

A Study of Teachers' Effectiveness In Reference to Leadership Quality of Principals of Senior Secondary Schools

Abstract

The main purpose of this research was to study the teachers' effectiveness in reference to leadership quality of principals. For fulfill the main purpose of the study, the researcher made following objectives: to study the leadership quality of principals and to study the teachers' effectiveness in reference to leadership quality of principals. In this research, descriptive survey method was employed and the present study was confined to the principals (23 male and 17 female) and 200 teachers of 40 senior secondary schools affiliated to Rajasthan Board of Education purposively. Leader Quality Scale was self developed the researcher and Kulsum Teacher Effectiveness Scale (KTES) were used for data collection of leadership quality of principals and effectiveness of teachers respectively. The statistical measurements as Mean, S.D. and C.R. value were calculated to analysis the data. The result of the study concluded that there is no gender differences in reference to leadership quality of principals as both male and female principals are provided equal facilities. The leadership quality of school principals positively influences teachers' effectiveness and differs with differential effectiveness of leadership quality of principals.

Keywords: Leadership Quality, Teachers' effectiveness and Senior Secondary School.

Introduction

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school/college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. In *Medley and Shannon (1994)* terms, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance'. Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'. It is important for principals to make their teachers feel that they are supported in order to keep quality teachers in the profession. *Ryans (2007)* examined the relationship between principal leadership behaviors and quality and teachers' sense of self-efficacy and the data from this study indicated positive correlation between them. Principals have the power to influence many factors of a school. They have a myriad of roles included in their job. One of the most important and influential is the effect the principal has on the teachers of the school.

Review of Literature

The previous researches related leadership quality and behavior and teachers' effectiveness are presented as:

Zaid and Vali (2017) studied leaderships behavior and its relation with principals' management, Roghaiyeh, S.S. and Pravenna, K.B. (2013) conducted a study on influence of gender and type of school on leadership behavior among school teachers, Ko, J., Sammons, P., and Bakkum, L. (2013) conducted a study on effective teaching: a review of research and evidence, Calaguas, G.M. (2012) examined teacher effectiveness scale in higher education: development and psychometric properties, Martin, T.R. (2011) examined the relationship between principal leadership behavior and principal experience, Chingos, M. M. (2010) conducted teacher effectiveness in classroom unrelated to the college teacher attended, Sodhi, B. (2010) studied on teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate, Sambatur,



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Remarking An Analisation

S. (2009) conducted an exploratory study on teaching effectiveness and research productivity in higher technical education institutions in India and Davitt, S J.(2008)examined an exploratory study of principal innovativeness and leadership behavior. The researches still need to be conducted to see the leadership quality of principals as the predictor of teachers' effectiveness of the present study.

Objectives of the Study

1. To study the leadership quality of principals in relation to gender.
2. To study the teachers' effectiveness in relation to leadership quality of principals.

Hypothesis of the Study

There exists no significant difference in the teachers' effectiveness in relation to leadership quality of principals.

Methodology

Method of the Study

Descriptive survey method was employed.

Sample Selection

The present study was confined to the principals (20 male and 20 female) and 200 teachers of 40 senior secondary schools affiliated to Rajasthan

board. The purposively method of the sampling was used in selection of the sample of the study.

Tools & Techniques of Data Collection

Leader quality Scale, self developed by the researcher and Kulsum Teacher Effectiveness Scale (KTES) were used for data collection. LQS help in identifying various dimensions of leadership quality in terms of effectiveness on the basis of self-perception and KTES helps in identifying the effectiveness of teachers.

Statistical Techniques Used

Mean, S.D. and t- Value were calculated to analysis the data.

Result and Discussion

The data collected is tabulated and the results obtained are presented under the following headings:

To Study Leadership Behavior of Principals in Relation to Gender

The researcher analysis the data in order to study the leadership quality of male and female principals, values of Mean and standard deviation have been calculated and to study the gender difference in leadership quality, t-value has been obtained and given in the table 1.

Table-1: Showing Mean, S.D. and t-value for Leadership Behavior of Male and Female Principals

Leadership Quality	Gender	N	Mean	S.D.	t-value	Level of significance
	Male	23	118.36	13.40		
	Female	17	114.11	12.96		

From the above table, it is inferred that mean values of leadership quality for male and female principals are 118.36 and 114.11 respectively and related value of standard deviation are 13.40 and 12.96 respectively. The calculated t-value between male and female principals regarding their leadership quality has been found 0.69 which is less than table value at 39 degree of freedom on 0.05 level of confidence. Hence, it can be said that there exists no significant difference between leadership quality of male and female principals or in other words it can be said that gender has no effect on leadership quality of principals. This may be due to the reason that

leadership quality upto some extent depends on the environmental exposure or situations available.

To Study the Teachers' Effectiveness in Reference to the Leadership Quality (Most, Moderate and Least Effectiveness) of Principals

The researcher analyzed the data of teachers' effectiveness separately from the schools having their principals with most, moderate and least effective leadership quality. The researcher calculated mean values, standard deviation and t-value for teachers' effectiveness in reference to leadership quality of their school principals which are shown in the table 2-

Table 2:-Showing Mean, S.D. and t-value for Teachers' Effectiveness in reference to Leadership quality of Principals

LB Effectiveness	School learning environment			t-value	Level of significance
	N	M	S.D.		
Most	60	462.36	14.03	5.64	Significant at 0.01
Moderate	85	453.46	14.11		
Moderate	85	453.46	14.11	6.94	Significant at 0.01
Least	55	433.96	14.33		
Most	60	462.36	14.03	11.44	Significant at 0.01
Least	55	433.96	14.33		

It is inferred from above table that the mean values of teachers' effectiveness having principals with most, moderate and least effective leadership quality are found 462.36, 453.46 and 433.96 respectively and their respective values of standard deviation are 14.03, 14.11 and 14.33. It is notable that the mean values of teachers' effectiveness seems to be decreasing with most; moderate and least effective leadership quality of their principals i.e., the mean of the teachers' effectiveness having principals with most effective leadership quality is more than of those staff having principals with moderate and least

effective leadership quality. The obtained t-values were used to study the significant differences in effectiveness of teachers having principals with most, moderate and least effective leadership quality. The t-value for effectiveness of teachers in relation to principals with most and moderate effective leadership quality was found 5.64 which is significant at 0.01 level of confidence and similarly, the t-values for teachers' effectiveness in relation to principals with moderate and least and most and least effective leadership quality were found 6.94 and 11.44 respectively and both were found significant at 0.01

Remarking An Analisation

level of confidence. As all the t-values were found significant at 0.01 level of significance hence, the hypothesis that "There exists no significant difference in the teachers' effectiveness in relation to leadership quality of principals" is rejected. It is revealed from the analysis that the leadership quality of the principals influences the effectiveness of their teachers. As the principal's leadership was effective so was the effectiveness of teachers found. It may be due to the reason that the proper management of school curriculum guided by principals and the facilities provided to the teachers directly or indirectly influence the preparation and planning for teaching done by teachers and the classroom management, discipline, motivation, interaction and evaluation which is one of the measures of determining a teacher's effectiveness are also affected by leadership provided by principals as they are responsible for the supervision of all these things being properly done by teachers. The interpersonal relations of teachers are also affected by congenial climate formed by the principals in the schools. These results are also verified with the study of Umme, K. (1999) who studied leadership dimensions of secondary schools heads as perceived by effective and ineffective teachers. It was found that there was positive and significant relationship between the perception of leadership dimensions & teachers' effectiveness in different areas.

Conclusion

The present study concludes that gender differences do not exist in relation to leadership quality of principals as both male and female principals are provided equal facilities and other incentives and are exposed to similar kind of organizational atmosphere getting almost similar stimuli to respond hence they do not differ in their leadership quality. The leadership quality of school principals positively influences teachers' effectiveness. It also differs with differential effectiveness of leadership quality of principals.

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