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Impact of value-orientation on Leadership Behaviour of Secondary School Teachers in Tumkur District

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ABSTRACT

The success of education process depends to a large extent on the character and ability of the teacher, who is the corner stone of the arch of education, the belief that the goals of education will be realized by by-passing the teacher who has proved to be illusory. An attempt is made in the present study to find out the Impact of value-orientation on Leadership Behaviour of Secondary School Teachers. A sample of 150 secondary school teachers selected randomly from rural and urban secondary schools situated in Tumkur District was the subject of present study. The researchers used two standardized scales to measure and quantify the value-orientation rating scale and Leader Behaviour Description Questionnaire of secondary school teachers. Data collected was analyzed statistically using 't' test and Pearson Product Moment Correlation technique. Result revealed that there is a relationship between value-orientation and leadership behavior of secondary school teacher in terms of their consideration ($r=0.163$).

Keywords : Value-orientation, Leadership Behaviour

Introduction:

Education is the back bone of progressing nation, the teacher is the pivot in the system of education and he/she has a key role to perform in this whole process. The success of educational process depends to a large extent on the character and ability of the teacher, who is the corner stone of the arch of education, the belief that the goals of education will be realized by by-passing the teacher who has proved to be illusory. One of the best ways to substantiate this statement is that the knowledge may be acquired from books, but the love of knowledge is transmitted only by personal contact. Thus, the teachers are considered to be the 'seed corn resources'.

The teachers have a special responsibility in every society and the way it is discharged sets the love for the education of the young. The commitment to give their best in moulding the tender minds entrusted to them must be seen to be beyond question. Then only it will be possible for teachers to inspire students to take full advantage of the educational facilities and imbibe the values which would make them good citizens and human beings. The perception today is that this is not happening" (Ministry of Education, Challenge of Education – A policy perspective, 1985, P 70). The teacher is the pivot around which the entire teaching – learning process involves. The teacher is the single most crucial factor determining the success or failure of the educational system (Arora and Pandey, 1998, p-5).

The educational system today is child – centered. Yet the teacher has the central pivotal role in designing the learning system and in deciding the alternatives for effective communication. The teacher help the students to learn information, acquire values and develop attitudes (Cima M. Yeole, 1998, p 20).

In order to channelise the potentialities of the students the teacher he awakens sleeping spirits, quickens the indolent, encourages the eager, steadies the unstable, communicates her/his own joy in learning and shares with boys and girls the best treasures of his/her mind, and she/he lights many candles which in later years will shine back to cheer him/her is opt and worthy of him.

Need for the study:

The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership Drucker points out that managers (business leaders) are the basic and scarcest resources of any business enterprise. Statistics from recent years make this point more evident: "of every one hundred new business establishments started, approximately fifty or one – half, go out of business within two years. By the end of five years one third of the original one hundred will still be in business. Most of the failures can be attributed to ineffective leadership (Hersey and Blanchard, 1988, p.85).

On all sides there is a continual search for persons who have the necessary ability to lead effectively. This shortage of effective leadership is not confined to business but is evident in the lack of able administrators in government, education, churches and every other form of organization. Thus, when we decry the scarcity of leadership talent in our society, we are not talking about a lack of people to fill administrative bodies. What we are agonizing over is a scarcity of people who are willing to assume significant leadership roles in our society and who can get the job done effectively. There are two types of leaders namely born leaders and trained leaders. Born leaders are rarely available. For this reason we should not wait for them and sufficient leaders should be trained. However, it is accepted now that leaders are trained and this fact is established in the leadership studies included at Ohio State University.

Statement and scope of the problem :

The problem selected for the present investigation was the following: "A Study of the Relationship of Value – orientations of Secondary School Teachers on their Leadership Behaviour in Tumkur District".

The study was intended to include only Secondary School Teacher of Tumkur District and was undertaken to examine the Impact of Value – orientations on their Leadership Behaviour.

Objectives of the study

The study had the following objectives.

1. To find out the relation between value orientations and leadership behaviour of secondary school teachers.

- To find out whether there are any significant differences in their leadership behaviour as per differences in their levels of value orientations.

Methodology:

Operational Definitions:

In the present study the Leader Behaviour Description Questionnaire (LBDQ-30 items) of Halpin and Winer 1957 has been used to measure leader behaviour. This tool has two dimensions namely 'Initiating Structure' and 'Consideration'. Consideration refers to the leader's behaviour indicative of friendship, mutual trust, respect and warmth in relationship between the leader and the members of the group. Initiating structure refers to the leader's relationship between himself and the members of the group, in endeavouring to establish well defined patterns of organization, channels of communication and ways of getting the job done.

Value – orientations:

In the present study value- orientation scale developed Ahmed (1992) based on the theoretical base given by Pareek and Chattopadhyay (1965) and Khajapeer (1977) has been used to measure the value – orientations of secondary school teachers namely conservatism - liberalism.

Conservatism - Liberalism is a continuum. It means, if a person is more conservative he is less liberal and vice-versa. Conservatism is a positive attitude towards traditional institutions and practices, and maintaining the 'status- quo' producing a tendency to resist change. Liberalism is a positive attitude towards search for new ways and new ideals and modification or change in the 'status- quo'.

Sampling Design :

For the present investigation a total sample of 150 secondary school teachers was selected from among the teachers working in various high schools in Tumkur district following two stage stratified proportionate random sampling design.

Table:1 Sampling Design for Collection of Data.

Type of Locality of the school	Total Number of schools	No. of Schools selected at the first stage	Approximate No. of teachers working in the schools selected at the first stage	Total No. of teachers selected at the second stage
Urban	017	03	043	027
Rural	124	24	193	123
Total	141	27	236	150

Statistical Techniques:

In the present investigation to test the null hypotheses, the means, standard deviations, standard error of difference, 't's and Pearson's Product Moment Correlations were used to compute the data collected.

Findings:

Major Null Hypothesis:

- There is no significant relationship between independent variable value – orientations of secondary school teachers and their leadership behaviour in terms of initiating structure and consideration.

Minor Null Hypotheses:

- 1.1 There is no significant relationship between value – orientations of secondary school teachers and their leadership behaviour in terms of initiating structure.
- 1.2 There is no significant relationship between value – orientations of secondary school teachers and their leadership behaviour in terms of consideration.

Table-2: Table Showing Relationship of Value-orientation of Secondary School Teachers to Their Leadership Behaviour Given in terms of Initiating Structure and Consideration.

Table-2: Table Showing Relationship of Value-orientation of Secondary School Teachers to Their Leadership Behaviour Given in terms of Initiating Structure and Consideration.

Independent variable	Dependent Variable	
	Consideration	Initiating structure
Value – orientation	0.163*	0.046 (NS)

Note: * Significant beyond 0.05 level
NS= Not significant

1. From Table – 2 it can be observed that the relationship between value – orientation and leadership behaviour of secondary school teachers in terms of initiating structure (r=0.046) is not significant even at 0.05 level of probability. Hence the null hypothesis (1.1) stated above is accepted. Therefore, it is concluded that there is no significant relationship between value – orientation of secondary school teachers and their leadership behaviour in terms of initiating structure.

2. The correlations between value – orientation and leadership behaviour in terms of consideration is 0.163 which is significant beyond 0.05 level of probability for 148df. Hence, the null hypothesis (1.2) is rejected and therefore, it is concluded that the value – orientation and leadership behaviour of secondary school teachers in terms of consideration is significant and they are positively correlated. This implies that higher the level of value – orientation (liberalism), higher is the level of consideration.

Difference in Leadership Behaviour (consideration) as per Difference in Value – orientations of Secondary School Teachers.

Major Null Hypothesis:

- There is no significant mean difference between value – orientations and leadership behaviour of secondary school teachers in terms of consideration.

Minor Null Hypothesis:

2.1 There is no significant means difference between high value – orientation group and average value – orientation group with leadership behaviour of secondary school teachers in terms of consideration.

Table: 3: Table Showing the Size of the Sample, Means, Standard Deviations, 't' –value and the level of Significance of High and Average Value – orientation groups of Secondary School Teachers Leadership Behaviour Given in Terms of Consideration.

SL. No	Variable Value orientation	N	Mean	S.D	t- value	Level of significance
1	High	45	42.62	8.03	2.643	0.01**
2	Average	66	46.59	7.57		

Note:**Significant at 0.01 Level.

It is clear from Table-3 that the obtained 't' value of 2.643 is significant beyond the 0.01 level of probability. Since it is higher than the table value of 2.61 for df148. Hence, the null hypothesis stated above is rejected and in its place the alternative hypothesis is accepted. Hence, it is concluded that there is a significant difference between the mean consideration scores of high value – orientation group (M=42.62) and average value – orientation group (M=46.59). It is also seen that the group with average value – orientation level has a high mean consideration (46.59) than the group with high value – orientation (42.62) respectively.

Minor Null Hypothesis:

- 2.2 There is no significant mean difference between high value – orientation group and low value – orientation group with leadership behaviour of secondary school teachers in terms of consideration.

Table -4: Table Showing the Size of the Sample, Means, Standard Deviations, 't' value and the Level of Significance of High and Low value – orientation groups of Secondary School Teachers Leadership Behaviour in Terms of Consideration.

SL. No	Variable Value orientation	N	Mean	S.D	t-value	Level of significance
1	High	45	42.62	8.03	1.572	0.05(NS)
2	Low	39	45.00	5.32		

Note: NS- Not significant.

As it can be seen from Table –4 then mean difference in the consideration scores of the teachers is not significant even at 0.05 level of probability. Hence, the null hypothesis stated above is accepted and therefore, it is concluded that differences in the high and low value – orientation groups of teachers do not account for significant differences in their levels of consideration.

Minor Null Hypothesis

2.3 There is no significant mean difference between average value- orientation group and low value – orientation group with leadership behaviour of secondary school teachers in terms of consideration.

Table – 5: Table Showing the Size of the Sample, Means, Standard Deviations, 't' value and the Level of significance of Average and Low Value – orientation Groups of Secondary School Teachers Leadership Behaviour in Terms of Consideration.

SL. No	Variable Value orientation	N	Mean	S.D	t- value	Level of significance
1	Average	66	46.59	7.57	1.153	0.05(NS)
2	Low	39	45.00	5.32		

Note: NS – Not significant.

As it can be seen from Table-5 the mean difference in the considerations scores of the teachers is not significant even at 0.05 level of probability. Hence, the null hypothesis stated above is accepted and therefore, it is concluded that differences in the average and low value – orientation groups of teachers do not account for significant differences in their level of consideration.

Differences in Leadership Behaviour (Initiating Structure) as per Differences in Value – orientations of Secondary Schools Teachers.

Major Null Hypothesis.

3. There is no significant mean differences between value – orientations and leadership behaviour of secondary school teachers in terms of initiating structure.

Minor Null Hypothesis.

3.1 There is no significant mean differences between high value – orientation group and average value – orientation group with leadership behaviour of secondary school teachers in terms of initiating structure.

Table – 6: Table Showing the Size of the Sample, Means, Standard Deviation, 't' value and the Level of significance of High and Average value – orientation Groups of secondary school Teachers leadership behaviour in Terms of Initiation Structure.

SL. No	Variable Value orientation	N	Mean	S.D	t- value	Level of significance
1	High	45	45.31	7.04	0.825	0.05(NS)
2	Average	66	46.34	6.11		

Note: NS – Not significant.

As it can be seen from Table- 6 the mean difference in the initiating structure scores of the teachers is not significant even at 0.05 level of probability. Hence, the null hypothesis stated above is accepted and therefore, it is concluded that differences in the high and average value – orientation groups of teachers do not account for significant differences in their levels of initiating structure.

Minor Null Hypothesis

3.2 There is no significant mean differences between high value – orientation group and low value – orientation group with respect to leadership behaviour of secondary school teachers in terms of initiating structure.

Table -7 Table showing the Size of the Sample, Means, Standard Deviations, 't'- value and the level of significance of High and Low value – orientation groups of Secondary School Teachers Leadership Behaviour in terms of Initiating Structure.

SL. No	Variable Value orientation	N	Mean	S.D	t- value	Level of significance
1	High	45	45.31	7.04	0.474	0.05(NS)
2	Low	39	44.58	6.84		

Note: NS – Not significant

As it can be seen from Table -7 the mean difference in the initiating structure scores of the teachers is not significant even at 0.05 level of probability. Hence, the null hypothesis stated above is accepted and therefore it is concluded that differences in the high and low value – orientation groups of teachers do not account for significant differences in their levels of initiating structure.

Minor Mull Hypothesis

3.3 There is no significant mean differences between average value – orientation group and low value – orientation group with respect to Leadership behaviour of secondary school teachers in terms of initiating structure.

Table -8: Table Showing the Size of the Sample, Means, Standard Deviations 't' value and the level of significance of Average and Low -value – orientation groups of Secondary School Teachers Leadership Behaviour give in terms of Initiating Structure.

SL. No	Variable Value orientation	N	Mean	S.D	t- value	Level of significance
1	Average	66	46.34	6.11	1.362	0.05(NS)
2	Low	39	44.58	6.84		

Note: NS – Not significant

As it can be seen from Table- 8 the mean difference in the initiating structure scores of the teachers is not significant even at 0.05 level of probability. Hence, the null hypothesis stated above is accepted and therefore, it is concluded that differences in the average and low value – orientation groups of teachers do not account for significant differences in their levels of initiating structure.

Conclusions:

- 1) There is a significant relationship ($r = 0.163$) between value-orientation of secondary school teachers and their leadership behaviour in terms of consideration.
- 2) The correlation between value-orientation and initiating structure ($r = 0.046$) of secondary school teacher is not significant even at 0.05 level of probability.
- 3) The mean difference in value-orientations (high and average) of secondary school teachers and their leadership

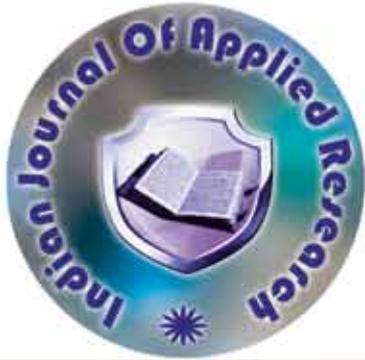
- behaviour in terms of consideration is significant at 0.01 level of significance .
- 4) The mean difference in value-orientations (high and low) of secondary school teachers and their leadership behaviour in terms of consideration is not significant even at 0.05 level of significance .
 - 5) The mean difference in value-orientations (average and low) of secondary school teachers and their leadership behaviour in terms of consideration is not significant even at 0.05 level of significance .
 - 6) The mean difference in value-orientations (high and average) of secondary school teachers and their leadership behaviour in terms of initiating structure is not significant even at 0.05 level of significance .
 - 7) The mean difference in value-orientations (high and low) of secondary school teachers and their leadership behaviour in terms of initiating structure is not significant even at 0.05 level of significance .
 - 8) The mean difference in value-orientations (average and low) of secondary school teachers and their leadership behaviour in terms of initiating structure is not significant at even 0.05 level of significance.

Educational implications:

The results of Pearson's Product Moment Correlation reveals that there is a relationship between value-orientation and leadership behaviour of secondary school teacher in terms of their consideration ($r = 0.163$). This means that by increasing value-orientation level (liberalism) of secondary school teacher, their consideration level can be increased.

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