



A Study on Leadership Behavior of Pre-University Principals

Anusuya M

Research Scholar

Department of Studies

University of Mysore

Manasa Gangothri

Mysore

Dr. Pushpa M

Professor, Department of Studies

University of Mysore

Manasa Gangothri

Mysore

Abstract:

The research study purports to study the Leadership Behavior of Pre-University Principals. The purpose of the study was to find out whether there is a significant difference in the Leadership Behavior of Pre-University Principals with reference to gender, locality and types of organization. The sample was selected adopting random sampling technique. The data was collected from 57 Principal of Pre-University Colleges of Karnataka state using Leader Behavior Scale (LBS) developed by Asha Hingar (2005). The obtained data were analyzed using t-test and f-test. The result showed that, 87.8% of Principals are having high level of Leadership Behavior and 12% of Principals are having medium level of Leadership Behavior and there is no significant difference in Leadership Behavior of male and female, Principals from rural and urban colleges and Government, aided and unaided Principals of Pre-University Colleges.

Key words: Leadership Behavior, Pre-University Colleges, Principals

Introduction:

The early day's education system meant for transaction of the knowledge through experience. But at present scenario the meaning and scope of the concept of education has been changed. It is not just teach you about new information and updating the skills, but it is about communication and understanding of the world around us. Present education emphasizing more on problem solving and creating better output for the society and encourages the new ideas and experiments beyond the limitation.

Education helps to identify the new opportunities to explore the potentialities of the individual and contribute to empower the society. Its aims to develop critical skills like decision making, mental ability, problem solving and logical thinking and fostering the creativity. All these kinds of abilities helps the people in solving the problems of personal as well as professional. Education also supports the creativity and innovation among individuals for existing problems. All the skills acquired through education help to become good leader, also support to make professional life satisfactory.

Leadership Behavior:

According to Northouse (2004) 'Leadership is process whereby an individual influences a group of individuals to achieve a common goal'. Kenneth Valenzuela (2007) says that 'Leadership is the ability of developing and communicating a vision to a group of people that will make that vision true.' Leadership involves the management and administration of an institution. In relation to field of education leadership gives power to shape the education policy, program of curriculum. Leadership focuses on planning, organizing, coordinating, directing, controlling, implementing and evaluation of an institution. So that an institution can achieve fixed goals of education. Being leader of an institution Principals should have good leadership qualities because his/her responsibility is more in implementing the plans and policies of curriculum.

The quality of leadership help principals in setting the objectives, implementing, monitoring school policies and safety protocols and over viewing administrative tasks. The principal can foster healthy learning environment for students as well as for subordinates. Leadership behavior support, principals in decisions making under different situations and to become good administrator of an institution.

Review of related literature:

Patreese Ingram : (1994) conducted a research on "A Study of Leadership behavior of Principals in school which educate students with moderate and secure disabilities in regular education classroom." The data collected from 44 teachers by using 'Multifactor Leadership Questionnaire' (MLQ) developed by Bernard Bass. In result found that teachers tended to be more highly motivated under the transformational leadership behavior of the Principals.

Srivastva and Bharamanaikar : (2005) examined the relationship of emotional intelligence with leadership excellence, success and job satisfaction. The result showed that emotional intelligence significantly correlates with transformational leadership and success. An emotional intelligence person is more successful in all spheres than a person who possesses less emotional intelligence skills.

Badrinath: (2013) conducted a study on emotional intelligence, leadership styles and effectiveness, and found that there is a high correlation between emotional intelligence, leadership styles and effectiveness.

Shruti Malviya: (2017) conducted a study on emotional intelligence, self efficacy and leadership styles among secondary school teachers, and result found that positive relationship between within emotional intelligence, self efficacy and leadership styles.

Felix Zurita: (2019) conducted a study on relationship between leadership and emotional intelligence in teachers, and found that there is a positive and direct relationship between leadership and emotional intelligence.

Uzma Sarwar : (2022) conducted a study on “Principals Leadership styles and its impact on teachers performance at college level.” with sample size of 300 different colleges and self administrated questionnaire revealed that, democratic leadership style helps to principal in progress of teachers performance.

Need and Significance of the study:

Ednein.H.Friedman quoted that “Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future.” Jawaharlal Nehru says that “A leader or a man of action in a crisis almost always acts subconsciously and then thinks of the reasons for his action.” Above statements highlight the importance of Leadership in different areas. Good leader can take more concern about the development of the institution. A strong leadership will be backbone of an institution. Leader will play major role in creating vision and mission of an institution. In the present scenario education system considered as major aspect as education plays important role in the development of the country. A strong Leadership can create positive and effective learning environment, promoting academic excellence, supporting teacher development, fostering a positive institutional climate, making informed decisions and enforce the educational goals. This is possible only when good leadership behavior found in education institution. Principal is considered as Leader of an institution. Principal can operate an institution towards prescribed aims and objectives of education.

Leadership Behavior of Principal can shape their institutional atmosphere with the help of building relationship between staff and students on common respect. Principal will establish a shared vision that creates comradely and establishes expectations. Principal must encourage team work among all individuals academically and administratively. Principal may show his gratitude to his staff and students by celebrating achievements of individuals.

The Principal need to perform his duties in different dimensions like administration, guide, tutor, facilitator and other. Principal must be emotionally stable, motivating, inspiring, and energizing in socioeconomic hurdles. Principal must be a team builder for better achievement. He must show concern for the accomplishment of tasks in stipulated time by instituting strategies that are adaptable to change for enhancing overall organizational performance. To get success in his profession the Principal must have good Leadership

Behavior. So this study helps to understand the leadership behavior of Principals with reference to gender, locale and the different types of college organization of Karnataka state.

Objectives of the study

- a) To assess the levels of Leadership Behavior of Principals of Pre-University Colleges.
- b) To study whether there is significant difference between male and female Principals leadership Behavior of Pre-University colleges.
- c) To study whether there is significant difference between rural and urban college Principals Leadership Behavior of Pre-University colleges.
- d) To study whether there is significant difference between government, aided and unaided Principals Leadership Behavior of Pre-University colleges.

Hypotheses of the study

- a) There is no significant difference between Leadership Behavior of male and female Principals of Pre-University colleges.
- b) There is no significant difference between Leadership Behavior of Principals from rural and urban Pre-University colleges.
- c) There is no significant difference between Leadership Behavior of government, aided and unaided Principals of Pre-University colleges.

Methodology

For the present study, the investigator has adopted the survey method.

Sample:

The random sampling technique was used to select the sample. The study was conducted on a sample of 57 Pre-University Principals of different Pre-University Colleges of Karnataka state.

Tools:

“Leader Behavior Scale” (LBS) developed by Dr.Asha Hingar (2005) – was used to collect the data required for the study.

Analysis:

- a) **Objective 1:** To assess the levels of Leadership Behavior of Principals of Pre-University Colleges.

Table 1: Leadership Behavior of Principals of Pre-University colleges.

Leader Behaviour (Effectiveness)	Scores	N	Obtained percentage
High	110-150	50	87.8%
Medium	70-109	07	12.2%
Low	69 & below	-	Nil

87.8% of Principals possess high level of Leadership Behavior and 12.2% Principals possess medium level of Leadership Behavior. No Principals fall under category of low level.

- b) **Objective 2:** To study whether there is significant difference between male and female Principals Leadership Behavior of Pre-University colleges.

Hypothesis 1: There is no significant difference between Leadership Behavior of male and female Principals of Pre-University colleges.

Table 2: 't' value of Leadership Behavior of male and female Principals of P U Colleges.

GENDER	N	Mean	S. D	df	t
MALE	36	143.28	10.791	49	.133
FEMALE	15	142.80	13.587		

The table 2 reveals that the obtained t-value is (0.133) less than the 't' table value (2.01) at 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significance difference in the Leadership Behavior of male and female Principals of Pre-University colleges.

Objective 3: To study whether there is significant difference between rural and urban college Principals Leadership Behavior of Pre-University colleges.

Hypothesis 2: There is no significant difference between Leadership Behavior of Principals from rural and urban Pre-University colleges.

Table 3: 't' value of the Leadership Behavior of rural and urban Principals of Pre-University Colleges.

LOCALITY	N	Mean	S. D	df	t
RURAL	19	140.68	12.741	49	1.174
URBAN	32	144.59	10.713		

The table 3 reveals that the obtained t-value is (1.174) less than the 't' table value (2.01) at 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significance difference between the Leadership Behavior of rural and urban Principals of Pre-University colleges.

Objective 4: To study whether there is significant difference between government, aided and unaided Principals Leadership Behavior of Pre-University colleges.

Hypothesis 3: There is no significant difference between Leadership Behavior of government, aided and unaided Principals of Pre-University colleges.

Table 4: 'f' value of the Leadership Behavior of Government, Aided and Unaided Principals of Pre-University Colleges.

	N	Mean	S. D	df	f
GOVT	30	141.77	11.805	2	1.097
AIDED	13	147.15	11.746	48	
UNAIDED	8	141.75	9.881	50	

The table 4 reveals that the obtained f-value is (1.097) less than the 'f' table value (2.01) at 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significance difference between the Leadership Behavior of Government, Aided and Unaided Principals of Pre-University colleges.

Findings: following are the findings of the study,

- 87.8% and 12.2% of Principals of Pre-University Colleges found to possess high level of Leadership Behavior.
- There is no significant difference between the Leadership Behavior of male and female Principals of Pre-University Colleges.
- There is no significant difference between the Leadership Behavior of rural and urban Principals of Pre-University Colleges.
- There is no significant difference between the Leadership Behavior of Government, Aided and Unaided Principals of Pre-University colleges.

Educational Implications: The effective management of an institution depends on Leadership Behavior of Principal. Hence it is essential to enhance and improve the Leadership Behavior of Principals of Pre-University colleges irrespective of their gender, locale and types of organization need more opportunities to undergo training programs and development of leadership qualities, personality development programmes is essential. The management should encourage the leaders to explore new opportunities in the field of Leadership Behavior and organize leadership training programs.

Conclusion: The present study it was found that Leadership Behavior of Principals of Pre-University colleges doesn't differ irrespective of their gender, locale and types of organization. Leadership is being a quality of Principal essential for the effective institution. The progress of the institution is reflected through the effective leadership. Hence it is essential to understand and enhance the leadership behavior of Principals.

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