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**Abstract**

*Leadership Behavior can be learnt and result in leaders being formed and evolving. Leadership teaches oneself to be able to inspire and motivate others. Practicing what you preach is what a leader should follow because they inspire others to act while simultaneously directing to confirm academic success through process, material and training improvement. Usually it works better when collaborated with different perspectives from educators, parents, students, public policy makers, and the public. Leadership is highly associated with school performance and is helpful to improve classroom teaching. Leadership of school head teachers has a basic role in school because it determines the success or failure of any school. The study of leadership in schools is closely tied to the analysis of school effectiveness. The importance of leadership is reflected in every aspect of the school specially school effectiveness. Teachers who are supported by head teachers display a better sense of responsibility than those who do not have their head teachers' support. Head teachers can show their arts and skills in schools and it depends on how much they have created a positive and relax atmosphere for their staff and students. The focus of this paper is to find the level of leadership of school principals. In this study survey method has been employed and a self-constructed and validated Leadership Behavior Scale is used as tool for data collection. The findings of the study showed that there is no significant difference in the leadership of school principal on the basis of Gender, Education qualification and medium. However significant difference was seen with respect to the length of experience in services*

**Keywords:** Leadership, Leadership Behavior, Educational leadership, Skills, School Principals



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**INTRODUCTION**

Leadership behavior of Principal is a process of social influence, which maximizes the effort of others towards the achievement of a goal. It is an art of motivating a group of people to act towards achieving a common goal. It is the ability to inspire others. Social intelligence is one of the most important character strengths to determine the success of leaders because leading is social in nature. Through his or her interaction with other, leader must motivate people to give their best effort and align their behavior with organizational goals. Effective leadership is based on the ideas, which inspire others to act as the leader wants them to act. Learning experiences should help youth learn how to how to lead by developing qualities that will help

you know how to assist a group or person in meeting their goals. Some of the skills youth can learn through leadership include:

- a. Self confidence
- b. Communicating effectively including learning to listen, giving and receiving feedback
- c. Working well with people by involving them in meaningful ways; motivating and empowering others and sharing leadership

### **SIGNIFICANCE OF THE STUDY**

The present research will help the teachers to understand the importance of leadership of school principals. It will help teachers to understand the use of skills and activities implemented for the enhancement of leadership of school principals. The present research will enable school principals to guide the teachers regarding leadership behavior. Teachers will get information of Leadership Behavior of school Principals. The present research will help the teachers to enhance their leadership behavior. This study will help others for the study of leadership behavior of principals in secondary schools. The present research will help the school principals and teachers to become successful and to improve their leadership behavior and styles. It will help teachers to understand their school principal. It will help teachers for better interactions and behavior with their principal.

### **STATEMENT OF THE PROBLEM**

Leadership behavior of Principals is an important life skill that youth should learn in their development. The goal of educational leadership is to improve the quality of education system. Principal leaders step outside their classroom doors and accept the challenges to improve their practice through working with colleagues, school administration and professional staff—as well as students and their families. Therefore, the primary purpose of the study is Leadership behavior of Principals from Pune.

### **TITLE**

A STUDY OF LEADERSHIP BEHAVIOR OF SCHOOL PRINCIPAL

### **OPERATIONAL DEFINITIONS**

Leadership: Leadership is the “Process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”.

He who is engaged in leadership acts is a leader.- Bass (1960)

The behavior of any individual that makes a difference or modifications in the behavior of or the characteristics of the group. \_\_Stodgill and Coons (1952 )

Behavior: Behavior is “The way in which animal or person behaves in response to a particular situation or stimulus”.

Principal: The person who leads the entire school as a head teacher.

Senior teacher: Senior teacher means a teacher in a promotion position which includes educational administration duties.

Secondary School- A School where the student of standard 5 to 10 are studying

### **RESEARCH OBJECTIVES**

- 1) To study the leadership behavior of school Principal and senior teacher of secondary schools.
- 2) To compare the leadership behavior of male and female, rural and urban, Marathi and English medium, aided and unaided school principals and senior teachers of secondary schools.

### **NULL HYPOTHESES**

- a) There will be no significant difference between Principal of unaided and Government aided secondary schools in their perception of leadership behavior.
- b) There will be no significant difference between Principal of unaided and Government aided secondary schools with different length of experience in service in their perception of leadership behavior.
- c) There will be no significant difference between leadership behavior of male and female principals of secondary schools.

### **DELIMITATIONS OF THE STUDY**

- 1) The present research is limited to selected secondary schools of Pune district.
- 2) The present research is related to the principal and senior teachers from secondary schools.
- 3) The present research is limited to principal of unaided and aided secondary schools.
- 4) The present research is limited to Principals of Marathi and English medium secondary schools.

### **METHOD USED**

The researcher has used survey method for the present study.

### POPULATION FOR THE STUDY

The population of the study is School Principal of different schools of Pune district.

### SAMPLE

The sample for the present study consists of 70 school Principal of Pune district.

### TOOLS USED

A self-constructed and validated tool on Leadership Behavior Scale (LBS)

### STATISTICAL TECHNIQUES USED

Researcher used i. Mean ii. Standard Deviation iii. t- test for data analysis and interpretation.

### INTERPRETATION-

Null Hypothesis 1: There will be no significant difference between Principal of unaided and Government aided secondary schools in their perception of leadership behavior.

**TABLE NO – 1: Leadership Behavior of Principals on the basis of of unaided and Government aided secondary schools**

LEADERSHIP					
Types of School	Mean	SD	Number	t-ratio	Remarks
Aided	465	33.87	43	0.977	Accepted
Unaided	456	39.09	27		

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 1 that the calculated value of 't' is 0.977 which is less than the table value of 't'(1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership behavior of Principal with respect to their types of school- Aided and Unaided.

Null Hypothesis 2: There will be no significant difference between Principal of unaided and Government aided secondary schools with different length of experience in service in their perception of leadership behavior.

**TABLE NO – 2: Leadership Behavior of Principals on the basis of length of experience in service**

LEADERSHIP					
Education Experience	Mean	SD	Number	t-ratio	Remarks
1 to 20yrs	456	36.40	42	0.116	Accepted
Above 20yrs	465	34.56	28		

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 2 that the calculated value of 't' is 0.116 which is less than the table value of 't'(1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership behavior of Principal with respect to their experience.

Null Hypothesis 3: There will be no significant difference between leadership behavior of male and female principals of secondary schools.

**TABLE NO – 3: Leadership Behavior of Principals on the basis of male and female principals of secondary schools.**

LEADERSHIP					
Gender	Mean	SD	Number	t-ratio	Remarks
Male	465	62.77	22	1.086	Accepted
Female	518	35.14	48		

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 3 that the calculated value of 't' is 1.086 which is less than the table value of 't'(1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership behavior of Principal with respect to their Gender.

### FINDINGS

- a. School principal Leadership behavior is good.
- b. Aided and unaided school principal's leadership behavior is good
- c. Male and Female school principal's leadership behavior is good

## CONCLUSION

It is inferred from the above findings that there is no significant difference between the Leadership behavior of Principals on the basis of Government aided and unaided secondary schools, Gender of principals of secondary schools, Experience of school Principal-1 to 20 years, above 20 years.

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