



A STUDY OF LEADERSHIP BEHAVIOUR OF PRINCIPAL OF SENIOR SECONDARY SCHOOL IN ROHTAK DISTRICT

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Abstract

The aim of the present study is to investigate the Leadership behaviour of principal of senior secondary schools. Normative survey method was used. The sample was comprised of 10 principal and 10 Teachers of senior secondary schools from District Rohtak of Haryana. The investigator used the Leadership Behaviour Description Questionnaire popularly known as IBDQ developed by Stogdill and Hemphill (1963) for data collection. Findings of the study indicated that the leadership behavior of principal as perceived by them does not significantly differ to that of as perceived by their teachers.

Introduction:

Everywhere, there is a great need of leadership. Society for its survival asks for more and better leaders. The destiny of a nation depends upon its leaders. So highly skilled of leadership is required. The leader has to provide good moral to the followers. The essence of leadership is interpersonal influence, which involves the influences in art attempt to affect the behavior of the influence through communication. Leadership can be defined as the activity of influencing people to cooperate towards some goals. Barth (1990) said, The principal is the key to a good school. (p. 64) and even went further by stating, Show me a good school and I will show you a good principal. (p. 64). The principal, as the school leader, is often identified as the dominant force behind successful schools (Bell, 2001; Green, 1994). According to Scott (1983) principals and other significant groups who work with them have expectations regarding the principals' managerial role but disagree significantly about the principal as instructional leader. Sebring and Bryk (2000) posit that "the behaviors and practices of the principal have influence on all aspects of the learning community, which

leads to school success" (p.441). Powell (2004), in her research on the behaviors and practices of successful principals working with "at risk" schools, found that the school vision, mission and culture are important to the success of the school.

1.2 JUSTIFICATION OF THE STUDY

The role of leadership in organizations is the behavior of an individual whereby he/she guides people and their activities into an organized effort. The success or failure of a concern depends upon the quality of leadership. Hence an enquiry into the leadership behavior in various educational institutions was of great significance to determine how a leader can become effective. It is important to know the leadership behavior of principal of schools in terms of some characteristics, which help them in making effective leaders. The present research, therefore has been undertaken in order to find out the leadership behavior of the head of senior secondary school.

1.3 OBJECTIVE OF THE STUDY

The main objective of the present study is:

1. To study the difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Initiation of Structure.
2. To study the difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Consideration.
3. To study the difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School As a whole.

1.4 HYPOTHESIS

For the aims of the study, the following hypothesis were framed

H1. There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Initiation of Structure.

H2. There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Consideration.

H3. There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School As a Whole.

2. RESEARCH METHODOLOGY

For this research study normative survey method was used

2.1 SELECTION OF THE SAMPLE

The sample for present study was selected from ten senior secondary schools of Rohtak District. A sample of 10 Principals and 10 Teacher from all these schools was selected on Seniority basis.

2.2 DISCRPTION OF TOOL

Leadership Behaviour Description Questionnaire popularly known as IBDQ developed by Stogdill and Hemphill (1963) has been employed for the purpose of collecting data on leadership behavior of schools heads as perceived by their respective teacher. The present form IBDQ as revised by stogdill (1965) has 12 dimensions or subscales with 100 items. The investigator selected only 20 items from two dimensions on behalf of expert opinion. The tool is based on five point rating scale.

2.3 STATISTICAL TECHNIQUES USED

In the present study various statistical techniques like mean, standard deviation and t-ratio were used.

3 ANALYSIS AND RESULT

3.1 Comparison of self-perceived and subordinate perceived leadership behavior of principal on Initiation of structure

Table 1 Initiation of Structure

	Mean	S.D.	t value
Self perceived	44.3	3.49	

Subordinate perceived	41.1	3.66	2.01
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Table1 shows the comparative behavior of Head of school as perceived by themselves and as perceived by the teachers on Initiation of Structure. The obtained value of ‘t’ (2.01) is not significant at .05 level of significance. Therefore, hypothesis H1 “There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Initiation of Structure.” is Accepted.

3.2 Comparison of self-perceived and subordinate perceived leadership behavior of principal on Consideration.

Table 2 Consideration

	Mean	S.D.	t value
Self perceived	37.9	6.07	
Subordinate perceived	41.1	3.66	1.05

Table1 shows the comparative behavior of Head of school as perceived by themselves and as perceived by the teachers on Consideration. The obtained value of ‘t’ (1.05) is not significant at .05 level of significance. Therefore, hypothesis H2 “There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School on the basis of Consideration.” is Accepted.

3.3 Comparison of self-perceived and subordinate perceived leadership behavior of principal as a Whole

Table 3 As a Whole

	Mean	S.D.	t value
Self perceived	81.1	7.79	

Subordinate perceived	76.9	5.85	1.68
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Table 3 shows the comparative behavior of Head of school as perceived by themselves and as perceived by the teachers As a Whole. The obtained value of 't' (1.68) is not significant at .05 level of significance. Therefore, hypothesis H3 "There no significant difference between the Self perceived and subordinate perceived leadership behavior of Principal of Senior Secondary School As a Whole." is Accepted.

Conclusion

The principal of a school is considered to be the center around which all the activities taking place in the school revolves. The present study was conducted the leadership behavior of Principal of Senior Secondary schools. The obtained results were analyzed and interpreted data, the drawn conclusion is that the leadership behavior of principal as perceived by them does not significantly differ to that of as perceived by their teachers.

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