

Leadership effectiveness of higher secondary school principals in relation to their personal and demographic variables

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Abstract: The present study aims to determine the leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables. Descriptive survey method was adopted for the study. Leadership effectiveness scale by Haseen Taj was administered on a sample of 272 higher secondary school teachers selected through stratified random sampling technique from 68 higher secondary schools of Bilaspur Districts of Chhattisgarh State. Hence, 24 female and 44 male principals along with 272 teachers were the sample of the present study. The collected data were statistically analyzed with the help of independent t-test. The finding of present study reveals that leadership effectiveness of higher secondary school principals were differ significantly with respect to their demographic variables.

Key Words: Leadership Effectiveness of Higher Secondary School Principals and Demographic variables.

1. INTRODUCTION:

All over in the world, for smooth, effective functioning of any organization, an 'effective' leadership is a foremost requirement and the educational organizations are not exceptions. Like other organizations, a good leader is also needed in educational institutions to operate the institution efficiently, effectively and purposefully. The leadership role in a school is played by an educational administrator, who is known as 'Principal' of the schools. Effective principals are those who create good organizational climate, as a result which teachers perform their works effectively and students learn comprehensively. In respect to school effectiveness, the principals' instructional leadership role, organizing of the school community and managing of interpersonal relationship and providing resources are the key functions Anderson (2008). No individual is more important to success of a school than the principal. Thus, understanding the principals' leadership functioning within educational organization is important aspect of school effectiveness.

Different roles at different times played by principals in schools and these variations affect their behaviour. Research scholars (e.g. Ali, 2005; Eagly, Karau, & Makhijani, 1995; Kanagobal, 2009; Mahant, 1978; Mondol, 2010; Srivastava, 1999; Suprapuramath, 2010; Tiwary, 2007) examined the factors that makes a leader effective or ineffective. The study of Mahant, (1978) shows that experience, age, and sex are not the determinant factors for principals making effective or ineffective. Similarly, Srivastava (1999) has conducted a study to find out the effect of personal variables like age, gender, experience and qualification on the competencies of educational managers of secondary schools. The finding of study revealed that the effectiveness of educational managers has not been affected significantly by personal variables. Additionally, Ali (2005) found that the directly recruited principals prefer authoritarian style of leadership whereas the principals promoted from the post of vice-principals prefer democratic style; however, these two types of principals do not differ significantly in relation to their leadership effectiveness. Tiwary (2007) has studied to find out the effect of non tribal and tribal localities of the higher secondary school and gender of the principal on the administrative effectiveness. The finding of study shows that the effect of locality and gender of the higher secondary school principals was not found significant on the principal administrative effectiveness. Additionally, the combine effect of both locality and gender of principals was not found to be significant.

Further, Kanagobal (2009) conducted a study on employee's perception towards women leadership effectiveness. Findings of the study revealed that there is no difference between demography factors (gender, age, educational level and length of service) towards women leadership effectiveness. In their study, Suprapuramath (2010) shows that both, unaided and aided school heads' leadership behaviour is better than the government schools heads. But, in other variables like aided and unaided schools, medium of instruction, location, gender and educational qualification do not make any significant difference on the leadership behaviour of secondary schools heads (Suprapuramath, 2010).

Thus, the review of literature related to leadership effectiveness of school principals with respect to their some personal and demographic variables gives mixed result. Therefore, there is need to explore and re-examine

relationship between leadership effectiveness of school principals with respect to their personal and demographic variables.

2. OBJECTIVE OF THE STUDY:

To study the leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables (e.g. caste, age, locality of schools, type of school management, computer proficiency, type of family, type of spouse, in- service training experience, and academic qualification).

In order to analyze the above stated objective, the following null hypotheses were formulated for the testing:

Null Hypothesis 1: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their caste.

Null Hypothesis 2: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their age.

Null Hypothesis 3: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their locality of schools.

Null Hypothesis 4: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their type of school management.

Null Hypothesis 5: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their computer proficiency.

Null Hypothesis 6: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their type of family.

Null Hypothesis 7: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their type of spouse.

Null Hypothesis 8: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their in-service training experience.

Null Hypothesis 9: There is no significant difference in the leadership effectiveness of higher secondary school principals with respect to their academic qualification.

3. RESEARCH METHOD:

To study the leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables descriptive survey method research was employed.

4. POPULATION AND SAMPLE:

The population for the present study has been identified as all higher secondary school principals and their teachers working in government and private schools situated in Bilaspur District of Chhattishgarh State. In order to select the sample, a total 68 higher secondary schools were selected by using random number table. The principals and the teachers of these selected schools were constituted the final sample of the study. Further, four teachers (two male and two female) were randomly selected, from each selected schools. Thus, a total 272 teachers and 68 higher secondary school principals were selected as the sample of the study.

5. TOOL USED:

Leadership Effectiveness Scale developed and standardized by Taj (2010) was applied to measures the leadership effectiveness of higher secondary school principals. The LES is based on the perceptions of observed leadership effectiveness by the other members of staff. It has a total of 55 positively and 24 negatively worded items, related to leadership characteristics and behaviours of school principals.

6. STATISTICAL TREATMENT:

t-test was used for analyzing the data.

7. RESULTS AND DISCUSSION:

Table 1: Leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables.

Variables	Categories	Mean	SD	t-value	Result
Caste	General	315.3	11.03	2.18*	S at .05 level
	OBC	319.0	10.37		
	General	315.3	11.03	3.78**	S at .01 level
	SC & ST	323.8	12.50		
	OBC	319.0	10.37		
	SC & ST	323.8	12.50	1.87	NS at .05 level

Age	Below 40 Year	314.8	09.62	2.11*	S at .05 level
	40 to 55 Year	318.2	11.84		
	40 to 55 Year	318.2	11.84	0.46	NS at .05 level
	Above 55 Year	317.5	8.77		
	Below 40 Year	314.8	9.62	1.55	NS at .05 level
	Above 55 Year	317.5	8.77		
Locality of Schools	Urban	318.2	17.80	0.68	NS at .05 level
	Rural	316.7	17.53		
Type of School Management	Government	318.0	18.78	1.25	NS at .05 level
	Private	316.0	16.40		
Computer Proficiency	Proficient	322.3	15.54	5.34**	S at .01 level
	Non-proficient	311.3	18.05		
Type of Family	Nuclear Family	316.5	12.55	1.07	NS at .05 level
	Joint Family	318.2	13.66		
Type of Spouse	Working	318.5	14.65	1.26	NS at .05 level
	Non-working	320.8	13.17		
In-service Training	Trained	319.7	12.66	2.30*	S at .05 level
	Non-trained	315.9	14.05		
Academic Qualification	Post Graduation	312.10	9.46	3.13**	S at .01 level
	Post Graduation with B.Ed	316.70	10.15		
	Post Graduation	312.10	9.46	4.23**	S at .01 level
	Post Graduation with M. Ed	323.30	11.56		
	Post Graduation with B.Ed	316.70	10.15	2.64**	S at .01 level
	Post Graduation with M .Ed	323.30	11.56		

*p < .05 significant and **p < .01 significant.

Table 1 shows the leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables. The calculated t- value for leadership effectiveness of higher secondary school principals with respect to their caste, computer proficiency, in-service training experience, and academic qualification are found significant at .05 level. Therefore, it may be concluded that leadership effectiveness of higher secondary school principals differ significantly with respect to their caste, computer proficiency, in-service training experience, and academic qualification. However, the calculated t-value of leadership effectiveness of higher secondary school principals with respect to their age, locality of school, type of management, type of family, and type of spouse were found non-significant at .05 level. Therefore, null hypotheses are accepted. It indicates that leadership effectiveness of higher secondary school principals do not differ significantly with respect to their age, locality of school, type of management, type of family, and type of spouse. Therefore, it may be concluded that leadership effectiveness of higher secondary school principals were differ significantly with respect to their caste, computer proficiency, in-service training experience, and educational qualification. However, age, locality of school, type of management, type of family, and type of spouse did not make any significant difference in the leadership effectiveness of higher secondary school principals

8. DISCUSSION OF THE RESULTS:

The finding of study shows that there is significant difference found in the leadership effectiveness of higher secondary school principals with respect to their caste, computer proficiency, in-service training experience, and academic qualification. On contrary to above, the previous studies conducted by Mahant (1979), Rajeevlochana (1981), Srivastava (1999), Tiwary (2007), Mondol (2010), and Suprapuramath (2010), which revealed that effectiveness of educational leaders has not been affected significantly by personal variables. Regarding these, Yukl (2006) suggested that leader gender along with other variables (e.g. level, function, time in position, and type of organization) known to affect leader behaviour. Therefore, as posit by Robinson (1997), the effectiveness of a leader depends upon the leader's characteristics and traits and the leader's behaviour and styles along with other factors like group member characteristics and environment. Therefore, he suggests that all the four factors should be taken into consideration for measuring the leadership effectiveness of a leader. Hence, it should be suggested that these factors should be considered during the time of recruitment as a school principal.

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