



Secondary School Hm’s Leadership Behaviour and Quality Improvement of Secondary Education

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KEYWORDS :

1. INTRODUCTION

Every group, whether formal or informal, spontaneous or organised has a leader. He is the person who manages the group activities and is responsible for intensifying feeling of belongingness and interdependence among the members of the group. He persuades the members to feel, think and act together, In fact, the leader is one of the members of a group who, by virtue of his exceptional qualities or unique position in the group rises to occasion, influences the behaviour of the group and directs the energy of group to any channel – desirable or undesirable.

Quality is any of the features that make something what it is. It is basic nature or character. The term also means degree of excellence which thing possess. Quality which refers to physical or non-physical individual or typical that constitutes the basic nature of a thing or is one of its distinguishing features.

ISO defines, “Quality as the totality of features and characteristics of product or service that bear on its ability to satisfy stated or implied needs”.

Quality can be used both as an absolute and as a relative concept. Hence, leadership behaviour make quality improvement programmes in secondary school programmes. We can say that there is interrelationship between leadership behaviour and quality improvement programmes. Here study focused on how can improve quality programmes influenced by leadership behaviour. Now-a-days leadership not only leads to school management but it led to develop country also.

2. NEED AND IMPORTANCE OF THE STUDY

In order to hold his key position, efficiently a head master is required to be a many of good qualities. He must possess an outstanding personality extraordinary traits. He should be able to set a personal example of good conduct, high scholarship, high ideals, social service, integrity and leadership. The HMs has to discharge a large number of responsibilities and perform several duties.

3. OBJECTIVES OF THE STUDY

- To study the Secondary School Head Master’s Leadership Behaviour.
- To study the Karnataka Secondary School System toward the Quality Improvement Programmes.
- To identify the correlation between Secondary School Head Master’s Leadership Behaviour and the Quality Improvement Programmes.

4. HYPOTHESES OF THE STUDY

- There is no significant relationship between Secondary School Male and Female Head Master’s Leadership Behaviour.
- There is a correlation between Leadership Behaviour and Secondary School Quality Improvement among Secondary School Head Masters.

5. VARIABLES OF THE STUDY

5.1 Main Variable

- Leadership behaviour
- Quality improvement programmes

5.2 Subvariables

- Area – Urban

- Rural
- Sex – Male
- Female

6. SAMPLE OF THE STUDY

Fifty Secondary Schools Head Masters of the Karnataka State Mysore Division Districts.

| Urban | | Rural | |
|-------|--------|-------|--------|
| 25 | | 25 | |
| Male | Female | Male | Female |
| 15 | 10 | 15 | 10 |

7. TOOLS USED FOR THE STUDY

- Leadership Behaviour Descriptive
- Questionnaire by Umme Kulsar Questionnaire of Quality Improvement Programmes
- Standardise Test by the researcher

8. METHODOLOGY OF THE STUDY

- The present study is a descriptive method.

9. STATISTICAL TECHNIQUES

- t-test
- Correlation

10. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: There is no significant relationship between Secondary School Male and Female Head Master’s Leadership Behaviour.

Table 1: Male and female secondary school HM’s leadership behaviour

| Gender | Number | Mean | Mean difference | t-value | Significance |
|--------|--------|-------|-----------------|---------|--------------|
| Male | 25 | 58.27 | 1.81 | 22.28 | 6.285 |
| Female | 25 | 56.46 | | | |

The researcher had selected 50 samples for the present study out of which 25 are female HMs and 25 are male HMs. Secondary school male HMs mean value is 58.27 and secondary school female HMs mean value is 56.46. The difference of the mean value is 1.81. As per the mean value compared to female and male HMs 1.87. But there is not much difference. Hence as per mean value of HMs female and male t-value is 22.28, which is also not significant.

As per the mean and SD value of the male and female secondary schools, there is no significant at 0.01 and 0.05 levels. So we accept the hypothesis, “There is no significant relationship between secondary school male and female Head Master’s leadership behaviour”.

Hypothesis 2: There is a correlation between Leadership Behaviour and Secondary School Quality Improvement among Secondary School Head Masters.

Table 2: There is a correlation between leadership behaviour and secondary school quality improvement among secondary school HMs

| Items | Statistical terms | LBDQ |
|--------------|-------------------------|-------|
| Organisation | Pearson correlation | 0.018 |
| | Significance (2-tailed) | 0.803 |
| | Number | 50 |

| | | |
|--------------------|-------------------------|--------|
| Communication | Pearson correlation | 0.105 |
| | Significance (2-tailed) | 0.138 |
| | Number | 50 |
| Decision-making | Pearson correlation | 0.215 |
| | Significance (2-tailed) | 0.0012 |
| | Number | 50 |
| Akshara Dasoha | Pearson correlation | -0.043 |
| | Significance (2-tailed) | 0.497 |
| | Number | 50 |
| Scholarship | Pearson correlation | 0.062 |
| | Significance (2-tailed) | 0.384 |
| | Number | 50 |
| Health programme | Pearson correlation | 0.109 |
| | Significance (2-tailed) | 0.123 |
| | Number | 50 |
| Organisation | Pearson correlation | 0.120 |
| | Significance (2-tailed) | 0.090 |
| | Number | 50 |
| Free books | Pearson correlation | 0.101 |
| | Significance (2-tailed) | 0.156 |
| | Number | 50 |
| Training students | Pearson correlation | 0.055 |
| | Significance (2-tailed) | 0.438 |
| | Number | 50 |
| Training teaching | Pearson correlation | 0.042 |
| | Significance (2-tailed) | 0.555 |
| | Number | 50 |
| Equality education | Pearson correlation | -0.054 |
| | Significance (2-tailed) | 0.444 |
| | Number | 50 |
| Other programmes | Pearson correlation | 0.068 |
| | Significance (2-tailed) | 0.338 |
| | Number | 50 |

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To test this hypothesis Pearson Product Movement Correlation Technique was employed. Coefficient of Correlation between secondary school HMs and leadership behaviour and secondary school variety quality improvement programmes were calculated significantly and they were found to be Akshara Dasoha significant value is relate to this dimension organisation 0.803, communication 0.0138 and decision-making 0.002. As per this value it is not significant. Scholarship, health programme, free books programmes, training for students and teachers and quality of education programme dimension are 2-tailed significant value is not significant. This is indicated that there is a positive relationship between secondary school education, quality improvement programmes, secondary school HMs leadership behaviour. Hence null hypothesis is rejected and concluded that secondary school education, quality improvement programme and secondary school HM's leadership behaviour.

As per the Pearson's Correlation of the Secondary School Head Master's Leadership Behaviour and Quality Improvement Programmes of Secondary School, there is no significant at 0.01 and 0.05 levels. So we reject the hypothesis, "There is a correlation between Leadership Behaviour and Secondary School Quality Improvement among Secondary School Head Masters".

11. CONCLUSION

In the present study the leadership behaviour must try to build organisation and provisions for innovation for change and for development. In a changing world people must adopt themselves to changing conditions and in order to hold his key position efficiently a head master is required to be a master of good qualities. He must possess an outstanding personality and extraordinary traits. He should be able to set a personal example of good conduct, high scholarship, high ideals, social services, integrity and leadership.

12. REFERENCES

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