

# Perceived Leadership Behaviour of Principals and Psychological Well-Being of Secondary School Teachers

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**Abstract :** This research paper explored the psychological well-being of secondary school teachers concerning their perceived leadership behaviour. The leadership Behaviour was evaluated by Leadership Behaviour Scale (LBS) developed by Dr. Asha Hinger. The scale consists of thirty items measuring six dimensions viz. I. Emotional Stabilizer, II. Team Builder, III. Performance Orientor, IV. Potential Extractor, V. Socially intelligent, VI. Value Inculcator. Psychological well-being was measured by the scale developed by D. S. Sisodia and Pooja Choudhary. The Psychological well-being scale consists of 50 items divided into five dimensions– I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, V. Interpersonal Relation. The coefficient of correlation between psychological well-being and leadership behaviour indicated that there is a significant positive relationship between these two variables. It reflects that the leadership behaviour of school principals affects the psychological well-being of teachers at the secondary level.

**Index Terms - Perceived Leadership Behaviour, Psychological Well-being, Secondary School Teachers.**

## I. INTRODUCTION

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society, or team. Leadership often is an attribute tied to a person's title, seniority, or ranking in a hierarchy. However, in educational organizations, it is termed as educational leadership. Educational leadership is defined as teacher leadership that unites everyone under a common educational goal and a core set of values. In schools, this role is termed as school leadership and is defined as all administrative and management tasks focusing on student outcomes. In schools, the principal is an educational leader and his or her leadership behaviour is important to influence the teachers to do their job. Teachers play an important role in achieving the goals of the school. Therefore, teachers must be motivated and treated well by the school administrations. The relationship between school principal and teachers directly or indirectly affects the academic outcome of the school. If the leadership behaviour of the principal is not positive towards teachers then it may lead to a negative impact on teachers. Teachers' psychological well-being depends upon the behaviour of the principal. It is most closely associated with the mental health of a teacher, a leadership style that emphasizes positive change and growth, and inspires teachers to reach their full potential for the collective benefit of all is needed in schools. The leadership behaviour like Emotional Stabilizer, Team Builder, Performance Orientor, Potential Extractor, and Value Inculcator are need of the hour as it affect Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relationships of teachers. Therefore, school principals and administrators must work towards improving the leadership behaviour of principals as it affects the psychological well-being of their existing teachers. This study is an attempt to explore the relationship between leadership behaviour and the psychological well-being of teachers.

## II. REVIEW OF RELATED LITERATURE

**Nanda (1992)** studied the leadership behavior of principals of primary schools and found that the type of management of the schools had a significant bearing on the leadership behavior of principals.

**Taj (1992)** investigated the administrative behavior of principals of schools and found that the type of management of the schools had an insignificant bearing on the leadership behavior of principals.

**Diwan (1993)** conducted a study to investigate into the leadership behavior and value patterns among school principals of West District of Delhi and found that leadership behavior was not influenced either by age or experience of principals.

**LoMonaco (1996)** explored relationship between leadership styles of elementary school principals and selected biographic and demographic variables and found that age and administrative experience of principals had affected leadership styles of principals.

**D'Souza (2006)** examined leadership behavior of school principals in relation to certain relevant variables and found that gender, age and length of administrative experience had no bearing on principals' leadership behavior.

**Abgoli (2009)** studied leadership styles of head teachers in relation to school effectiveness in India and Iran and observed significant difference in head teachers' style in case of age difference in Mysore city secondary schools.

**Konu et al. (2010)** studied teachers' well-being and perceptions of leadership practices and indicated that teachers' well-being was highest in elementary schools and lowest in lower secondary schools. The well-being of a male teacher, a teacher who had fixed - term employment, and a teacher who worked part - time was higher than that of a female teacher, a permanent teacher, and

a full - time teacher. Single questions concerning work organization and leadership practices followed mainly the same lines. Teachers in unified schools had the lowest ratings when questions relating to obtaining help from the principal, or the possibility of receiving further education and equal treatment were asked. The research reported that more attention needs to be paid to permanent teachers employed over a long time with regard to enhancing their well-being. In the unifying process of schools, equal treatment, obtaining the principal's help for the teachers and the likelihood of updating education are especially important aspects

**Martin (2012)** tried to find out the relationship between leadership behavior and experience of principals and found insignificant relationship between principals' leadership behavior and total principal experience.

**Li (2014)** examined how women school principals exert their leadership and their leadership styles in both public and private schools and found that women's leadership in China is a dynamic process that varies with social, institutional and cultural contexts.

**Gibbs and Miller (2014)** studied teachers' resilience and well-being through the role of educational psychology and noted that children's behavior could be the source of stress and challenge their resilience in the face of stress. Without the support of peers, managers, and leaders, the morale and motivation of teachers may be adversely affected. As a result, teachers may feel increasingly isolated and ineffective. Such feelings may be significant in precipitating moving out of the teaching profession. There are, then, at least three potentially serious consequences of this loss of resilience: for the teacher ill-health and time absent from work; for the children a less well-managed learning environment; and for the employer, a loss in the investment in the training and intrinsic value of good teachers. The study concluded that applied psychologists have contributed to the professional well-being and resilience of teachers.

### III. THE OBJECTIVE OF THE STUDY

To study the relationship between perceived leadership behaviour and psychological well-being of teachers at the secondary level.

### IV. HYPOTHESIS OF THE STUDY

There exists no significant relationship between the perceived leadership behaviour of principals and the psychological well-being of teachers at the secondary level.

### V. DELIMITATION OF THE STUDY

1. The research was delimited to ten Private Secondary Schools in Ghaziabad.
2. The study was delimited to 100 teachers.
4. This research study was delimited to leadership behaviour and psychological well-being as measured by the tools used in the study.

### VI. METHODOLOGY OF THE STUDY

In the present study, the descriptive survey method was used.

### VII. SAMPLE OF THE STUDY

In the present study, ten Private Secondary Schools were chosen purposively from different regions of Ghaziabad. From each school, ten secondary school teachers were chosen randomly. The total sample consisted of a hundred senior secondary school teachers.

### VIII. RESEARCH TOOLS USED

The Leadership Behavior Scale was used to measure the leadership behaviour of principals. It was developed and standardized by Dr. Asha Hinger. The scale consists of thirty items measuring six areas viz. Emotional Stabilizer, Team Builder, Performance Orientor, Potential Extractor, Socially intelligent, and Value Inculcator. The tool was slightly modified to be administered to teachers to elicit leadership behavior as perceived by them.

Psychological well-being was measured by the psychological well-being Scale (PWBS) developed by D. S. Sisodia and Pooja Choudhary.

### IX. SCORING PROCEDURE

The Leadership Behavior Scale consists of thirty items measuring six areas viz. Emotional Stabilizer, Team Builder, Performance Orientor, Potential Extractor, Socially intelligent, and Value Inculcator. It is a self-administering scale with a five-point scale format. It was administered and positive items from Always (A) to Never (N) were scored 1 to 5 whereas scoring was reversed for negative items. The marks assigned in all the items by a teacher were added to know the perceived leadership behavior score for principals in each dimension and composite overall scores in all six dimensions together. The total range of the scale was from 30 to 150.

The psychological well-being scale consists of fifty statements. All statements are positive. It is a five-point Likert-type rating scale. Items were scored 5 to 1 viz. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree. The sum of marks is obtained for the entire scale. The higher the score more the well-being. The range of the tool was 50-250. Scoring in Terms of Levels/Categories of psychological well-being is provided in the manual. The class interval for each level is: Very Low- 50-58, Low- 58-83, Medium- 83-217, High- 217, 242, Very High- 242-250.

## X. COLLECTION OF DATA

The data for the research was collected by administering the questionnaires to the selected teachers as per the instructions in the manual.

## XI. STATISTICAL TECHNIQUES USED

Karl Pearson's Product Moment correlation was used to find out the relationship between perceived leadership behaviour and psychological well-being of secondary school teachers.

## XII. RESULTS AND DISCUSSION

### Results of Descriptive/Inferential Statics of Study Variables

Table 1: Coefficient of correlation between perceived leadership behaviour and psychological well-being of secondary school teachers

Variable	No.	Df	'r'- Calculate Value	Table Value (r)	Result
Perceived Leadership Behaviour	100	98	0.29	0.197 (at 0.05 level)	Significant
Psychological Well-being					

Table 1 displayed the coefficient of correlation between Perceived Leadership Behaviour and Psychological Well-being of secondary school teachers as 0.29 which is more than the table value of 'r' at 0.05 level of significance. Therefore, the coefficient of correlation between the variables is significant. The null hypothesis cannot be accepted. This indicates that there exists a significant positive relationship between perceived leadership behaviour and psychological well-being and the life of teachers at the secondary level. It indicates that the teachers who perceive the leadership behaviour of their principals positively have better psychological well-being and are happy and content. More such studies need to be conducted to generalize the findings. The findings of the study are supported by Konu et al. (2010).

## XIII. EDUCATIONAL IMPLICATIONS

The findings of the study indicated that the leadership behaviour of principals has an impact on the psychological well-being of teachers. The leadership behaviour of principals where they positively behave like an Emotional Stabilizer, Team Builder, Performance Orientor, Potential Extractor, Value Inculcator and are Socially intelligent, affects the Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relation of teachers. Therefore, school principals and administrators must work towards improving the leadership behaviour of principals as it affects the psychological well-being of their existing teachers. The educational policymakers must devise strategies through which they can raise the leadership qualities of their principals. The well-being of teachers depends on factors like stress, school environment, job satisfaction etc., therefore, schools must ensure that teachers get motivated and a satisfying school environment through positive leadership behavior must be provided to them. FDP for school principals needs to be organized so that they can improve their leadership behaviour.

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