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A STUDY OF LEADERSHIP BEHAVIOUR OF SCHOOL HEADS WITH FEW BACKGROUND VARIABLES

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ABSTRACT :

Leadership is required for effective and efficient operation of the structure to achieve the ends. The school head is in key positions to affect the attitude, climate, progress, cooperation and direction of effort in the school. The purpose of the study was to know the Leadership Behaviour of school heads with few variables. Random sampling Technique was used for the selection of 100 school heads from secondary schools in Bangalore city, Karnataka. Multi-Factor Leadership Behaviour Questionnaire developed by developed by Bass and Avolio (1995) was used to assess leadership behaviour of school heads by teacher perception. In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as t-test. The results concluded that both male and female school heads had similar leadership behaviour. The private unaided schools heads leadership behaviour better than private aided and government schools heads leadership behaviour. The marital status of teachers does not affect on leadership behaviour of school heads. The more salaried teachers

had better perceived leadership behaviour when compared with less salaried teachers and also the more experienced teachers had better perceived leadership behaviour when compared with less experienced. School heads have important influences on student and teachers' performance, so principal candidates should be trained as transformational leaders during their school trainings.

KEYWORDS : Leadership Behaviour, school heads, background

1. INTRODUCTION:

Leadership has been always a crucial issue since organizations and companies are permanently in a constant struggle to be increasingly competitive. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. Leaders can influence the behavior of their followers through the use of different styles, or approaches, to managing others. For the past three decades, a pair of predominant leadership styles (transactional and transformational leadership) has received a significant amount of attention.

Leadership is a basic element of education. A great leader can inspire entire community; his influence radiates, and he exemplifies in his own life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the school heads should assume leadership. In a period of crisis and transition the position of the educational leader is more significant than at any other time. Leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals.

Various researches have linked the school effectiveness with the leadership. In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal. This is also borne out by large number of research studies on management of change in education (Mukhaopadhyay, 2001).

A Principal is the most powerful and influential individual in school. The role of a school principal is considered as the first and foremost important person in ensuring the effectiveness of the school and efficiency in running the school (Ahmad, 2004). Thus, educators and policymakers alike seek a frame for effective Leadership that can produce sustainable school improvement and continuous teacher commitment (Lambertz, 2002). Swanepoel et al. (2000) argued that Leadership style that encourages employees' commitment is essential for an Organisation to successfully achieving their goal. Therefore, it is essential to know the leadership behaviour of school heads. Hence the present study.

2. Need for the Study

Education takes place most effectively in an atmosphere of regard, respect and warmth. Leadership is required for effective and efficient operation of the structure to achieve the ends. Leadership is defined as the process of influencing group activities towards the accomplishment of goal in a given situation. Holding the position of leader in the school organization must concentrate his efforts on providing such an environment to his staff and the students that maximizes all round development of the professional growth of the staff. The principal is in key positions to affect the attitude, climate, progress, cooperation and direction of effort in the school. The present study

therefore intends to fill this gap by investigating the perception of teachers on the leadership behaviour of their school heads with few variables.

1.3 Statement of the Problem

The topic selected for this purpose is "A STUDY OF LEADERSHIP BEHAVIOUR OF SCHOOL HEADS IN RELATION TO FEW VARIABLES"

1.4 Objectives of the Study

The following are the objectives of the present study:
1. To find out the effect of sex on Leadership Behaviour of school heads.
2. To study the effect of locality on Leadership Behaviour of school heads.
3. To assess the effect of type of school management on Leadership Behaviour of school heads.
4. To know the effect of marital status on Leadership Behaviour of school heads.
5. To find out the effect of salary on Leadership Behaviour of school heads.
6. To assess the effect of teaching experience on Leadership Behaviour of school heads.

1.5 Statement of Hypotheses

The following hypotheses are formulated to test:
1. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school male and female teachers.
2. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school teachers working in urban and rural locality.
3. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school teachers working in different type of school management.
4. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school married and unmarried teachers.
5. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school teachers drawing less and more salary.
6. There is no significant difference in the Leadership Behaviour school heads perceived by secondary school teachers having less and more teaching experience.

1.6 METHODOLOGY
1.6.1 Variables of the Study

The following variables are considered in the present study
I. Dependent Variable : Leadership Behaviour
III. Background Variables : Sex, Locality, Type of School Management, Marital Status, Salary and Teaching Experience

1.6.2 Operational Definition

Leadership Behaviour: Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization (House et al., 1999) In the present study Leadership Behaviour is defined by Bass, 1985 has been used by the investigator. It is defined in terms of two dimensions transformational and transactional leadership behaviour.

1.6.3 Sample Size and technique

A total of 100 secondary school teachers were selected by simple random technique. This sample included 30 male and 70 female totaling 100 secondary school teachers working in government, private aided and unaided schools of Bangalore city.

1.6.4 Tools of Research
The Multifactor Leadership Questionnaire (MLQ)

Multifactor Leadership Behaviour Questionnaire developed by Bass and Avolio (1995) was used to measure leadership styles and it contains a total of 45 descriptive statements. Each statement on the questionnaire is rated on a 5-point Likert scale. The rating scale has a range of 0 (Never) to 4 (Always). Nine factors were measured to determine three different leadership styles. The leadership styles measured were: (a) transformational leadership; idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration; (b) transactional leadership; contingent reward, active management-by-exception; (c) passive/avoidant; passive management-by-exception and laissez-faire. The reliabilities for each leadership factor scale ranging from 74 to 94.

1.6.5   Statistical Techniques used to analyze the Data :

The 't' test was used to examine the significant difference between groups. In all the cases 0.05 and 0.01 levels was fixed to test the hypotheses.

1.7 Analysis and Interpretation of Data

The data is analyzed by computing coefficient of correlation and 't' test in the following tables and graphs.

Table-1 : Table shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Leadership Behaviour of school heads perceived by secondary school teachers.

Variable and Groups		N	Mean	Standard Deviation	't' value	Level of Sig.
Sex	Male	30	126.933	15.635	0.11^{NS}	NS
	Female	70	126.557	15.786		
Locality	Urban	72	128.611	16.032	2.16	*
	Rural	28	121.678	13.703		
Type of Management	Government	63	121.666	14.935	2.50	*
	Private Aided	19	130.888	13.830		
	Private Aided	19	130.888	13.830	1.37	NS
	Private Unaided	18	136.888	12.800		
	Government	63	123.666	14.935	3.71	**
	Private Unaided	18	136.888	12.800		
Marital Status	Married	79	126.860	16.144	0.25	NS
	Unmarried	21	125.954	14.040		
Salary	Less	8	126.315	12.177	2.69	**
	More	92	138.750	15.873		
Teaching Experience	Less	31	126.838	11.538	2.30	*
	More	69	133.594	17.274		

[NS]Not Significant **Significant at 0.01 level

The table-1 reveals that the obtained 't' value 0.11, 1.37 and 0.25 are less than the table value 1.98

at 0.05 level of significance. Therefore the stated null hypothesis nos.1, 3 and 4 is accepted and stated hypothesis supported for Leadership Behaviour perception in relation to sex, type of management (private aided & unaided) and marital status of secondary school teachers.

     The table further shows that the obtained 't' value 2.16 is greater than the table value 1.98 at 0.05 level of significance. Hence the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted. The urban teachers (M=128.611) had better perceived leadership behaviour when compared with urban teachers (M=121.678).

     The table further shows that the obtained 't' value 2.50 is greater than the table value 1.98 at 0.05 level of significance. Hence the stated null hypothesis-3 is rejected and an alternate hypothesis is accepted. The teachers working in private aided (M=130.888) had better perceived leadership   behaviour when compared with government school teachers (M=121.666)

     The table further shows that the obtained 't' value 3.71 is greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-3 is rejected and an alternate hypothesis is accepted. The school heads working in private unaided (M=136.888) had better perceived leadership behaviour when compared with government school students (M=123.666).

     The table further shows that the obtained 't' value 2.69 is greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-5 is rejected and an alternate hypothesis is accepted. The more salaried teachers (M=138.750) had better perceived leadership behaviour when compared with less salaried teachers (M=126.315).

     The table further shows that the obtained 't' value 2.30 is greater than the table value 1.98 at 0.05 level of significance. Hence the stated null hypothesis-6 is rejected and an alternate hypothesis is accepted. The more experienced teachers (M=133.594) had better perceived leadership behaviour when compared with less experienced teachers (M=126.838). The comparison of mean scores of leadership behaviour is graphically represented in Fig.1.
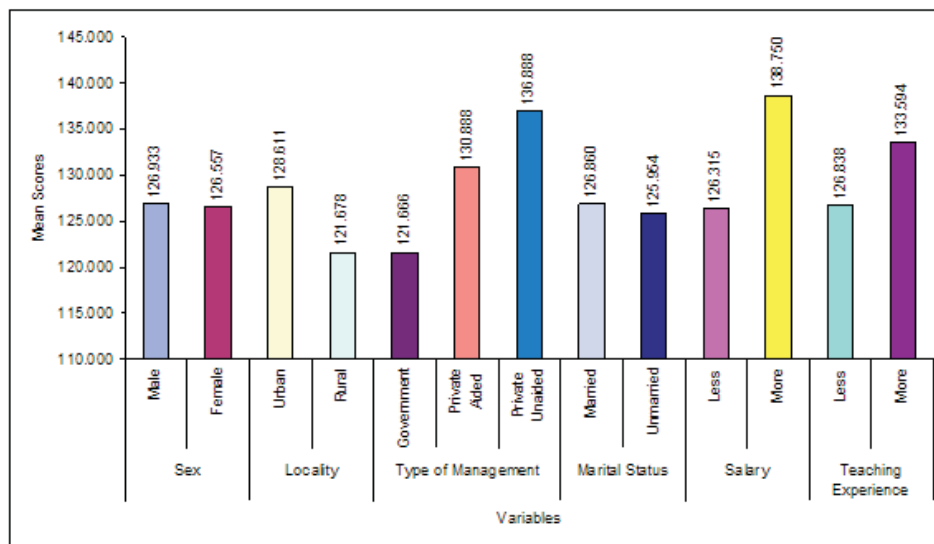

Fig-1 : Bar graph shows comparison mean scores of leadership behaviour of school heads perceived by the teachers with few variables

1.8 Major Findings of the study
The following were the major findings of the study:
1. There was no significant difference in the Leadership Behaviour school heads perceived by secondary school male and female teachers.

2. There was a significant difference in the Leadership Behaviour school heads perceived by secondary school teachers working in urban and rural locality.

3. There was a significant difference in the Leadership Behaviour school heads perceived by secondary school teachers working in different type of school management.

4. There was no significant difference in the Leadership Behaviour school heads perceived by secondary school married and unmarried teachers.

5. There was a significant difference in the Leadership Behaviour school heads perceived by secondary school teachers drawing less and more salary.

6. There was a significant difference in the Leadership Behaviour school heads perceived by secondary school teachers having less and more teaching experience.

1.9 Conclusion and Suggestions

From the present study, the 't' test result shows that leadership behaviour of school heads perceived by the teachers ad average level. The sex and marital status does not affect on teachers perceived leadership behaviour of school heads. The urban teachers had better perceived leadership behaviour when compared with urban teachers. The teachers working in private unaided had better perceived leadership behaviour when compared with private aided and government school teachers. The more salaried teachers had better perceived leadership behaviour when compared with less salaried teachers. The more experienced teachers had better perceived leadership behaviour when compared with less experienced teachers. School heads have important influences on student and teachers' performance, so principal candidates should be trained as transformational leaders during their school trainings. In order to raise the level of commitment of the teachers, need to address certain aspects of job such as, provide all types of support and facilities to individual teachers for professional growth, recognize teachers outstanding and excellent work, delegate more authority in turn it increases their responsibility, and promotion or advancement should be given to the teachers when its due.

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