



LEADERSHIP STYLES AMONG ELEMENTARY SCHOOL TEACHERS

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Abstract: Leadership is an ability of a person to lead his or her group to right direction. A good leader leads their group from front and sets examples to others to follow the right path. Good leaders are not inborn; leadership qualities are acquired with experiences and from right examples. Education is the one of the most important pillar of a nation and Teachers are the backbone of Education system. A good teacher is also a good leader; teacher sets goals to their students and enlightens them with their experience and leadership skills to achieve their goals.

The present research paper focuses on finding the levels Leadership styles of elementary school teachers based on demographic variables. In this study survey method was used to do research. Multifactor Leadership Questionnaire (MLQ) of Bass & Avolio (2004) was used for data collection. The sample of the study consists of 200 elementary school teachers of Hamirpur and Una district of Himachal Pradesh. The findings of the study show that there was no significant difference in leadership styles based on Experience and Locale of elementary school teachers.

Index terms: Leadership style, Experience, Education, Leadership skills...

1. INTRODUCTION

A good leader is a motivator, good planner, has good personality, intelligent and leads his group towards success. Good personality includes creativity, discipline, punctuality and cooperation with others. A leader is a person who is responsible for achieving goals of their organization. Good leader always leads from front to achieve the desired objectives towards achieving goals. He must be attentive, self confident and great executer of plans. Leader should be a good communicator, who is capable of influencing his teammates by his motivating words. Great leader have patience and are good listeners hence, he receives suggestions from other members of the team to improve performance. Leadership qualities help a leader to gain confidence and feel their teammates as part and parcel of the procedure. Leadership is very important in the field of education. A good teacher must be a good leader so that he can help their organization to achieve their goals. According to Goodlad, (1984)^[5] The academic leaders perception of teachers' involvement in decision-making tasks is more important than the teachers' perception of their own participation in such responsibilities And Bogler, (2001)^[2]

said that Teachers who are encouraged to get involved in their leaders decision-making tasks tend to commit themselves more to their teaching job.

2.Types of Leadership Styles

These three different leadership styles are chosen for the present study:

(1) Transformational Leadership style

In the Transformational leadership style, leaders give new ways of doing things in innovative way. Leaders himself inspires his teammates and facilitates them to achieve desirable goals. There are four main types of transformational leadership styles:

- 1.Individualized Consideration
- 2.Inspirational Motivation
- 3.Idealized Influence
- 4.Intellectual Stimulation

(2) Transactional Leadership style

Transactional Leadership style were given by Max Weber in 1947 and then by Bernard Bass in 1981. In this leadership style the leader focus on basic management process of controlling and organizing the work. Transactional Leadership involves motivation and direction by the leader to their teammates. There are three main dimensions of Transactional Leadership style:

- 1.Contingent Reward
- 2.Active Management by Exception
- 3.Passive Management by Exception

(3) Laissez Faire Leadership style

In this type of leadership style the leader give independence to their team members in decision making. Leader himself avoids decision making hence, team lack direction to get desired goals.

3.REVIEW OF LITRATURE

Review of the literature enlightens the path of the research so it is also called as the backbone of the research. From the reviews researcher will get to know that what has been done in this field and further what can be done.

3.1 STUDIES CONDUCTED ON LEADERSHIP STYLES BASED ON EXPERIENCE

Ibukun, et al. (2011) ^[7] suggested that experience influence leadership styles because a myth exists in most cultures, especially in Africa that, as people get older, they become wiser as a result of more exposure and experience.

Waters (2013) ^[12] found that there is no significant difference between the leadership styles of more experienced principals and less experienced teachers.

Adu et al., (2014) ^[11] found that there is a significant difference between principals years of experience and their leadership styles have been established.

Lakew (2019) ^[9] shows that leadership style has no difference with high and Low teaching experience of University teachers.

Iqbal, Javed & Shah (2021) ^[8] revealed significant effect of experience on the use of all leadership styles except for Islamic model and autocratic leadership styles that was non-significant. There was a significant effect of experience on head teachers' leadership styles for democratic and for laissez-faire leadership styles.

Hai, Van & Tuyet (2023) ^[6] revealed that group with more than 15 years of experience has the highest commitment, followed by the group with 5-15 years of working experience, the lowest level of commitment in the group with less than 5 years of experience.

3.2 STUDIES CONDUCTED ON LEADERSHIP STYLES BASED ON RESIDENCE

Salfi, Virk & Hussain (2014) ^[10] found that urban head teachers were also more democratic as compared to rural head teacher of secondary schools in Pakistan.

Talebloo, et.al (2015) ^[11] revealed that there are differences in transformation leadership by location.

Donkoh & Quansah (2021) ^[4] revealed that there were no significant difference in leadership style of principals of public CoEs in Ghana based on location (rural, semi-urban or urban) of the college.

Chinasa & Ebelechukwu (2021) ^[3] found that there is no statistically significant difference between urban and rural Principals leadership styles with regard to disciplinary problems in secondary schools.

The review of literature indicates that very few researches have been done leadership of Elementary School Teachers based on Teaching Experience and Locale. Hence the investigators propose to study leadership of Elementary School Teachers based on Teaching Experience and Locale.

4. OBJECTIVES OF THE STUDY

O. To find the significant difference in the Leadership Styles of Elementary School Teachers on the basis of Experience and Locale.

5. HYPOTHESES OF THE STUDY

H₀ There will be no significant difference between the leadership styles of Elementary School Teachers on the basis of their Experience and Locale.

6. METHOD

The Descriptive survey method for the present study has been used by investigator.

7. POPULATION

The population of the study consists of Elementary School Teachers of Una and Hamirpur district of Himachal Pradesh.

8. SAMPLING

The sample for the present study consists of 200 Elementary School Teachers of Una and Hamirpur district of Himachal Pradesh.

9. RESEARCH TOOL UESD

Multifactor Leadership Questionnaire (MLQ) of Bass & Avolio (2004) was used as tool for data collection.

10. VARIABLES

In the present study, Leadership Styles was treated as dependent variable, whereas Experience and Locale was taken as independent variables.

11. STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test were performed for data analysis.

12. ANALYSIS AND INTERPRETATION

The calculated data on the Leadership Styles of Highly Experienced and Low Experienced Elementary School Teachers are provided in Table-1

Table-1

Significant of Mean Difference in Leadership styles of High and Low Experienced Elementary School Teachers

Leadership Styles	High Experience (N=263)		Low Experience (N=137)		df	't'- Value	Significance
	Mean	S D	Mean	S D			
Transformational Leadership	65.98	10.46	65	11.07	198	0.52	NS
Transactional Leadership	38.16	5.21	37.93	4.73	198	0.77	NS
Laissez Faire	7.78	3.31	8.00	3.48	198	0.65	NS

NS= Not Significant at 0.05 Level of Significance

The Table-1 shows the obtained 't' values **0.52, 0.77** and **0.65** respectively. These 't' values are not significant at 0.05 level of significance. This means, Elementary School Teachers belonging to High and Low teaching experience were significantly not different with respect to Transformational, Transactional and Laissez Faire Leadership Styles. In other words, we can say that High and Low teaching experienced Elementary School Teachers were equally oriented towards Transformational, Transactional and Laissez Faire Leadership Styles. Hence, the hypothesis which is 'There will be no significant difference between the leadership styles of Elementary School Teachers on the basis of their Experience' were accepted. This may be because of leadership qualities are primary need of the teachers and teachers training programs are well efficient to train them in leadership qualities.

Table- 2 shows the calculated data of Rural and Urban Elementary School Teachers with regards to Transformational, Transactional and Laissez Faire Leadership Styles.

Table-2

Significant of Mean Difference in Leadership styles of Rural and Urban Elementary School Teachers

Leadership Styles	Urban (N=117)		Rural (N=283)		df	't'- Value	Significance
	Mean	S D	Mean	S D			
Transformational Leadership	66.57	11.19	65.02	10.40	198	0.32	NS
Transactional Leadership	37.41	5.60	38.47	4.63	198	0.15	NS
Laissez Faire	7.64	3.73	8.00	3.18	198	0.47	NS

NS= Not Significant at 0.05 Level of Significance

The Table-2 revealed the obtained 't' values with respect to Transformational, Transactional and Laissez Faire Leadership Styles of Rural and Urban Elementary School Teachers are **0.32**, **0.15** and **0.47** respectively. These values 't' are not significant at 0.05 level of significance, which means that, Rural and Urban Elementary School Teachers do not differ significantly with respect to their Transactional and Laissez Faire Leadership Styles. This may be due to decisiveness, hard work, Discipline and equal qualification of Elementary School Teachers.

Hence, hypothesis that is 'There will be no significant difference between the leadership styles of Elementary School Teachers on the basis of their Experience' were retained.

13. FINDINGS OF THE STUDY

- High experienced and Low Experienced Elementary School Teachers do not differ significantly with respect to their Transformational, Transactional and laissez-faire leadership styles.
- Rural and Urban Elementary School Teachers do not differ significantly with regards to their Transformational, Transactional and laissez-faire leadership styles.

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