

Vol II Issue IV Oct 2012

Impact Factor : 0.1870

ISSN No :2231-5063

Monthly Multidisciplinary Research Journal

Golden Research Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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Development And Standardization Of Leadership Behavior Scale

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Abstract:

This paper explains the procedure of developing and standardizing a leadership behavior scale constructed by the authors to measure the behavioral of the head of institution. After critical study related to institutional behavior of head, twenty four dimensions were selected for constructing the tool. The pilot study had 76 items, related to all the twenty four dimensions. The newly constructed scale which consists of 60 items had face validity, content validity, construct validity and reliability.

KEYWORDS:

Leadership Behavior and Head of the Institution.

INTRODUCTION

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). Good leaders seem to have some identifiable traits of character which made him a great leader (Banner and Blasingame, 1988). Stodgill states (1974) in his comprehensive review of leadership studies that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept. According to Pless (2007) a responsible leader is driven by a values based vision of the future that goes beyond business considerations and draws a broader picture of a desirable state that embraces economic, social, human, political and environmental aspects. Responsible leadership is rooted in an ethics of care driven by a desire to serve others. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. In an educational set up, depending upon the nature of institution, it is possible that there can be variations with respect to the functioning of the leaders. The institutional leaders are expected to nurture the institutional values. In addition, educators and administrators are now fast realizing that effective and intimate relationships with students, staff, parents and society for the efficient organization of institutional work and activities.

The institutional leadership is influenced by many factors such as experience, professional training and thinking styles. Ivancevich and Matteson, (2002) in their book entitled Organizational Behavior and Management concluded that individuals respond to the world around them through their perception, the cognitive process of selecting and organizing the external environment. Neumann & Boris, (1978) have tested the argument that leadership behavior in organizations can best be understood within a contingency technology environment model. The major premise of this model is that one of the most influential intervening factors between organizational performance and leadership behavior is either the technology that the organization utilizes or the environment with which the organization interacts. (Taylor, 2005) found out that the role played by academic developer is crucial in academic development context of personal characteristics and effective leadership strategies. Further, Sam Walton (2010) points that "outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish".

In the above context there can be variations with respect to homogeneity or heterogeneity in

Please cite this Article as : S Srikanta Swamy , Development And Standardization Of Leadership Behavior Scale : Golden Research Thoughts (Oct. ; 2012)

educational system that influences the leadership behavior which needs to be addressed. But an effective tool to assess the leadership behavior of heads of the institution in Indian context is needed. Hence, the authors decided to construct a leadership behavior scale to measure leadership behavior, so that the newly constructed scale may contain all the factors pertaining to leadership behavior of the heads of institution.

METHODOLOGY

Normative survey was employed for the study.

SAMPLE

The study was carried out in Bangalore district of Karnataka State, India and 24 colleges were selected. The respondents were 49 heads of the institution and Head of the Department.

INSTRUMENT

The first part of the scale is captioned by general information, which includes the variables: gender, designation, experience, qualification, specialization and type of colleges. The second part of the scale was framed after reviewing many related studies done in the field of leadership behavior both in India and in other countries. Following dimensions were selected.

This tool consists of 76 items which cover the following area:

Vision

The vision component has got 2 items which depicts the major functions of an institutional head to preserve vision, making visible to others and communicate it regularly to the institution and community.

Mission

Mission component has two items with a specific focused outlook towards the mission of the institution and has to understand the legal duties of the institution.

Values

Value has got 3 items insisting on shaping student's life giving them an opportunity for performing on the global stage.

Goal

Component Goal consists of 8 items to have a general understanding of the institutional goal, including its strategies, structure and activities related to management.

Staff Development

It consists of 6 items to support important institutional values in both word and action. Budgeting the resources by providing adequate staff orientation and training skills relevant to their job responsibilities.

Student development

It consists of 3 items fostering and nurturing environment for students to enhance learning.

Curriculum

Curriculum dimension consisting of 6 items which emphasizes on institutional head providing time and support for professional development that improves curriculum, instruction and student learning.

Pedagogy

It consists of 2 items on good pedagogical practices among the teaching staff in order to make students learning effective.

Infrastructure

It consists of 3 items which emphasize in improving and updating the infrastructure facilities for teaching and research.

Supervision

It comprises of 3 items focusing on staff participatory process.

Health and Safety

It consists of 2 items stressing on introducing a variety of health and safety schemes for the well being of the staff and the students.

Social commitments

It consists of 3 items to test the commitment with stakeholders- parents, community members and students.

Assessment and evaluation

It consists of 4 items to assess the belief in self evaluation, encouraging staff and students and to introduce formative assessments to achieve the overall success of the educational program.

Innovation

It consists of 4 items which help the students to become future practitioners and develop innovative culture within and across institution.

Research Projects

It has 4 items encouraging faculty members and students to promote advanced research in their disciplines and must provide financial support with a perspective to promote advanced research in various disciplines.

Spokesperson

It has 2 items dealing with the stakeholders and media releases in consultation with the public relations department to make the Institution and activities more visible.

Quality checks and concerns

It has 8 items to check the assurance quality and standards of their teaching through institutional audits and institutional review.

Collaboration with external agency

It consists of two items to involve students and teachers of the institution in all the programs in collaboration with other internal and external agencies and regularly publish up-to-date articles by taking the support from external agencies.

Seminars/Conferences/Workshops

It has 2 items which gives importance for funding and organizing Workshops/ Seminars/

Symposia and Conferences at the National and International Level.

Knowledge management

It consists of 2 items focusing mainly on both the technology culture and the information culture in the institution and to believe that knowledge management brings together four core institutional resources: student, teachers, process and technology.

Information and Communication Technology

The 5 items mainly focuses on the aspect of integrating technology into institution which supports high-quality instruction and encourage the instructors to apply proper technologies in different functions and reinforce learners' interaction and collaboration with others.

Human Resource Development

It has 2 items of introducing induction training and other activities that enhances the skills, performance and commitment of the staff which can be operated effectively by the head of the institution.

Grievance handling

It consists of 2 items on grievance handling procedures to highlight employee satisfaction at various levels.

Relaxation in work

It consists of 2 items i.e. meditation and campus tranquility in order to reduce negative emotions effectively and also to have a stress free atmosphere.

After a careful scrutiny of the statements by the experts, 76 statements (with 24 components) were selected for the pilot study.

PILOT STUDY

A pilot test was conducted on a random sample of 49 heads of 24 different colleges in Bangalore district, Karnataka State, India. The test was conducted with a view to find out the reliability and validity of the tools and also to eliminate any ambiguity so that head of institution do not have any difficulty in responding to the items in the leadership behavior scale. Scoring was done on the four point scale. Total score for each subject was calculated. The sum of the item credits represents the individual total score.

SCORING

The Leadership behavior scale was constructed to get a four point judgment. Against each statement, four alternative responses, namely, "Never", "Sometimes", "Very Often", and "Always" were given. If one chooses 'Never' response, s/he gets a score of '1' and for the same response; if one chooses 'sometimes', one gets a score of '2'. If he/she chooses "Very Often", one gets a score of '3' and for 'Always', one gets a score of '4'. An individual's score in this scale is the sum total of the scores for all the statement by the subject (Summated Ratings).

RELIABILITY AND VALIDITY

The scale had the content validity as it included statements from all the selected components of leadership behavior namely vision, goal, mission, student development, staff development etc. Due weightage was given to all the components while selecting items. The scale had 76 statements representing the universe of content. Hence, it had face validity. It also had construct validity as items were selected having the 'r' values more than 0.85 (de Vaus 2004). The scale was given to experts in the field of education and they agreed that the items in the scale were relevant to the objectives of the study. Hence, it had content validity also. Cronbach's Alpha reliability was found to be 0.918.

ITEM ANALYSIS

Cronbach's Alpha was used to assess the degree of internal consistency among all sets of items. Then the task value was calculated. Items with 'r' values less than 0.85 were rejected. As many as 60 statements having the 'r' value greater than 0.85 were chosen, in order to form the final scale. The scores in the final scale of leadership behaviour ranged from 60 to 260 in the direction of increasing levels of leadership behavior. An individual's score in this scale is the sum total of the scores for all the statements by the subject (Summated ratings). The higher the score in this scale, the greater will be the leadership behavior.

CONCLUSION

The leadership behavior scale was developed and standardized by the authors can be used to study the leadership behavior of the heads of the institution to find out and analyze various factors associated with behavior of the heads of the institution so that necessary steps can be taken to create an environment in which the emphasis can be given to enhance the leadership behavior among the heads of the institution.

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