

## LEADERSHIP BEHAVIOUR AMONG THE HEADMASTERS OF ELEMENTARY SCHOOLS OF TIRUCHIRAPPALLI DISTRICT

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### **Abstract**

*The role of Headmasters in schools is becoming more prevalent as educators examine ways to insure systemic change. It is based on the assumption that education will improve when those closest to the situation are included and encouraged to not only participate in the decision-making process, but also to initiate change. The purpose of this study was to find out the Leadership Behaviour of the Headmasters of Government and Aided Elementary Schools of Thiruchirappalli District. The data collected through Leadership Behaviour Description Questionnaire (LBDQ), were subjected to analysis under the two important behavioural dimensions viz. 'Initiating structure' and 'Consideration'. Each of the dimensions has 15 descriptive statements and the total numbers of items are 30. After critical analysis, the results concluded that the Headmasters of the Aided Elementary Schools exhibit significantly superior leadership behavior than the Headmasters of Government schools of Tiruchirappalli District.*

### **Introduction**

The importance of leadership in management of any educational organization can never be minimized. Achievement of organizational goals very much depends on how effectively leadership is exercised in the organization. Organizational leaders are the key figures who can change the work climate that all the employees are motivated to work hard with the result that the goals are achieved. Their philosophy of life, their styles of management, their ways of decision-making etc., perhaps, are not conducive to the effective functioning of the institution. From top to bottom our educational managers are recruited from amongst the professional, teachers and other generalists. The Headmaster should understand his duty as organizer and administrators of the School. He should always try to come up to the expectation of all concerned. In the modern democratic set up of life, only a democratic, administrator can succeed. So in no way, the Headmaster should have any sort of complexity that he is there to the various aspects of School life, only then he can discharge his duties efficiently. This study aims to find out the Leadership Behaviour of the Headmasters of Government and Aided Elementary Schools of Thiruchirappalli District.

**Need for the Study**

The Headmaster is known as the key person of the school administration. He is the chief inter-linking source between the school and the community. In the modern democratic set up only a democratic administrator can succeed. He should be well conversant with the various aspects of school life. He is able to adjust himself in any type of circumstances and situations prevailing in the school. Whether schools are effective or ineffective depend mainly on the style of Educational Management of the Headmaster.

The leadership behaviour of the Headmaster is correlated with other variables of Educational Management. Hence, there is a need to assess the Educational Management of Elementary School headmasters. This study mainly intends to assess the current status in Educational Management of Elementary Headmasters in Tiruchirappalli District.

**Objectives of the Study**

This particular study is proposed to analyze the following objectives

1. To find out and compare the Leadership Behaviour of the Headmasters of Government and Aided Elementary Schools of Tiruchirappalli districts.
2. To identify Leadership Behaviour among the headmasters of Government and Aided Elementary schools of Tiruchirappalli District.
3. To make a comparative study of the set of variables those are observable in the Leadership Behaviour of the Headmasters of Government and Aided Elementary Schools of Tiruchirappalli District.

**Research Hypothesis**

The Headmasters of Government Elementary School do not exhibit higher leadership behavior than the Headmasters of Aided Schools.

**Research Methodology**

The investigator followed the survey method for the present study. The widely used research instrument that contains dimensions of leadership behaviour is the LBDQ (Leadership Behaviour Description Questionnaire) was administered to the elementary Headmasters and school teachers of Tiruchirappalli District of Tamilnadu. The data thus collected were put into appropriate statistical analysis.

**Development of the Tool**

The investigator selected five point rating scale technique. Number of statements regarding each dimension and sub dimensions were selected. The statements were arranged into two dimensions rating scale.

The scale values and scoring procedure of each item are given as follows:

Response pattern	Score for Positive Items	Score for Negative Items
Always	4	-4
Often	3	-3
Occasionally	2	-2
Seldom	1	-1
Never	0	-0

### Sample of the Study

Stratified random sampling technique was employed for this investigation. The details of the sampling technique are as follows:

The sample of the present study includes Elementary school Headmasters and teachers in Trichirappalli district under different managements, viz. 5 Headmasters and 5 Teachers each from Government Elementary Schools and Aided Elementary Schools.

### Data Collection

The widely used research instrument that contains dimensions of leadership behaviour is the LBDQ (Leadership Behaviour Description Questionnaire) by Halpin and Winer (1957). The dimensions of the LBDQ are 'Initiating structure' and 'Consideration'. Each of the dimensions has 15 descriptive statements and the total numbers of items are 30.

In the "LBDQ - Ideal, self", the Headmaster indicates on the basis of his own leadership ideology the frequency with which the leader should engage in each form of behaviour by checking one of the five adverbs, 'always', 'often', 'occasionally', 'seldom', or 'never'. In the "LBDQ - Real, self", with modified instructions, the members of a leader's group indicate the frequency with which the leader engages in each form behaviour. Each item of these two tools is scaled on a scale 4 to 0. Negative items scored in the reverse order. The first 15 items of the questionnaire refer to 'Initiating structure' and the items 16 to 30 cover the 'Consideration' aspect of the leadership behaviour. Items 3, 20, 22, 23 and 24 in both the tools are to be scored negatively. The maximum score for each aspect of leadership behaviour viz. Initiating structure and consideration is 60. Effective leadership behaviour is characterised by high score on both 'Initiating structure' (concern for task) and 'Consideration' (concern for people).

In the present study, the "LBDQ - Ideal, self" form in which each items is worded to indicate how a leader should behave was administered to the 5 Headmasters of the government schools and 5 Headmasters of the aided schools to measure the leader's own leadership ideology.

"Leadership - Real, staff" tool with modified instructions was administered to all the 5 Government Elementary Schools Teachers and all the 5 Aided Elementary schools

Teachers. The Leadership Behaviour scores obtained by the Headmasters for the leadership qualities through these tools are analysed interpreted.

### Analysis and Interpretation

#### “LBDQ - Ideal, Self”

The Leadership Behavior Scores obtained by the Headmasters for the Leadership qualities, as self rated (Ideal-Self) by the Headmasters are given in the table1 and as rated by his staffs are given in Table 1.

**Table 1: Leadership Behaviour (Ideal Self) Scores of the Headmasters**

Ideal Self Rating of Headmasters					
Initiating Structure			Consideration		
	Mean Score	S.D.		Mean Score	S.D.
Headmasters of the government schools	54.20	2.77	Headmasters of the government schools	46.80	6.26
Headmasters of the Aided schools	45.00	2.54	Headmasters of the Aided schools	39.80	4.02

The table 1 reveals the obvious differences in the Initiating Structure Scores as well as consideration scores of the Headmasters of the Government Elementary Schools and Aided Elementary Schools of Tiruchirappalli districts. The scores were subjected to further analysis to find out the statistical significance of the differences.

**Table 2: Test for Significance of the Difference between Means of LBDQ Scores (Self Rating of Headmasters)**

Mean Score	S.D.	't' value	Level of Significance
Initiating Structure M1 = 54.20	2.77	5.45	0.01
M2 = 45.00	2.54		
Consideration M1 = 46.80	6.26	2.10	0.01
M2 = 39.80	4.02		

Critical Value at 0.01 Level = 2.90 Size of the group  $N_1 = N_2 = 5$  Critical Value at 0.05 level = 1.86

Since the computed 't' values of Initiating Structure (5.45) and consideration (2.10) are greater than the critical values. Therefore it is concluded that the Headmasters of the Government Elementary Schools exhibit significantly superior leadership behavior in both the dimensions of leadership as evidenced in the Ideal Self-Rating of the Headmasters.

**“LBDQ - Real, Staff”**

The Leadership Behaviour Scores obtained by the Headmasters for the leadership qualities, as rated by his staff, are given in Table 3.

**Table 3: Leadership Behaviour Scores of the Headmasters (Staff Rating)**

Staff Rating of Head Masters					
Initiating Structure			Consideration		
	Mean Score	S.D.		Mean Score	S.D.
Headmasters of the government schools	44.40	2.96	Headmasters of the government schools	46.40	6.10
Headmasters of the Aided schools	40.60	5.27	Headmasters of the Aided schools	43.80	6.53

The table reveals the obvious differences in the Initiating Structure Scores as well as consideration scores of the Headmasters of the Government Elementary Schools and Aided Elementary Schools of Tiruchirappalli districts. The scores were subjected to further analysis to find out the statistical significance of the differences.

**Table 4: Test for Significance of the Difference between Means of LBDQ Scores (Staff Rating of Headmasters)**

Mean Score	S.D.	't' value	Level of Significance
Initiating Structure			
M1 = 44.40	2.96	1.405	0.01
M2 = 40.60	5.27		
Consideration			
M1 = 46.40	6.10	0.650	0.01
M2 = 43.80	6.54		

Since the computed C.R. values of Initiating Structure (1,40) and consideration (0.65) are greater than the critical values at 0.001 level, the null-hypothesis is rejected.

This finding substantiates the earlier finding of this study through LBDQ - Ideal, Self tool that the Headmasters of Government Elementary Schools exhibit significantly superior leadership behavior in both dimensions of leadership behaviour, as compared to the Headmasters of the Aided Elementary schools of Tiruchirappalli districts.

**Suggestions and Recommendations**

Compare to the Headmasters of Government Elementary Schools, the Headmasters of the Aided Elementary schools exhibit inferior leadership behavior. They should enable them to exercise the leadership role and make their contribution to the development of their schools.

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