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GRT PERCEIVED LEADERSHIP BEHAVIOR IN PRIVATE AND GOVERNMENT SCHOOLS

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Abstract:-This article explores perceived leadership behavior differences in private and government schools. For the study 434 primary school teachers were selected from primary schools in Mysore city, India. The instrument used to measure the leadership behavior was Ideal Leader Behavior – Form XII by Stogdill (1963). Data analysis was done using descriptive statistics, and Independent sample't' test. Teachers working in private schools had higher scores on perceived leadership behavior compared to teachers working in government schools.

Keywords: Type of School, Leadership Behavior, Primary Teachers.

1. INTRODUCTION:

Schools as the educational organizations need some conditions to reach their goals. Although a developed education system is the result of proper funding, adequate supervision, adequate educational facilities, efficiency and effectiveness of teaching staff but the leadership behavior of the educational manager counts much in the uplift of standards of output. Leadership Behavior plays a very important role in enhancing employee work motivation and performance. The quality of education in schools and colleges is commonly to be influenced by the quality of leadership and management styles of school leaders and education officials. The school administrator or the educational leader is supposed to integrate ideas scientifically and creatively and also mobilize time, materials and resources. He is also supposed to support the school organization towards development and progress. On top of all this, school principals must be able to lead their staff and teachers to recognize and perform their tasks, functions and responsibilities for the education of children and, in the process make them feel that they are getting satisfaction and fulfillment. They must be able to influence the teachers to perform the tasks and functions without feeling coerces, pressured or exploited; able to influence teachers to integrate their personal goals and objectives with those of the school.

2. LITERATURE REVIEW

The purpose of schools, and therefore the responsibilities of their leaders, has undergone continuous and dramatic change for more than a century. For much of history in this country, education was only available to an elite group of privileged families to educate their children to enable them to navigate their societal roles and duties successfully. However, industrialization of the early 20th century brought sweeping changes to the purposes of education. The revised view of schooling was as a vehicle to adequately prepare the masses to be capable workers and to acculturate the large immigrant population (Grande, 2012).

The study by Ballinger and Douglas (2007) found that there is significant relationship between Indiana elementary school principals' knowledge and implementation of Situational Awareness, Flexibility, Discipline, Evaluation, and Outreach. Across all five domains there was a moderate to strong relationship between knowledge of the leadership principles and their implementation. Surapuramath (2010) studied on leadership behavior of heads of secondary school and academic achievement of the students in mathematics. The sample included 100 heads and 100 students selected by using random

sampling technique, out of which 60 were male and 40 were female heads from secondary schools and 60 were boys and 40 were girls. The results reveals that the aided schools heads leadership behavior better than government schools heads leadership behavior and the unaided school heads leadership behavior is better than government schools heads leadership behavior. Female leaders' behavior was better than male leader's behavior.

Ming (2009) examined the principal's leadership behaviors of private secondary schools in Hong Kong with respect to the effect of a principal's leadership behaviors on students' enrollment as perceived by teachers and senior teachers. The effective leadership behaviors of private secondary school principals were studied from different perspectives of teaching staffs such as (a) principals; (b) senior teachers; and (c) teachers in Hong Kong. This study was a cross case analysis in a multiple-case study, the results were summed up from the number of frequency-count recording. After analyzing the data, it is shown that the teachers and senior teachers perceived that the key practices of Encouraging the Heart and Inspiring a Shared Vision may also influence the students' enrollment. These findings are also supported by Peyer's (1995) and Marley's (2003) studies conducted on high school students entering the college or university, where modeling the way, encouraging the heart and inspiring the shared vision (with the exception of the leadership practice of "enabling others to act") were found to be explicit behaviors practiced by principals. Peyer (1995) found no significant difference in demographic information of the principals.

3. RESEARCH METHODOLOGY

3.1 Hypothesis of the study

There is no significant difference between government and private schools teachers on perceived leadership behaviour.

3.2 Sample:

The study was conducted in both government and private schools of Mysore city, India. Using stratified sampling method, from all schools in Mysore city, 40 schools were selected and in these schools, 800 questionnaires were randomly distributed, 437 questionnaires completed and returned.

3.3 Instrument

LBDQ (Leader Behavior Description Questionnaire) developed by Stogdill (1963) used in order to collect data. The initial work for the growth of the LBDQ was started by research wing of Ohio State University. In the beginning, there were two strong dimensions of leader behavior. They are (i) Consideration, and (ii) Initiation Structure. These two sub-scales have been commonly used for many research studies especially in the field of education. The present form of the LBDQ by Stogdill (1963) has 12 sub-scales with 100 items. It may be used to describe the behavior of the leader of any type of organization where there should be the provision for observing the leaders in his performance by his coworkers or subordinates. There are no norms constructed for this questionnaire.

The reliability of the sub-scale of the LBDQ was determined by Kuder Richardson Formula (KR-21) with split half coefficient method. The correlations of the subscales varied from .62 to .89 on different samples. The reliability of the LBDQ was re established in Indian situation by using Test Re test method. The two set of scores were correlated using Pearson's product moment method. The re-established reliability coefficient was 0.78. The LBDQ has been used by many scholars especially in the field of education (Halpin, 1954, 1955, 1958, Stogdill, 1959, 1965, Marder, 1960, Hemphill, 1955, Day, 1961 and Shartle 1956). Also, the LBDQ has been used by many researchers and found completely suitable and reliable for Indian conditions.

3.4 Data collection

The questionnaires were administered individually. The data required for the present study were collected from the private and government schools in Mysore. In the questionnaires stipulated, the responders were explained, each individually about the researcher's aim and were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. The researcher distributed 800 questionnaires among the teachers. Each participant received questionnaire related to leadership behavior. Finally, the investigator collected 437 questionnaires from participants.

4. RESULTS

In examining the Hypothesis, data on the perceived leadership behavior of teachers working in private and government schools in Mysore, Karnataka State, India were collected from teachers' responses to the Leader Behavior Description Questionnaire (LBDQ). The data collected were analyzed using independent sample't' test. The findings are presented in table below.

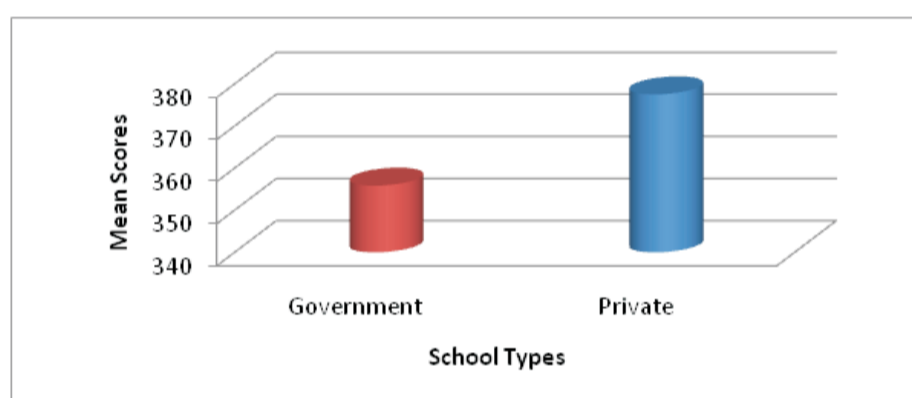
Table 1
Mean and Standard Deviations of perceived leadership behavior scores among teachers with reference to the type of school

	Type of School	N	Mean	S.D	't' Value	'p' Value
Perceived Leadership Behavior	Government	248	355.85	40.55	5.19	.000
	Private	189	377.54	46.51		

df=435; p<.005

Comparing private and government school teachers' perception of leadership behavior revealed that teachers of private schools had higher mean score than teachers in government schools. This means that in private schools leadership behavior is better than government schools in view of teachers. The following figure is showing the results as well.

Figure 1
Mean differences between private and government school teachers perception of leadership behavior



5. DISCUSSION

Main findings of the present study are

School type had significant influence over leadership behavior, where teachers working private schools had higher leadership behavior scores compared to teachers working in government schools.

The purpose of this investigation was to examine how perception of teachers in government and private primary schools differs in leadership behavior. Hypothesis formulated as 'There is no significant difference between government and private schools teachers on perceived leadership behaviour' is rejected as we found that private school teachers possessed higher leadership behavior scores than teachers from government schools.

The literature supports the results of current study that type of school has significant influence on perceived leadership behavior among primary school teachers. Alimi et.al, (2011) study found that there is a significant difference in the teachers' perception of principals' leadership effectiveness in public and private secondary schools, with the principals of public secondary schools having low level of leadership effectiveness in pedagogical and community relation skills effectiveness, but high administrative skill effectiveness while the reverse is the case in private secondary schools. One reason could be due to the differing organizational culture in Public and Private Secondary Schools. While public secondary schools are established and funded by the government and are not meant to maximize profit, Private Secondary Schools are established and funded by the private individual or groups and are quite often than not, aimed at maximizing profits through quality improvement of the classroom, teaching and learning. A second reason could be the general laxity and lack of commitment to any governmental project, which has led the government to regulate the education industry up to the university level. There are very few studies related to the effect of type of school (private and government) on perceived leadership behavior. In this regard, researcher was interested to investigate this effect among primary school teachers in private and government schools in India. There is some studies indicate that there is no significant relationship between gender and leadership behavior (Eldred, 2010; Brailsford, 2001; and Hardman, 2011).

6. CONCLUSION

The objective of this study was to examine the differences between private and government school teachers with respect to their perceived leadership behavior. From the above results it can conclude that there is significant influence of type of school, where teachers from private schools were better in leadership behavior compared to teachers from government schools. The atmosphere of a school has a major impact on the organizational behavior and because administrators can have a significant positive influence on the development of the personality of the school.

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