



Influence of Leadership Behavior on School Demographic Factors among Secondary School Teachers

Dr. D. R. Sarvamanagala DOS in Education, University of Mysore, Mysore

An attempt is made in the present investigation to study the effect of Leadership Behavior among secondary school teachers. The sample of the study comprises of 582 teachers from 99 high schools of Karnataka state selected on proportionate random sampling technique. The main findings of the study concluded that there were no significant main effects of school demographic factors, namely, type of management and locale of school and their effect of interaction on leadership behavior among secondary school teachers both before and after adjusting for the initial difference in general intelligence.

Teaching is the profession that shapes education. It is the essential profession, which makes all other professions possible. Well-qualified, caring and committed teachers will improve curricula, assessment and standards in the school. It will ensure that children are prepared to face challenges and utilize opportunities. It is a demanding job that requires in-depth knowledge of subject, content and specific pedagogy. It also requires many skills and qualities such as patience, leadership, creativity, ability for administration and counseling. Teaching is one such profession wherein the totality of behavior and potential of individuals are evaluated. The totality of behavior includes intelligence coefficient (I.Q) and emotional intelligence (EQ).

Variables

Leadership Behavior is taken as the dependent variable and School Demographic Factors, namely, Locality of School and Type of Management are treated as independent variables. General Intelligence is considered as co-variate.

Objectives of the Study

- To analyze the level of Leadership Behavior among secondary school teachers
- To examine to what extent the following factors, namely, Locality of School and Type of Management will influence Leadership Behavior

Hypotheses

The following hypotheses were formulated after reviewing the available literature.

- There are no significant main effects of school demographic variables, namely, Locality of School and Type of Management on Leadership Behavior (LB) before and after adjusting for the initial difference in general intelligence.
- There are no significant interaction effects of school related variables, namely, Locality of School and Type of Management on emotional intelligence (EI) before and after adjusting for the initial difference in general intelligence.

Method

Descriptive Survey was employed for collecting the required data.

1. Leadership Behavior Scale

Leadership Behavior Scale developed by Sarvamangala and Lalithamma (2010) consists of 15 situations. Each situation has four alternative responses for the respondent to choose from. The maximum score that can be obtained by each respondent is 45 and the minimum score is 17.

The reliability of the scale was established by test retest method and the obtained reliability coefficient of the scale was 0.68. The concurrent validity of the test was assessed by correlating the scale with external criteria, namely, Haseen Taj (2001). The validity was found to be 0.65.

2. General Nonverbal Intelligence Test

General Nonverbal Intelligence Test was developed by Raven (1956), is a test of a person's capacity at the time of the test to apprehend meaningful, figures presented for his observation, see the relations between

them, conceive the nature of the figure completing each system of relations between them and by doing so develop a systematic method of reasoning. This scale consists of 5 subsets A, B, C, D and E. Each set consists of 12 problems, altogether there are 60 problems. Since the scale is culture fair test, the person's total score provides an index of intellectual capacity irrespective of his nationality or education.

Sample

The sample consists of secondary school teachers, drawn from 99 high schools of Hassan and Mysore districts. Proportionate stratified random sampling procedure was employed.

Results and Discussions

1. Analysis of levels of Leadership Behavior among Secondary School Teachers

In order to realize the objective 1 of the study namely, "To analyze the level of leadership behavior of secondary school teachers", descriptive analysis was carried out. In order to study the level of leadership behavior of secondary school teachers, quartile points, namely, Q1, Q2 and Q3 of the distribution on leadership behavior (LB) scores were calculated.

Table 1 Quartiles on Leadership Behavior (LB) among Secondary school teachers (N=583)

Quartiles	I	II	III
Quartile Points	25	50	75
Value of Quartile Deviation in LB	30.38	34.48	36.05

It is observed from Table 1, that 90% of teachers have scored above the score of Q1; 55% of teachers have scored above the score of Q2 and 10% of teachers have scored above the score of Q3. The score value of Q1, Q2 and Q3 are 30.38, 34.48 and 36.05 respectively. It may be noted that maximum score one can obtain on the scale is 45.

Secondary school teachers are satisfied in discharging their routine assigned work. But they are not prepared to accept the role of leader. It is necessary to inspire the teachers to take up the leadership behavior so that they can do their work and responsibility more effectively and efficiently which in turn builds tremendous impact on the quality of work in particular and quality of education in general.

2. Main Effects of Locality of School and Type of Management on Leadership Behavior

To examine the main effects of school demographic factors, namely, Locale of School and Type of Management Two-way ANOVA was carried out and the results are given in Table 2.

Table 2 Significance of Mean Differences in Leadership Behavior of teachers classified according to School Related Factors such as Type of Management and Locale of School - Results of Two-way ANOVA

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Main Effects: Management_type	106.374	2	53.187	1.972	0.140
School_Locale	38.289	1	38.289	1.420	0.234
Interaction Effects: Management_type*School_Locale	132.880	2	66.440	2.463	0.086
Error	15536.384	576	26.973		
Total	640202.000	582			
Corrected Total	15741.354	581			

R Squared = 0.013 (Adjusted R Squared = 0.004)

From Table 2, it is revealed that the 'F' value for difference in leadership behavior between teachers classified under different types of manage-

ment was 1.972 for df(2). This is not significant at 0.05 level. Therefore it can be inferred that type of management does not have significant effect on leadership behavior of secondary school teachers.

From the same Table 2, it is revealed that the 'F' value for difference in leadership behavior between teachers based on locale of the school was 1.420 for df(1). This is not significant at 0.05 level. Therefore it can be inferred that there is no significant effect of locale of school of secondary school teachers on leadership behavior.

3. Effect of Interaction between Locale of the School and Type of Management on Leadership Behavior

To examine the interaction effects of school related variables, namely, Locale of School and Type of Management ANCOVA was carried out and the results are given in Table 3.

Table 3 Results of ANCOVA with respect to Leadership Behavior (Dependent Variable) and Different School Related Factors such as Management of School and Locale of School after adjusting for initial difference in General Intelligence

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Main Effects: Management_type	LB	119.902	2	59.951	2.244	0.107
School_Locale	LB	26.234	1	26.234	0.982	0.322
Interaction Effects: Management_type*School_Locale	LB	126.704	2	63.352	2.371	0.094
Error	LB	15337.078	574	26.720		
Total	LB	639673.000	581			
Corrected Total	LB	15646.010	580			

R Squared = 0.020 (Adjusted R Squared = 0.009)

It can be inferred from Table 3 that, the effect of interaction between the school related variables, namely, locale of school and type of management on leadership behavior is 2.463 for df(2) before adjusting for the initial difference in general intelligence which is not significant at 0.05 level.

After adjusting for the initial difference in covariate, namely, general intelligence, the obtained effect of interaction between schools under different management and locale of school on leadership behavior is 2.371 for df(2) which is also not significant at 0.05 level.

Therefore, the hypotheses that, there is no significant effect of interaction between schools under different managements and locale of school on leadership behavior is retained.

Findings of the Study

There exists no significant main effect and interaction effect between schools under different managements and locale of school on Leadership Behavior.

REFERENCES

Barker, R. G., and Gump, P. V. (1986) . Big School, Small School: High School Size and Student Behavior. Stanford, Calif.:Stanford University Press. | Blasé, J. (1998). Handbook of instructional leadership: How really good principals promote teaching and learning. Thousand Oaks, CA.:Corwin Press. | Ciulla, J. B. (2003). The ethics of Leadership, Belmont, CA: Thomson Wadsworth. | Day, C. (2001). Beyond Transformational Leadership: Educational Leadership, 57,56-59. | Goleman Daniel, Richard Boyatzis, Annie Meke (2000). Primal Leadership. | Jayajothi, K.V. (1992). "Organizational climate and leadership behavior of principals in relation to teacher miorale in central schools", M. Phil Edu. Annamalai University | Nanda, A.R. (1992). "A study of the leadership behavior of primary school headmasters of Cuttack city", M.Phil Edu. Utkal University. | Panday, Saroj (1985). "A study of leadership behavior of the principal, organizational climate and teacher morale of secondary schools". D. Phil Allahabad University, 1985. | Robert M. Fulmer, Marshal Goldsmith (2001). The Leadership Investment – American Management Association. | Sharma, Sudha (1982). "A study of leadership behavior of headmasters vis-à-vis the school climate". Ph.d. Edu, Agra University. | Virmmi, K.G. (1984). "Leadership styles and cognitive ability antecedents as performance condition of educational leaders – Focus on heads of the school", Ph.D. Soc. Sc. IIT Del 1984. |