve evidence based successful school leadership. Current doctoral study will focus as a member of the international researchers’ team (led by Stephan Gerhard Huber) to collect data in Estonia and analyse those data in Estonian but also in European context. Data will be collected by the instrument adopted for Estonian conditions but originally developed by international team. That provides an excellent basis for comparative analyses. Quantitative approach will be the main data collecting method and statistical analyses used. Some qualitative approaches are used to provide context and to improve the interpretation of the quantitative data.

   The international research team provides an excellent environment for learning academic discussion and for doctoral student to grow a competent researcher.
   New national knowledge will be provided for Estonia about school leadership that provides an excellent basis for internal educational policy and decision making. That knowledge will be basis to turn Estonian educational system into one of the best worldwide.
   The probability of nomination an external supervisor is very high during doctoral study.