

# A STUDY ON EDUCATIONAL LEADERSHIP OF HEAD TEACHERS IN RELATION TO FEW BACKGROUND VARIABLES

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**Abstract:** The aim of this research is to know the Educational Leadership of head teachers with few background variables that is sex and type of management. Descriptive Survey method was followed. Stratified Random Sampling Technique was used for the selection of 90 secondary school teachers from 15 secondary schools (Each school, 3 male and 3 female teachers are selected) situated in Bengaluru Rural District, Karnataka. 'Leadership Effectiveness Scale (LES): A measure of leader's characteristics' developed by Haseen Taj (2002) was used to assess the effectiveness of educational leadership. It is meant to collect responses from secondary school teachers about the leadership effectiveness of the head teachers of their corresponding schools. In order to achieve hypotheses of the present study statistical analysis was performed such as mean, standard deviation and independent t-test. The findings of the research show that there is significant difference found in the educational leadership effectiveness of head teachers with respect to teachers' perception over sex and type of school management. The head teachers of private institutions can be more aware and conscious regarding their educational leadership characteristics to become more effective leader as well as administrator. Utilizing this result, educational planners should take necessary measures to see that the head teachers of private schools will take up more responsibilities to improving themselves as better leaders.

**Index Terms** – Educational Leadership, Effectiveness, Secondary School, Head, Teachers.

## 1. INTRODUCTION

Educational Institutions are established for achieving certain specific goals. The head teacher or the school principal provides leadership in such institution. He/she is like the captain of the ship. Now-a-days, the role of school head teachers has become increasingly more complex (Norton, 2003). The head teacher is the team leader of a group of teachers and administrative personnel working in a school and he holds the key position in planning, coordinating and organizing various programmes in the school. In order to meet the expectations of the school, the head teacher should be prudent enough to influence and gain support from the members of the school community.

Educational leadership includes both transformational and instructional aspects. Transformational aspects are important in the sense that the quality leadership performed by the headmaster is considered the most important tool for determining the successful performance of the school with regard to the performance of the students in curricular and co-curricular activities. The functional concept of educational leadership may be understood in terms of the skills and competence that the educational leader possesses. Educational leadership is a dynamic process. The goal of an educational leader is to coordinate the group to achieve educational goals.

Leadership effectiveness involves a group process with the leader as the main directive element. As Chester put it several decades ago, effectiveness is "the accomplishment of the recognised objectives of the co-operative action". It depends initially on influence, but beyond that there are questions of value, such as how things are done to achieve what ends (Taj, 2001). To be able to perform their leadership role effectively, they are required not only to have a thorough awareness of the existing system of education and the current educational policy and an appreciation of problems and innovative ideas and practices in the field of education and modern management techniques for planning and administration but also to develop skills for developing good relations with their subordinates, motivating them, resolving their conflicts, communication with them effectively and taking right participatory decisions.

## 2. SIGNIFICANCE OF THE STUDY

Doubtless, all teachers should be undertaken persons and have necessary abilities and insights to identify instructing and teaching problems. However, in addition to the above qualities, our principals should introduce coordination between all elements of school organisation and should guide the personnel too. The educational leadership role of a principal necessitates him/her to supervise all existing activities and micro-systems in school like curriculum, social communications, training accompanied by

work, extraordinary activities and activities related to them; and makes firm separated micro-systems with the best way, till educational organisation be able to continue its efforts as creator to meet the person and society needs in relation to changing environment. Hence, school principals not only should reply to the staff and attend to their needs, but also in higher level should reply requests, expectations and needs of various social groups who include the schools. Effective head teachers can change the form of school and the benefits of seeing student growth. School principal has the administrative and guidance responsibility of the school. Although s/he is not able to do all devolved affairs alone, s/he should has enough knowledge for leading the whole work aspects. Row and Dark suggest that organisational basic changes must be produced and a person as a services coordinator in ordinary and office affairs help the principal in order to free the principal to do educational leadership activities. Gupta (2022) concludes that there is no significant difference was found between leadership effectiveness of male & female principals of secondary schools both have almost same leadership qualities. Sivakumar and Arun (2019) revealed that the level of leadership behaviour among school headmasters was favorable. Malhotra; Husain; and Bhatia (2019) concludes that there was no significant association between the leadership behaviour of principals and gender and half of the principals were found to possess moderately effective leadership behaviour and rest 43.3% possessed most effective leadership behaviour. Mehta and Yadav (2018) revealed that teachers' job satisfaction depends on Leadership Behaviour of School Principals. Luo and Najjar (2007) studied perceptions of teachers regarding leadership of their principals were found to be negative. Lee, Smith and Cioci (1993) determined that there was a significant difference between male and female teachers' perceptions of their principals. Research demonstrated that teacher perceptions of their principal's capabilities and their working conditions will determine the school climate and culture. Such perceptions will also impact on the performance of the school. Hence, the present study was tried to fill this research gap and examined if perception of educational leadership effectiveness of secondary head teachers were influenced by sex and type of management perceived by teachers for whom they lead.

### 3. STATEMENT OF THE PROBLEM

The topic selected for this purpose is **“A STUDY ON EDUCATIONAL LEADERSHIP OF HEAD TEACHERS IN RELATION TO FEW BACKGROUND VARIABLES”**

### 4. OBJECTIVES OF THE STUDY

The objectives of the current investigation are as follows:

1. To compare the Educational Leadership of head teachers between male and female teachers
2. To examine the effect of type of school management on Educational Leadership Effectiveness of head teachers perceived by teachers.
- 3.

### 5. STATEMENT OF HYPOTHESES

The hypotheses stated for the present investigation is as under:

1. There is no significant difference in the Educational Leadership of head teachers perceived by secondary school male and female teachers.
2. There is no significant difference in the Educational Leadership of head teachers perceived by secondary school teachers working in government and private aided institutions.
3. There is no significant difference in the Educational Leadership of head teachers perceived by secondary school teachers working in private aided and private unaided institutions.
4. There is no significant difference in the Educational Leadership of head teachers perceived by secondary school teachers working in government and private unaided institutions.

## 6. METHODOLOGY

### 6.1 Variables of the Study

The following variables are considered in the present study

I. Dependent Variable

Educational Leadership

II. Background Variables

1. Sex and 2. Type of School Management

### 6.2 Operational Definition

- **Head Teacher :** The head teacher or principal is the head of high school and responsible for directing and running the institution. S/he has to act as leader not only of teachers but also students who all must see him/her as respected fountainhead of authority and competence (Luther, 2001).
- **Secondary School Teacher:** A secondary school teacher teaches the students of std. IX and X. This can be in government, private aided and private unaided educational institutions followed Karnataka State Syllabus.
- **Effectiveness:** This measure of the match between stated goals and their achievement. It is always possible to achieve easy, low standard goals (Fraser, 1994).
- **Leadership :** Leadership defined as the process of influencing the activities of an organized group toward goal achievement (Rauch and Behling, 1984).
- **Educational Leadership:** This leadership is related to principals who fulfill leadership behaviour or characteristics in different educational dimensions constantly; and they will be admitted in the Leadership Effectiveness Scale by Taj (2002) and the factors like (1) interpersonal relations, (2) intellectual operations, (3) behavioral & emotional stability, (4) ethical & moral strength, (5) adequacy of communication and (6) operation as a citizen.
- **Sex:** It means, both male and female principals and teachers were considered in this study.
- **Type of Management:** Government, private aided and private unaided institutions situated at Bengaluru Rural District as type of School management was considered as background variable to study whether it has any influence on the leadership effectiveness of the head teachers.

### 6.3 Sample Size and technique

The aim of this research is to know the Educational Leadership of head teachers with few background variables that is sex and type of management. Random sampling Technique was used for the selection of 90 secondary school teachers from secondary schools in Bengaluru Rural District, Karnataka.

### 6.4 Description of Leadership Effectiveness Scale (LES) (A measure of leader's characteristics):

LES Scale developed by Haseen Taj (2002) was used to assess the educational leadership effectiveness. It is meant to collect responses from teachers about the leadership effectiveness of the principals of their corresponding schools. Seventy-nine (79) items are in the scale. Each item giving a weightage of the alternative response that is always (5), often (4), occasionally (3), Rarely (2) and Never (1). For all the negative items of the scale, scoring was reversed ranging from 1 to 5. Items marked are negative items. The total score of a respondent could range from 79 to 395. Six major areas that is (1) interpersonal relations, (2) intellectual operations, (3) behavioural & emotional stability, (4) ethical & moral strength, (5) adequacy of communication and (6) operation as a citizen were finalised in the perspective investigation, which covers almost all the aspects of leadership effectiveness qualifying itself for adequate content validity and conceptualisation. The test-retest reliability coefficient of the scale

was 0.60 with a time gap of 2 weeks. The scale possesses content validity because the statements were selected based on the 85% unanimity of experts on content adequacy, conceptualisation and distribution of statements over different areas.

**6.5 Statistical Techniques Applied for Data Analysis:**

In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as mean, standard deviation and independent t-test. In all the cases 0.05 level was fixed to test the hypotheses.

**7. ANALYSIS AND INTERPRETATION OF DATA**

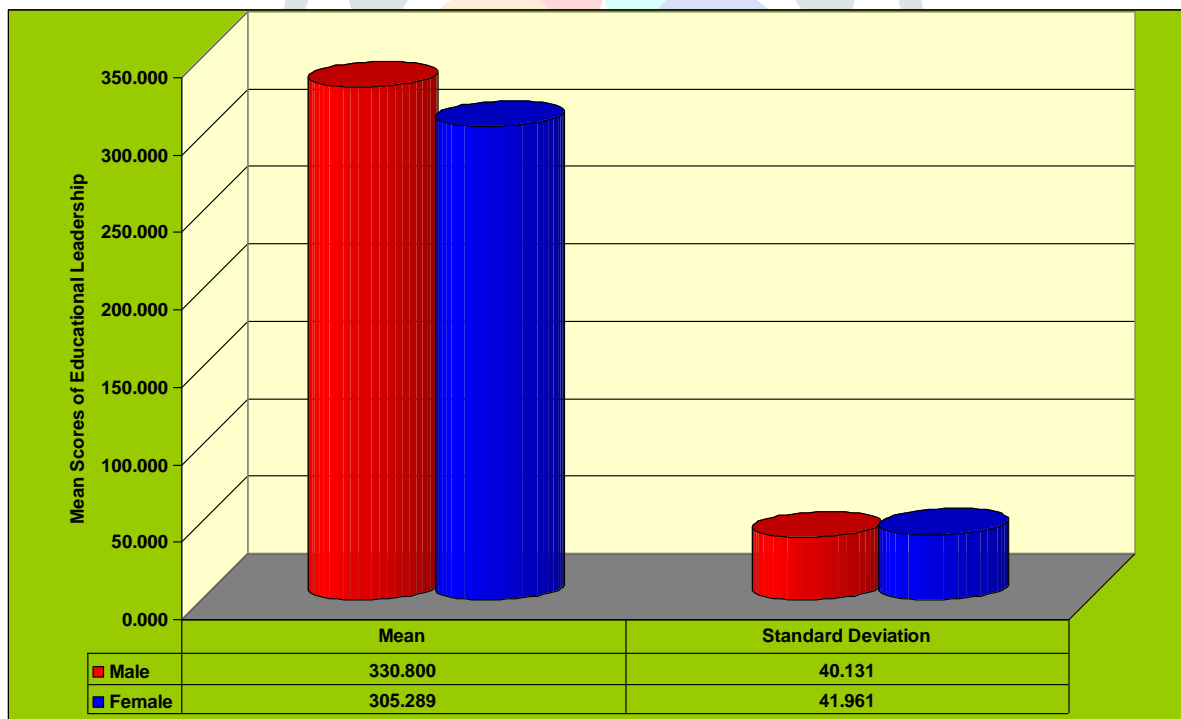
The data was analyzed by computing ‘t’ test and the results are presented in the following table-1.

**Table-1:** Table shows Educational Leadership of head teachers with respect to sex by using independent ‘t’ test analysis.

Sex	N	Mean	Standard Deviation	‘t’ value	Level of Sig.
Male	45	330.800	40.131	2.94	*
Female	45	305.289	41.961		

NS=Not Significant, \*Significant at 0.05 level of confidence (Tabulated ‘t’ value is 1.99)

The Table-1 explains the results pertaining to Educational Leadership of head teachers with respect to sex by utilizing independent ‘t’ test analysis. The table-1 further shows that the calculated ‘t’ value of 2.94 is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-1 is rejected and an alternate hypothesis is accepted that is “There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by male and female teachers.” The male teachers (M=330.800) had higher educational leadership effectiveness when compared with female teachers (M=305.289).



**Fig-1:** Bar graph shows comparison of mean scores of educational leadership of school heads perceived by male and female teachers.

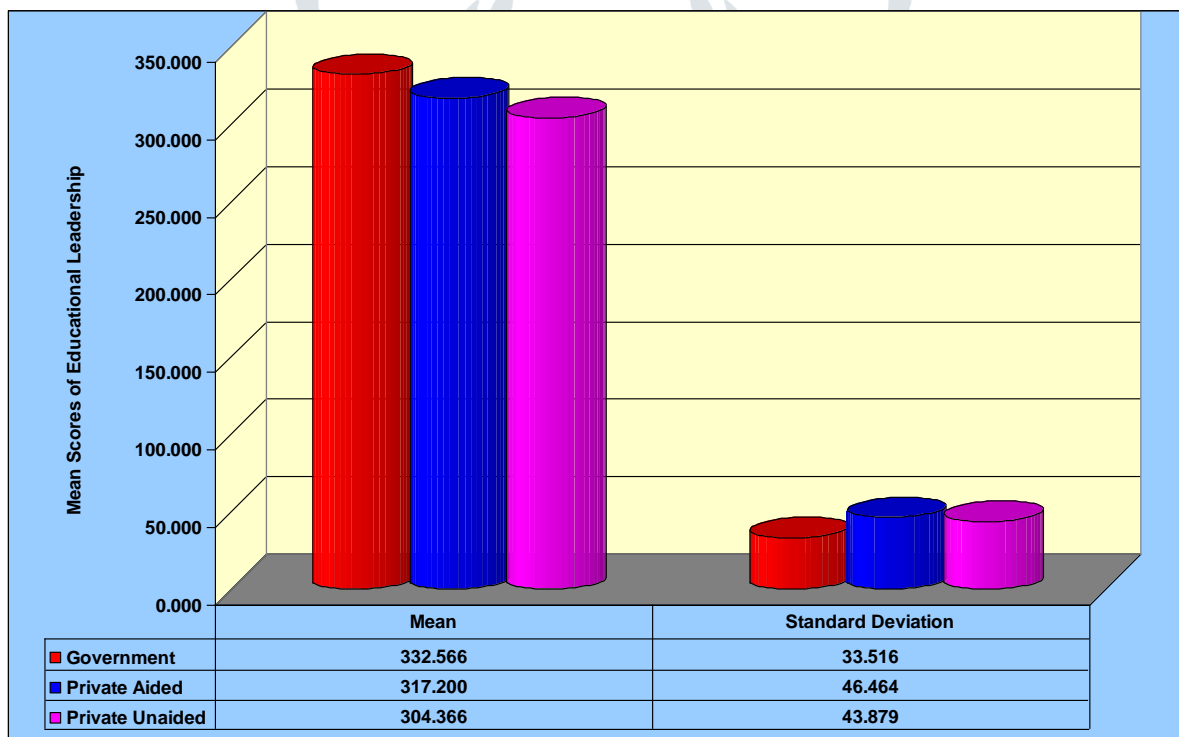
**Table-2:** Table shows Educational Leadership effectiveness of head teachers with respect to type of school management by using independent ‘t’ test analysis.

Type of Mgmt.	N	Mean	Standard Deviation	‘t’ value	Level of Sig.
Government	30	332.566	33.516	1.47	NS

Private Aided	30	317.200	46.464		
Private Aided	30	317.200	46.464	1.10	NS
Private Unaided	30	304.366	43.879		
Government	30	332.566	33.516	2.80	*
Private Unaided	30	304.366	43.879		

NS=Not Significant, \*Significant at 0.05 level of confidence (Tabulated ‘t’ value is 1.99)

The Table-2 explains the results pertaining to Educational Leadership of head teachers with respect to type of school management by utilizing independent ‘t’ test analysis. The calculated ‘t’ value of 1.47 and 1.10 are less than the tabled value 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis No. 2 and 3 are accepted and stated hypothesis supported for Educational Leadership of head teachers perceived by secondary school teachers working in different type of management that is ‘government schools and private aided schools’; & ‘private aided schools and private unaided schools. The table-2 further shows that the calculated ‘t’ value of 2.80 is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-4 is rejected and an alternate hypothesis is accepted that is “there was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers working in government and private unaided institutions.” The head teachers working in government schools (M=332.566) had higher educational leadership effectiveness when compared with teachers working in private aided (M=317.200) and private unaided schools (M=304.366). The comparison of mean scores of educational leadership scores is graphically represented in Fig.2.



**Fig-2:** Bar graph shows comparison of mean scores of educational leadership of school heads perceived by teachers working in different type of institutions.

## 8. FINDINGS OF THE STUDY

The following were the major findings of the study:

1. There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by male and female teachers. The male teachers (M=330.800) had higher educational leadership effectiveness when compared with female teachers (M=305.289).
2. There was no significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers working in government and private aided institutions; and teachers working in private aided and private unaided institutions.
3. There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers working in government and private unaided institutions. The head teachers working in government schools (M=332.566) had higher educational leadership effectiveness when compared with teachers working in private unaided schools (M=304.366).

## 9. DISCUSSION OF THE RESULTS AND IMPLICATIONS

The findings of the research show that there is significant difference found in the educational leadership effectiveness of head teachers with respect to teachers' perception over sex and type of school management. The present research may be useful for developing higher effective environment in schools particularly in government schools. Utilizing this result, educational planners should take necessary measures to see that the head teachers of private schools will take up more responsibilities improving themselves as better leaders. The head teachers of private institutions can be more aware and conscious regarding their educational leadership characteristics to become more effective leader as well as administrator. It can be further research needed to know an inter-relationship among different variables can also be taken up for study. Therefore, it should be suggested that educational leadership effectiveness should be considered during the time of recruitment as a head teacher.

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