

A Comparative Study of Leadership Behaviour of Secondary School Heads



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Abstract

The principal/Head of secondary school is most important in the field of education and he/she is the main pillar in the process of education. Leadership Behaviour in education since the mid 1990s, the influence of leadership in the educational sector has been the center of many research studies. The role of Secondary School Heads is considered as the foremost important person in ensuring the effectiveness of the Secondary School and efficiency in running the Secondary School. The purpose of this study is to find out the leadership behaviour of Secondary School Principals/Heads working in educational sector. The present study was chosen as descriptive survey method. The population of the study comprised of all Secondary School principals/Heads working in government, in urban and rural areas of Sirsa District. The sample comprised 20 Secondary School Heads selected by random sampling technique. The Leadership Behaviour. Questionnaire developed by Asha Hinar (2009) was used to measure leadership behavior of Secondary School Heads. 't' test was used to find out the significant differences between the groups. The major findings indicates that Leadership Behaviour of Pvt. Secondary Schools were better than Govt. Secondary school Heads and similarly male heads and heads working in urban areas have better Leadership Behaviour than Female heads and heads working in rural areas. Secondary School Heads must be supportive and motivated in Leadership Behaviour thereby enhancing their efficiency to achieve good results.

Keywords: Leadership Behaviour, Secondary Schools, Heads

Introduction

History of Education in India

India has been a very rich country in the field of education. Since Vedic period India used to lead the whole world. India was known as "Vishva Guru" Students from other countries came to India to get higher education. But during British rule, the standard of education becomes very low. Indians were used only for the clerical posts. There was no scope of higher posts for them. In 2006 RTE (Right to Education) has been introduced according to which education is the right of every child who comes under the age group of 0-14 years. There is a provision in the law that school should be in the walking distance of every child. In order to fulfill this target schools have been opened is a large number. Now the picture is little bit betterbut still there are some draw backs in the education system of India. Education has become a business today. As we know India is a highly populated country. It is impossible to give education to all the Indian children in Government schools. That is why private schools have been opened like mushrooms. Only some reputed schools fulfill the standards of quality of education. Before having a look on the draw backs of education system, let us have a look on the format of education in India.

Format of Education in India

India is the only country who concentrates on the all around development of the child. To fulfill this target India followed format under which educational programme have been divided into five stages- (a) Primary Education = up to 5th class- (b) Middle Education = 6th to 8th class, (c) Secondary Education = 9th to 10th class, (d) Senior Secondary Education - 11th to 12th class, (e) Higher Education=After 10+2 i.e Graduation, Post Graduation, other technical course. In India Education system 10th and 12th are the board classes. These are the milestones which decide the future of the child. Basically the secondary education is the most important period of student life. Pupil teacher predict about the field of career of the child only on the basis of result of 10th class exams. Thus secondary education is like a turning point of life for every student of India.

Educational research indicates that Leadership Behaviour is influential factor in Secondary School effectiveness. A Principal is the most powerful and influential individual in Secondary School. The role of a Secondary School principal is considered as the first and foremost important person in ensuring the effectiveness of the Secondary School and efficiency in running the Secondary School. Thus, educators and policymakers alike seek a frame for effective Leadership that can produce sustainable Secondary School improvement. Leadership Behaviour in education since the mid 1990s, the influence of Leadership in the educational sector has been the center of many research studies. This Leadership paradigm has quickly become the most prevalent and widely accepted model of Secondary School Leadership because of its emphasis on the fostering and development of organisational members. It clear that there is a need for taking up research which measures the Leadership Behaviour of Secondary School Heads which was untouched topic in Sirsa District.

Need for the Study

Principals are the sculptures who shape the young ones into individuals of potential and worthy characteristics. Principal should as a leader provide better service to teachers and also students. The role of the principal as a leader has been a subject of considerable debate and research in education. The most crucial factor in any institution is the leadership behavior of the head and the ways through which the head of the institution carries out his leadership behaviour and if he has transformational leadership behaviour in particular, that may reflect on organizational commitment.

Statement of the Problem

A Comparative Study of Leadership Behaviour of Secondary School Heads.

Objectives of the Study

The following objectives have been formulated for empirical validation:

1. To study and compare the difference among Private & Government principles of Secondary schools regarding their Leadership Behaviour.
2. To study and compare the difference among Male & Female Principals of Private Secondary schools regarding their Leadership Behaviour.
3. To study and compare the difference among Male & Female Principals of Government Secondary schools regarding their Leadership Behaviour.
4. To study and compare the difference among Urban & Rural Principals of Private Secondary schools regarding their Leadership Behaviour.
5. To study and compare the difference among Urban & Rural Government Secondary schools regarding their Leadership Behaviour.

Hypotheses

1. There is no significant difference among Private & Government principles of Secondary schools regarding their Leadership Behaviour.
2. There is no significant difference among Male & Female Principals of Private Secondary schools regarding their Leadership Behaviour.

3. There is no significant difference among Male & Female Principals of Government Secondary schools regarding their Leadership Behaviour.
4. There is no significant difference among Urban & Rural Principals of Private Secondary schools regarding their Leadership Behaviour.
5. There is no significant difference among Principals of Urban & Rural Government Secondary schools regarding their Leadership Behaviour

Methodology

In this research Descriptive Method was used.

Operational Definitions Used In This Research 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.

Secondary School Heads

These are the heads of secondary schools of Government, Government Aided, Private schools affiliated by Haryana Board of School Education, Bhiwani working in various schools of Sirsa District.

Population

The target population in the present investigation covered all Secondary Schools of Sirsa District in Haryana State. So it was not possible to encompass the entire population.

Sample

20 Secondary Schools in which 10 Government and 10 Private affiliated from Haryana Board of School Education, was randomly selected from Sirsa District.

Delimitations of the Study

1. The study was delimited to Heads/Principals of Secondary Schools of Sirsa District only.
2. The study was delimited to one variable i.e. Leadership Behaviour.
3. The study was delimited to 20 Secondary Schools in which 10 Government and 10 Private affiliated from Haryana Board of School Education, from Sirsa District.
4. The study was delimited to secondary schools of Sirsa only.
5. The study was delimited to statistical formulas like Mean, S.D, 't' test etc.,

Tools Used

To collect information for the research, the investigator used the following tool.

Leadership Behavior scale (LBS) by Asha Hinger was used.

Analysis and Interpretation of Data

Hypothesis No. I

There is no significant difference among Private & Government principles of Secondary schools regarding their Leadership Behaviour.

Table No.1

Mean, S.D. & 't' Ratio of Private & Government principles of Secondary Schools Regarding their Leadership Behaviour.

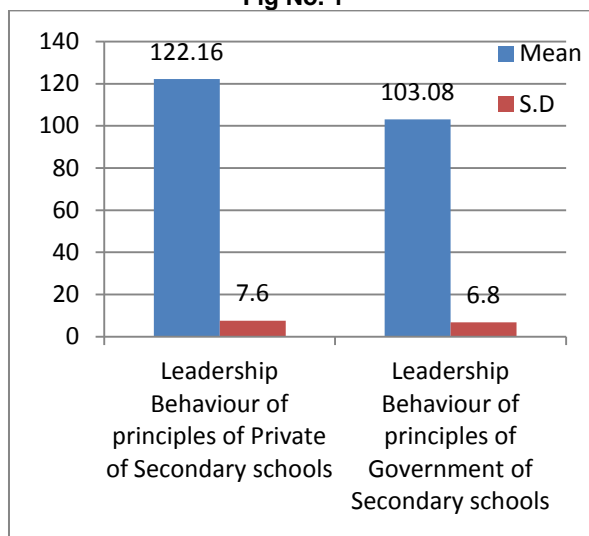
S. No.	Variable	N	Mean	S.D.	df	t ratio	Level of significant
1.	Leadership Behaviour of principles of Private Secondary schools	10	122.16	7.6	18	5.92	Significant at both levels i.e. .05 & .01 level
2.	Leadership Behaviour of principles of Government of Secondary schools	10	103.08	6.8			

df= 18
.05= 2.10
.01= 2.88

Interpretation

In table No.1, the mean, S.D. of Leadership Behaviour of principles of Private & Government Secondary schools is 122.16, 7.6, 103.08, 6.8 respectively. The calculated 't' ratio is 5.92 which is more than standard table value at both levels of significance. Therefore hypothesis No.I is rejected. It is concluded that there exists significant difference of Leadership Behaviour of Principles of Private & Government Secondary schools. Further, it is analysed that the mean value of Leadership Behaviour of Private principles of secondary schools is more than Government secondary schools. It is finally concluded that the Leadership Behaviour of Principles of Private secondary schools is more than Principles of Government Secondary schools.

Fig No. 1



Hypothesis No. II

There is no significant difference among Male & Female Principals of Private Secondary schools regarding their Leadership Behaviour.

Table No. 2

Mean, S.D. & 't' Ratio, Value of Male & Female Principals of Private Secondary Schools Regarding their Leadership Behaviour.

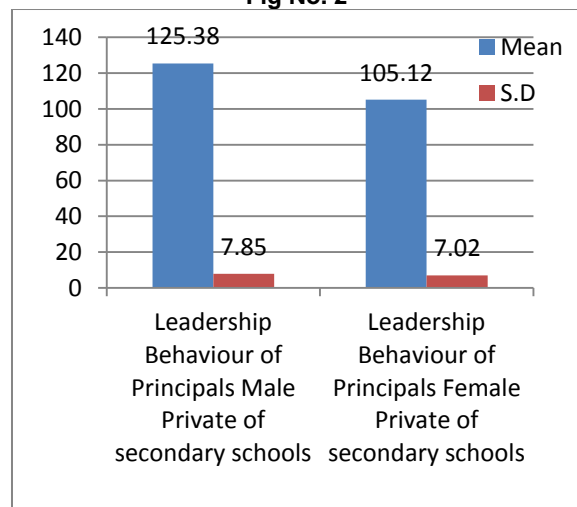
S. No.	Variable	N	Mean	S.D.	df	t ratio	Level of significant
1.	Leadership Behaviour of Male Principals Private of secondary schools	05	125.38	7.85	8	4.31	Significant at both levels i.e. .05 & .01 level
2.	Leadership Behaviour of Female Principals Private of secondary schools	05	105.12	7.02			

df= 08
.05= 2.31
.01= 3.36

Interpretation

In table No.2, the mean, S.D. of Leadership Behaviour of principals of Male & Female Private Secondary schools is 125.38, 7.85, 105.12, 7.02 respectively. The calculated 't' ratio is 4.31 which is more than standard table value at both levels of significance. Therefore hypothesis No. 2 is rejected. It is concluded that there exists significant difference of Leadership Behaviour of Principals of Male & Female principals Private Secondary schools. Further, it is analysed that the mean value of Leadership Behaviour of Male Principals Private secondary schools is more than Female Principals of Private secondary schools. It is finally concluded that the Leadership Behaviour of Male Principals of Private secondary schools is more than Female Principals of Private Secondary schools.

Fig No. 2



Hypothesis No. III

There is no significant difference among Male & Female Principals of Government Secondary schools regarding their Leadership Behaviour.

Table No. 3

Mean, S.D. & 't' Ratio. Value of Male & Female Principals of Government Secondary schools regarding their Leadership Behaviour.

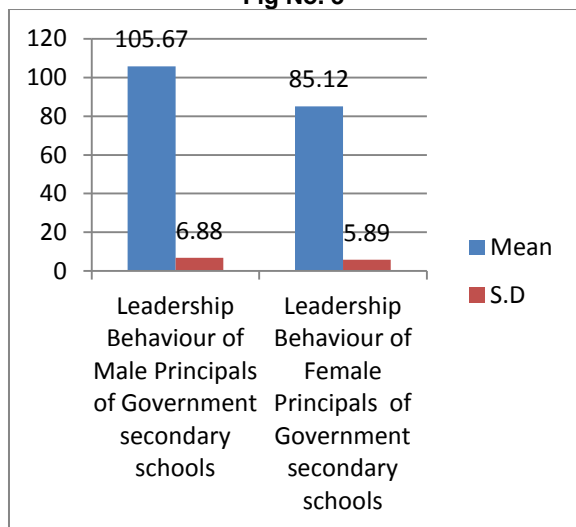
S. No.	Variable	N	Mean	S.D.	df	t ratio	Level of significant
1.	Leadership Behaviour of Male Principals of Government secondary schools	05	105.67	6.88	8	5.08	Significant at both levels i.e. .05 & .01 level
2.	Leadership Behaviour of Female Principals of Government secondary schools	05	85.12	5.89			

df= 8
.05= 2.31
.01= 3.36

Interpretation

In table No. 3, the mean, S.D. of Leadership Behaviour of Male & Female principals of Government Secondary schools is 105.67, 6.88, & 85.12, 5.89 respectively. The calculated 't' ratio is 5.08 which is more than standard table value at both levels of significance. Therefore hypothesis No. 3 is rejected. It is concluded that there exists significant difference of Leadership Behaviour of Male & Female Principals of Government Secondary schools. Further, it is analysed that the mean value of Leadership Behaviour of Male Principals Government secondary schools is more than Female Principals of Government secondary schools. It is finally concluded that the Leadership Behaviour of Male Principals of Government secondary schools is more than Female Principals of Government Secondary schools.

Fig No. 3



Hypothesis No. IV

There is no significant difference among Urban & Rural Principals of Private Secondary schools regarding their Leadership Behaviour.

Table No. 4

Mean, S.D. & 't' Ratio, Value of Urban & Rural Principals of Private Secondary Schools Regarding their Leadership Behaviour.

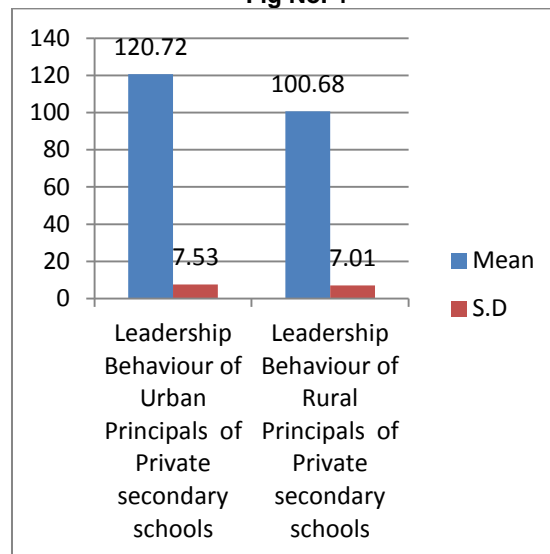
S.No.	Variable	N	Mean	S.D.	df	t ratio	Level of significant
1.	Leadership Behaviour of Urban Principals of Private secondary schools	05	120.72	7.53	8	4.35	Significant at both levels i.e. .05 & .01 level
2.	Leadership Behaviour of Rural Principals of Private secondary schools	05	100.68	7.01			

df= 8
.05= 2.31
.01= 3.36

Interpretation

In table No. 4, the mean, S.D. of Leadership Behaviour of Urban & Rural principals of Private Secondary schools is 120.72, 7.53, & 100.68, 7.01 respectively. The calculated 't' ratio is 4.35 which is more than standard table value at both levels of significance. Therefore hypothesis No. 4 is rejected. It is concluded that there exists significant difference of Leadership Behaviour of Urban & Rural Principals of Private Secondary schools. Further, it is analysed that the mean value of Leadership Behaviour of Urban Principals of Private secondary schools is more than Rural Principals of Private secondary schools. It is finally concluded that the Leadership Behaviour of Urban Principals of Private secondary schools is more than Rural Principals of Private Secondary schools.

Fig No. 4



Hypothesis No. V

There is no significant difference among Principals of Urban & Rural Government Secondary schools regarding their Leadership Behaviour.

Table No. 5

Mean, S.D. & 't' ratio of Principals of Urban & Rural Government Secondary Schools Regarding their Leadership Behaviour

S.No.	Variable	N	Mean	S.D.	df	t ratio	Level of significant
1.	Leadership Behaviour of Urban Principals of Government secondary schools	05	102.57	6.72	08	5.03	Significant at both levels i.e. .05 & .01 level
2.	Leadership Behaviour of Rural Principals of Government secondary schools	05	82.78	5.68			

df= 8

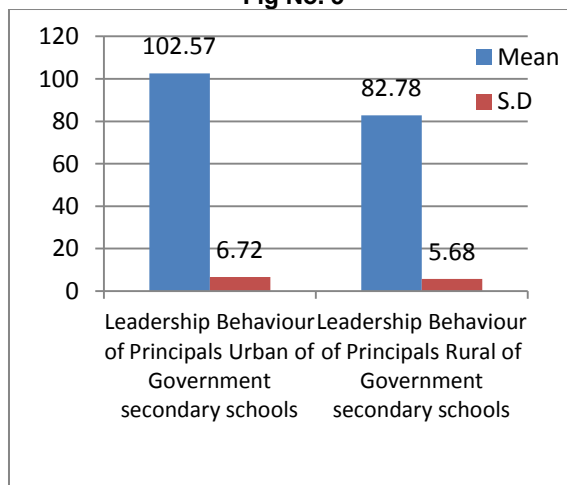
.05= 2.31

.01= 3.36

Interpretation

In table No. 5, the mean, S.D. of Leadership Behaviour of principals of Urban & Rural Government Secondary schools is 102.57, 6.72, & 82.78, 5.68 respectively. The calculated 't' ratio is 5.03 which is more than standard table value at both levels of significance. Therefore hypothesis No. 5 is rejected. It is concluded that there exists significant difference of Leadership Behaviour of Principals of Urban & Rural Government Secondary schools. Further, it is analysed that the mean value of Leadership Behaviour of Principals of Urban Government secondary schools is more than Principals of Rural Government secondary schools. It is finally concluded that the Leadership Behaviour of Principals of Urban Government secondary schools is more than Principals of Rural Government Secondary schools.

Fig No. 5



Major Findings

The following were the major findings of the study:

In Hypothesis No. 1

There exists significant difference among Private & Government principals of secondary schools regarding their leadership behaviour. The calculated 't' ratio is more than standard table value at both levels of significance. Therefore hypothesis No. 1 is rejected. Further the mean value of Private secondary schools principals is more than Government secondary school principals regarding leadership behaviour. It is finally concluded that the leadership behaviour of principals of private secondary schools is more than Government secondary schools.

In Hypothesis No. 2

There exists significant difference among Male & Female Private secondary school principals regarding their leadership behaviour. The calculated 't' ratio is more than standard table value at both levels of significance. Therefore hypothesis No. 2 is rejected. Further the mean value of Male Private secondary school principals is more than Female Private College Principals of secondary schools regarding leadership behaviour. It is finally concluded that the leadership behaviour of Male Private Secondary schools Principals is more than Female Private college principals of secondary schools.

In Hypothesis No. 3

There exists significant difference among Male & Female Government secondary school principals regarding their leadership behaviour. The calculated 't' ratio is more than standard table value at both levels of significance. Therefore hypothesis No. 3 is rejected. Further the mean value of Male Government secondary school principals is more than Female Government secondary school Principals regarding leadership behaviour. It is finally concluded that the leadership behaviour of Male Government Secondary school Principals is more than Female Government secondary school principals.

In Hypothesis No. 4

There exists significant difference among Urban & Rural Private secondary school principals regarding their leadership behaviour. The calculated 't' ratio is more than standard table value at both levels of significance. Therefore hypothesis No. 4 is rejected. Further the mean value of Urban Private secondary school principals is more than Rural Private Secondary school Principals regarding leadership behaviour. It is finally concluded that the leadership behaviour of Urban Private Secondary school Principals is more than Rural Private Secondary school principals.

In Hypothesis No. 5

There exists significant difference among Urban & Rural Government secondary school principals regarding their leadership behaviour. The calculated 't' ratio is more than standard table value at both levels of significance. Therefore hypothesis No. 5 is rejected. Further the mean value of Urban Government secondary school principals is more than Rural Government Secondary school Principals

regarding leadership behaviour. It is finally concluded that the leadership behaviour of Urban Government Secondary school Principals is more than Rural Government Secondary school principals.

Educational Implications

Secondary Schools have always been the symbols of progress in the past and in the present. It is the academic institutions, which can prepare human beings to meet the challenging needs of the time and help them to improve. It is also time that heads having effective leadership behavior which help to yield better student's achievement.

The purpose of the present study was to find out the leadership behavior of heads of secondary schools. In the present study it was found that Pvt secondary schools have better leadership behavior as compare to Govt. Secondary school heads to work effectively and to achieve their goal. Similarly male heads and heads working in urban areas have better leadership behavior as compare to male heads and heads working in rural areas in secondary schools.

To conclude, it is undoubtedly stated that leadership behavior of heads play a vital role for better achievements. In order to prepare better heads in leadership behavior, the service, training should be provided to them. In today's context there are few provisions for developing such skills. It needs more and more attention of the higher authorities like the NIEPA, the AICTE and the UGC, etc.

Suggestions for Further Studies

The following suggestions may be considered for the further studies

1. The study may be conducted in other districts of Haryana taking big sample.
2. The study may be conducted at primary, higher secondary and at college levels also.
3. A comparative study of primary and secondary levels and Government and Private schools and in other Professional Courses may be conducted.
4. Similar studies may be conducted by taking other variables like organizational effectiveness, locus of control and other demographic variables.
5. Similar studies can be tried in other districts of Haryana in different schools, professional Institutes and then the results obtained can be verified.

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