A Study on Leadership Behavior of Heads of Colleges of Education of Bangalore District

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ABSTRACT *The study on Leadership behaviour of heads of Colleges of Education in Bangalore District has been dealt with in this paper. The Leadership Behaviour Description Questionnaire used for data collection. 't-test' technique was adopted for data analysis. The aided college heads leadership behaviour better than unaided college heads leadership behaviour and urban college heads leadership behavior better than rural college heads leadership behaviour. The male leadership behaviour better than female leadership behaviour and PhD holders leadership behaviour better than postgraduates leadership behaviour.*

Introduction:

Leadership is a basic element of education. A great leader can inspire entire community; his influence radiates, and he exemplifies in his own life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the Headmasters, the supervisor and the administrator should assume leadership. In a period of crisis and transition the position of the educational leader is more significant than at any other time. We look to education to solve the perplexing problems of our time. The task of the educational leader is to become aware of the opportunities. His function is to create love where antagonism prevails; to spread the flame of knowledge where ignorance exists; and to create real when so many are smug and self-righteous. He must not only communicate ideas, but he then must be a representative of a creative way of life, a symbol of peace and serenity.

The leaders should be adept in performing to both the roles and should be skilled in judging which role is suitable to any given circumstances. It goes without saying that he should never be so flexible as to appear unreliable to his subordinates his peers and his superiors. A sudden transition from one role to another even if skillfully accomplished will usually upset the expectations of those working with him. Sometimes such an upset may be needed to shock others so as to respond to changed circumstance but if the shift is in style.

Review of Related Literature

Nolen (2003) Leadership exhibited by a principal may have an impact on a teacher's attendance, and in turn, impact student achievement, Sharma (1982) studied leadership behaviour of the Headmasters of the JHS was not significant on the basis of area (Rural and Urban) and management (Government, Private Aided and Private Unaided). The leadership behaviour of the Headmasters of the JHS was significant on the basis of sex. Prandini, Carlo (2008) Research indicates that school leadership and organizational management play a significant role in the effective operation of successful schools. The intent and focus of this study was to identify the leadership practices and organizational components that are common to large, academically successful high schools.

Objectives of the study:

The following objectives were framed for the present study

- To study the leadership behavior of heads of the college of education with types of college (Aided and Unaided)
- To study the leadership behavior of heads of the college of education with Location (rural and urban),
- To study the leadership behavior of heads of the college of education with gender (male and female)
- To study the leadership behavior of heads of the college of education with educational qualification (PhD holder and postgraduates).

Hypotheses

In pursuance of the objectives 1-4 following Null Hypotheses were set up.

- There is no significant difference leadership behavior of heads of the college of education between Aided and Unaided.
- There is no significant difference leadership behavior of heads of the college of education between rural and urban.
- There is no significant difference leadership behavior of heads of the college of education between male and female.
- There is no significant difference leadership behavior of heads of the college of education between PhD holder and postgraduates.

Methodology

Normative survey method was used for the present study.

Sample Selection

The study was conducted on a total sample of 50 heads of the colleges of Education in Bangalore District in Karnataka. The random sampling method was used.

Tools

The following tools were used for the collection of required data.

"Leadership Behaviour Description Questionnaire," developed by E.A. Fleishman (1973).

Data Collection

The Leadership Behaviour Description Questionnaire for heads of the colleges of Education obtains the required data. The investigator personally visited to each College of Education to collect duly filled tools. Personal data relating to name, sex, educational qualification, and types of Colleges were also collected through a personal data specially prepared for the purpose.

Statistical Analysis

In order to study the difference scores of leadership behaviour with the scores of students achievement test 't'- test

were computed and tested for significance as shown in Table1

Table: - 01 The difference leadership behavior heads of secondary schools with Types of school, Medium of Instruction, Location, Gender and Educational Qualification.

	Variable	N	Mean	SD	t-value	p-value	Sign
Types of college	Aided	10	30.6303	7.7674	2.4605	<0.05	S
	Unaided	40	34.8121	5.9152			
Location	Rural	20	31.4519	6.9485	3.0573	<0.05	S
	Urban	10	35.7739	7.1586			
Gender	Male	35	32.0033	6.8771	2.4586	<0.05	S
	Female	15	35.5950	7.5600			
Educational Qualification	PhD Holders	30	32.0033	6.8771	2.4586	<0.05	S
	Postgraduates	20	35.5950	7.5600			

(*- Significant at 0.05 level of significance)

Major findings
The table No 01 revels that the obtained t-values in the types of college location, gender and Educational Qualification are more than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the aided college heads leadership behaviour better than unaided college heads leadership behaviour and urban college heads leadership behavior better than rural college heads leadership behaviour. The male leadership behaviour better than female leadership behaviour and PhD holder's leadership behaviour better than post graduates leadership behaviour.

Conclusion
From this study it is concluded that the product of it is observed that leadership behaviour of the heads have made significant contribution towards the academic improvement of the colleges of Education

Educational implication:
1. School leadership provides a critical bridge between student success initiatives and their impact on students in schools.
2. The leadership practices that have the highest impact on student achievement, to determine the extent to which these leadership practices are implemented, and the relationship between knowledge, use and student achievement.
3. Leadership responsibility elements are shared among faculty members and which are of the greatest value in increasing student achievement.
4. Leadership knowledge, skills, and behaviors that contributed to improved student achievement in mathematics determine differences the perception of principals and their teachers about the extent to which the principals demonstrated these behaviors, and identify specific behaviors principals demonstrated that led to improved student achievement.
5. Instructional leadership practices, the principal had emulated a shared vision through collaboration and shared decision making with his staff. The effective leadership had accentuated the levels of student performance.

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