

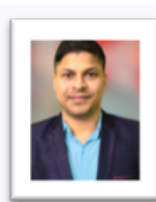
The Academic Leadership Style and Management of Secondary School Head Teachers

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Abstract



Mihir Kumar Beura
Doctoral Research
Scholar,
Dept. of Education,
Rajiv Gandhi
University, Arunachal
Pradesh, India



**Sushant Kumar
Nayak**
Assistant Professor,
Dept. of Education,
Rajiv Gandhi
University, Arunachal
Pradesh, India



Bhabani Senapati
Doctoral Research
Scholar,
Regional Institute of
Education,
Bhubaneswar,
Odisha, India

The strength of educational leadership in this 21st century requires dynamic, innovative leaders having complex qualities, passion and dedication to work committedly in the achievement of educational goals. Head teacher holds a key position in the school like a captain of a ship. The constructive and balanced leadership provided by the head teacher takes the school into new heights of progress through inspiration, confidence, mutual respect and planned discipline. This article examined the academic leadership and management style of head teachers in terms of gender, region, experience, age group and management of secondary schools. The study adopted a descriptive survey research design. 100 secondary school head teachers were selected through stratified random sampling procedure. The data was collected through a self-developed questionnaire. The findings of the study revealed that secondary school head teacher's academic leadership and management style were varied with respect to their gender, region, experiences, age groups and management style. This article concludes that the head teachers were using both democratic leadership style and a decentralized management system for the benefit of institutional, professional as well as societal development.

Keywords: Democratic Leadership; Head Teachers; Leadership Style and Management

Introduction

Leadership as a key component of management is usually applied when considering the smooth functioning of an organization by the head. In school context, the head teacher has a pivotal role in leading the academic vibe of the school and is primarily accountable for accomplishment of overall plans and programs within the school environment. Management and policy makers formulate the programs while the head teacher is the real administrator who implements it at the grassroots level. Khajeh (2018) highlighted that institutional achievement is determined by the effective leadership style. The appropriate and right leadership style of the head teacher determines the success and smooth functioning of the school. The fellow colleagues are motivated and directed to achieve organizational objectives through a proper and productive leadership approach. Yuki (2010) pointed out that the same leader may use various leadership styles at different times and situations. Academic leadership style is an integral part of the organization which affects the school administration. The head teacher as an administrator having adequate knowledge of various theories, different techniques and distinct principles of school administration and management acts as a torchbearer for action oriented results. The head teacher holds the key position in the school just as the captain of a ship. The constructive and balanced leadership provided by the head teacher takes the school into new heights of progress through inspiration, confidence, mutual respect and planned discipline. Being a leader of the colleagues as well as the school, head teachers' manners and word is very crucial for creating agential and cordial ambience for all. Maicibi (2005) opined that adequate leadership style steers successful performance in the teaching-learning system of the organization. According to Spillane, Halverson & Diamond (2003) leadership is assigned between various leaders, followers according to their situation. Different leadership styles are performed by a head teacher such as Person-Focused Leadership, Directive Leadership, Supportive Leadership, Participative Leadership, Passive Laissez-Faire leadership, The Path Goal Leadership, Transformational Leadership etc.

Critical Appraisal of Review of Literature

According to a study conducted by Tattah & Iqbal (2012) revealed that gender factors played a vital role in the leadership style of head teachers for both public and private sectors. Mwanza et al. (2019) in their study found a substantial relationship between principal leadership styles and teacher productivity. A majority of teachers use democratic leadership styles in the decision making process. The head teachers can improve in modern transformational leadership styles through different leadership and management training programmes to enhance their schools academic performance (Kinyanjui Orodho, 2014). The initiative structures, participatory traits, management

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structures and leadership style of head teachers have a direct significant influence on the student's academic performance (Nyangaka & Odongo, 2013). Leadership styles of head teachers can be improved through different capacity building programmes. Their exposure in courses like Leadership and Management also encourages them in achieving educational learning and cultivating good practices to transform their leadership style (Godwin & Kabeta 2019). The leadership style is transformational in nature, it is transformed from one teacher to another teacher which is an indicator for attainment of SDG's 4th goal and the educational millennium development goals.(Geoffrey et al. 2012). Autocratic, democratic and transformational leadership styles have a satisfied relationship with the achievement of institutional goals (Khajeh 2018). A strong relationship has been observed within Transformational Leadership Style and Teachers' Performance, similarly democratic and transformational leadership styles improve teachers' performance (Angua & Masare 2017). A similar study was conducted in Dubai, and the study revealed that the Principal's leadership style has substantial influence on teacher's institutional accomplishment (Ali, 2013). From the above reviews, it has been concluded that leadership style has a direct influence on teacher's performance, organizational success and significant effect on students' academic performance. Likewise, practicing different leadership styles in organizational setup boosts the existing leadership and management styles of head teachers.

Need of the Study

The overall success of the school depends on the head teacher's leadership and management style. As a head teacher of the school one needs to search for innovative ways to guide the institution to new heights. Leadership style plays a vital role in the success of any organization as it affects employees' performance. In the rapid changing scenario in the social, economical and technological environment, leadership is a key attribute in overall management of the institution (Reed, 2005). It is important for the head teacher to comprehend the different aspects of various leadership styles to determine their effect on solving diverse organizational needs. Head teachers face different issues and challenges during practicing the leadership and management styles because it directly affects the organizations' overall performance along with the working environment. A successful leader always prefers to adopt diverse leadership styles (Nampa, 2007). Role of head teacher is very vital for the school administration for proper guidance to the fellow teachers in the school for qualitative teaching and learning. In this context the investigators thought to conduct a study in the state of Odisha where it is very essential to bring the schools into the national mainstream. Most of the schools in the state are going through a critical phase having issues like inadequate staff, improper infrastructure, low budgeting, lackadaisical management, burden of extra duties, local and political intervention etc. So, it is very much essential to assess the academic leadership style and management of secondary school head teachers. Through the Present study, the investigators made an attempt to find out the academic leadership and management style of head teachers in terms of gender, region, experience, age group and management of secondary schools.

Objectives of the Study

Keeping in the view of the research gap, the subsequent objectives were developed

1. To compare the academic leadership style and management of secondary school head teachers on the basis of gender(male/female).
2. To compare the academic leadership style and management of secondary school head teachers with reference to region(urban/rural).
3. To compare the academic leadership style and management of secondary school head teachers with reference to their teaching experience (05 years to 15 years).
4. To compare the academic leadership style and management of secondary school head teachers on the basis of age group (below 40 and above 40).
5. To compare the academic leadership style and management of secondary school head teachers with reference to government and private schools.

Hypotheses of the Study

The research hypotheses developed for the present piece of study were:

1. H_{01} . There exists no significant difference between the academic leadership style and management of male and female secondary school head teachers.
2. H_{02} . There exists no significant difference between the academic leadership style and management of urban and rural secondary school head teachers.
3. H_{03} . There exists no significant difference between the academic leadership style and management of 05 years and 15 years teaching experience secondary school head teachers.

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4. H_{04} . There exists no significant difference between the academic leadership style and management of below 40 and above 40 years age group secondary school head teachers.
5. H_{05} . There exists no significant difference between the academic leadership style and management of government and private secondary school head teachers.

Delimitation of the Study

1. The study is delimited to Khordha district of Odisha only.
2. The study is delimited to only secondary school head teachers.
3. The study is delimited to government and private secondary schools.

Design of the Study

The study followed a descriptive type of survey design concerned with extensive collection of data regarding the academic leadership style and management of secondary school head teachers.

Sample of the Study

The samples were selected through a stratified random sampling procedure. In the present study, the investigators collected the data from 100 secondary school head teachers from different strata like gender, locality, teaching experience, age group and management wise from Khordha district of Odisha.

Tool Used for Data Collection

The investigators used a self-made Likert type rating scale "Head Teachers Leadership and Management Scale (HTLMS)" to collect data for the present study. The items of the tool were related to the leadership style and management of secondary school head teachers. There were 40 statements from five dimensions measuring the academic leadership style and management. The scale has 26 positive and 14 negative statements. It was a 5 point rating scale. The responses were recorded and scored ranging from strongly agree to strongly disagree i.e. 5 to 1 in case of positive statements and 1 to 5 for negative statements. The study was preliminarily carried out on 60 teachers for pilot study and the validity of the scale was found to be 0.87 and the reliability of this scale was found to be 0.81 by applying split-half technique followed by the use of Spearman-Brown Prophecy formula.

Analysis and Interpretation

The collected data was analysed with the help of SPSS 20. The statistical techniques such as mean, standard deviation & t-tests were applied to describe the category of academic leadership style and management of the head teachers in terms of gender, region, experience, age group and management wise.

Analysis

Objective

To compare the academic leadership style and management of secondary school head teachers on the basis of gender (male/female)

Hypothesis

There exist no significant difference between the academic leadership style and management of male and female secondary school head teachers". The data values calculated for this hypothesis are presented in the following table.

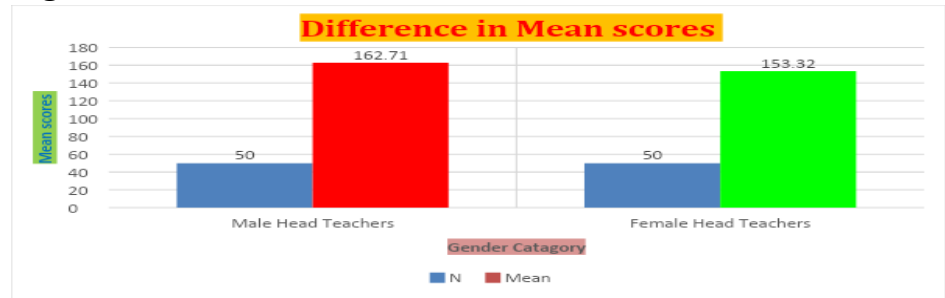
Table -1

Gender Group	N	Mean	SD	SE _D	t-value	df	Level of Significance
Male Head Teachers	50	162.71	10.85	2.05	4.58	98	P<2.63 Significant At 0.01 level.
Female Head Teachers	50	153.32	9.7				

Interpretation

From the above table it is clearly understood that the calculated "t" value (4.58) is greater than the criterion "t" value (2.63) at 0.01 level of significance for df 98. Therefore, the formulated hypothesis (H_{01}) "there exist no significant difference between the academic leadership style and management of male and female secondary school head teachers" gets rejected. By this computation, it is clear that truly there is a significant difference between male and female head teachers in their academic leadership style and management. From the mean score comparison, the male teachers (M=162.71) are comparatively better in academic leadership style and management than their female (M=153.32) counterparts.

Figure 01



Analysis

Objective

To compare the academic leadership style and management of secondary school head teachers with reference to region (urban/rural).

Hypothesis

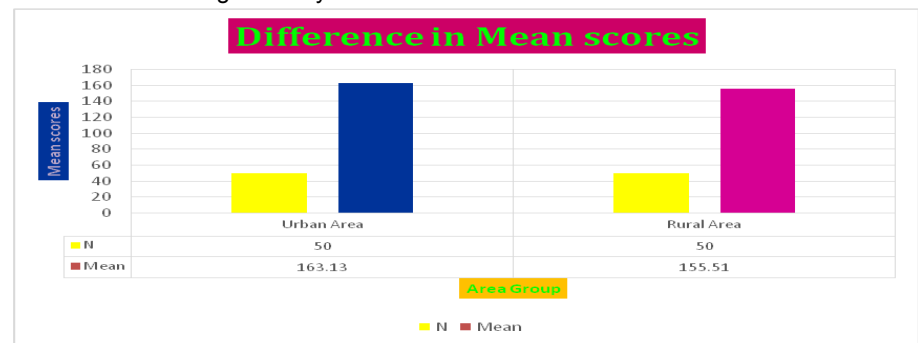
There exist no significant difference between the academic leadership style and management of urban and rural secondary school head teachers”. The data values calculated for this hypothesis are presented in the following table.

Table-2

Area Group	N	Mean	SD	SE _D	t-value	df	Level of Significance
Urban Area	50	163.13	8.8	1.56	4.87	98	P<2.63 Significant At 0.01 level.
Rural Area	50	155.51	6.75				

Interpretation

From the above table it is clear that the calculated “t” value (2.98) is greater than the criterion “t” value (2.63) at 0.01 level of significance for df 98. Therefore, the formulated hypothesis (H₀₃) “there exists no significant difference between the academic leadership style and management of 05 years and 15 years teaching experience secondary school head teachers” gets rejected. By this computation, it is notable that there is a significant difference between 05 years of experience & 15 years of experience of head teachers in their academic leadership style and management. From the mean score comparison the 15 years of experience head teachers (M=160.25) are comparatively better in academic leadership style and management than the 05 years of experience head teachers (M=155.42).Both the groups are using democratic leadership style and decentralized management systems in their school.



Analysis

Objective

To compare the academic leadership style and management of secondary school head teachers with reference to their teaching experience (05 years to 15 years)

Hypothesis

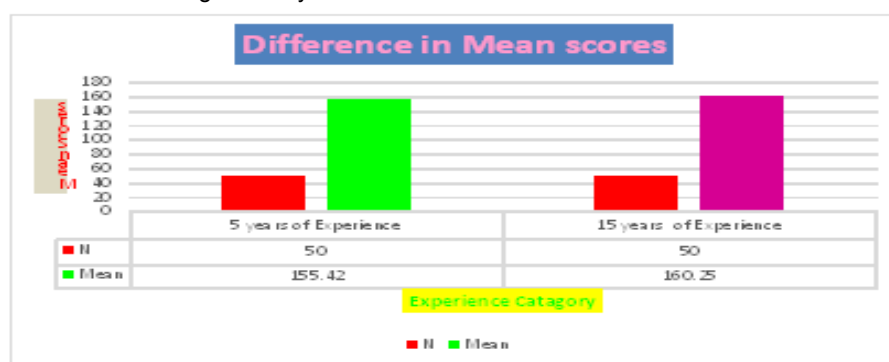
There exist no significant difference between the academic leadership style and management of 05 years and 15 years teaching experience secondary school head teachers”. The data values calculated for this hypothesis are presented in the following table.

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Experience Group	N	Mean	SD	SE _D	t-value	df	Level of Significance
05 years of Experience	50	155.42	8.21	1.62	2.98	98	P<2.63 Significant At 0.01 level.
15 years of Experience	50	160.25	7.12				

Interpretation

From the above table it is clear that the calculated "t" value (2.98) is greater than the criterion "t" value (2.63) at 0.01 level of significance for df 98. Therefore, the formulated hypothesis (H₀₃) "there exist no significant difference between the academic leadership style and management of 05 years and 15 years teaching experience secondary school head teachers" gets rejected. By this computation, it is notable that there is a significant difference between 05 years of experience & 15 years of experience of head teachers in their academic leadership style and management. From the mean score comparison the 15 years of experience head teachers (M=160.25) are comparatively better in academic leadership style and management than the 05 years of experience head teachers (M=155.42). Both the groups are using democratic leadership style and decentralized management systems in their school.



Analysis

Objective

To compare the academic leadership style and management of secondary school head teachers on the basis of age group (below 40 and above 40).

Hypothesis

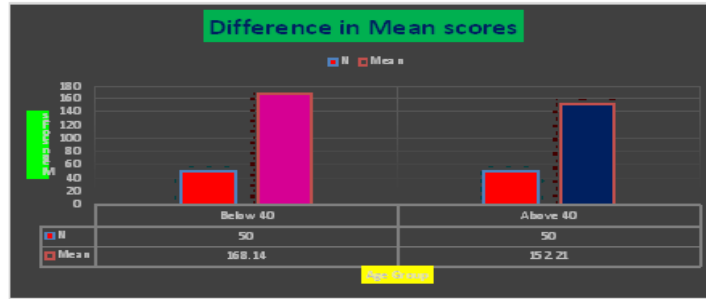
There exist no significant difference between the academic leadership style and management of below 40 and above 40 years age group secondary school head teachers". The data values calculated for this hypothesis are presented in the following table.

Table-4

Age Group	N	Mean	SD	SE _D	t-value	df	Level of Significance
Below 40	50	168.14	9.7	1.64	9.75	98	P<2.63 Significant at 0.01 level.
Above 40	50	152.21	6.65				

Interpretation

From the above table it is found that the calculated "t" value came out to be (9.75) which is greater than the criterion "t" value (2.63) at 0.01 level of significance for df 98. Therefore, the formulated hypothesis (H₀₄) "there exist no significant difference between the academic leadership style and management of below 40 and above 40 years age group secondary school teachers" gets rejected. By this computation, it is clear that there is a significant difference between the age group of below 40 years & above 40 years head teachers in their academic leadership style and management. From the mean score comparison the of below 40 years head teachers (M=168.14) are comparatively better in academic leadership style and management than the above 40 years age group head teachers (M=152.21). The study also revealed that the below 40 years head teachers are enthusiastic, dynamic and more energetic in their leadership style, in the case of the above 40 years age group head teachers are also found to be very versatile and expert in adopting democratic leadership style and management.



Analysis

Objective

To compare the academic leadership style and management of secondary school head teachers with reference to government and private schools.

Hypothesis

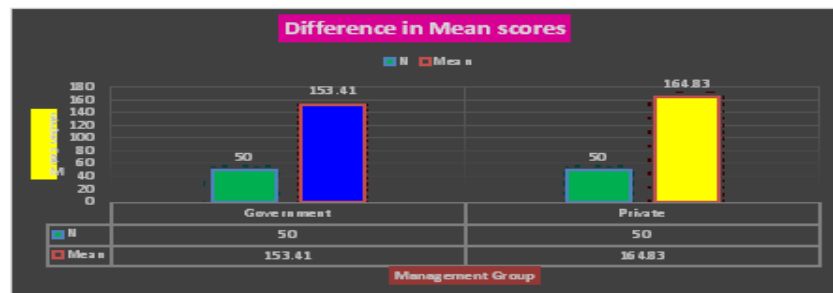
There exist no significant difference between the academic leadership style and management of government and private secondary school head head teachers”. The data values calculated for this hypothesis are presented in the following table.

Table-5

Management Group	N	Mean	SD	SE _D	t-value	df	Level of Significance
Government	50	153.41	5.75	2.59	4.40	98	P<2.63 Significant at 0.01 level.
Private	50	164.83	17.45				

Interpretation

From the above table it is noticed that the calculated “t” value (4.40) is greater than the criterion “t” value (1.98) at 0.01 level of significance for df 98. Therefore, the formulated hypothesis (H₀₅) “there exist no significant difference between the academic leadership style and management of government and private secondary school teachers” gets rejected. By this computation, it is obvious that there is a significant difference between government and private secondary school head teachers in their academic leadership style and management. From the mean score comparison the private school head teachers (M=164.83) are comparatively better in their academic leadership style and management than the government school head teachers (M=153.41). The study revealed that the private school head teachers have more accountability & are more objective oriented in their academic leadership style and management compared to the government school head teachers. Both are following democratic leadership style and decentralized management systems.



Findings of the Study

From the above analysis and interpretation of the hypotheses, the findings can be comprehended as follows:

1. Both male and female head teachers are performing democratic leadership style, but comparing the mean scores the male secondary schools head teachers were better in academic leadership style and management.
2. The Urban area head teachers were highly active than the rural area head teachers in emphasizing the leadership style and management.
3. The 05 years’ experience head teachers and 15 years’ experience head teachers both were active in their work but comparing the mean scores the 15 years of

experience secondary schools head teachers were better in academic leadership style and management.

4. The 40 years head teachers were highly democratic than the above 40 years head teachers and were also better in academic leadership style and management
5. Government school head teachers and private school head teachers both were active in their work but comparing the mean scores the private secondary schools head teachers were better in academic leadership style and management.

Conclusion

The strength of educational leadership in this 21st century requires dynamic, innovative leaders having some complex qualities, passion and dedication to work committedly in the achievement of educational goals. From the above study it was confirmed that most of the secondary school head teachers were following democratic leadership style which is necessary for a school. It is high time to provide proper leadership training, orientation, capacity building programs and management skill programs to the head teachers for better institutional output irrespective of gender, locality and management. The young and experienced head teachers are the harbinger in bringing a change through their leadership style and are a valuable asset for nation building.

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