



# Relationship Between Leadership Behaviour of School Heads and Organizational Commitment of Secondary School Teachers

## KEYWORDS

Leadership Behaviour, Organizational Commitment, Secondary School

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**ABSTRACT** *The teacher is most important in the field of education and he/she is the main pillar in the process of education. Leadership and Teacher Commitment in education since the mid 1990s, the influence of leadership in the educational sector has been the center of many research studies. The role of a school head is considered as the foremost important person in ensuring the effectiveness of the school and efficiency in running the school. The purpose of this study is to find out the relationship of leadership behaviour/styles perceived by the teachers and Organizational Commitment Questionnaire by Allen and Meyer adapted and standardized by Dr. Thomas C. Mathew (2003) was used to measure the commitment of teachers. The Pearson's Product Moment Coefficient of Correlation was used to find out the relationship between variables and 't' test was used to find out the significant differences between the groups. The correlation result shows that there was a positive significant relationship between Leadership Behaviour and Organizational Commitment of secondary school teachers and that 't' test result shows that teachers who have reported better organizational commitment had better leadership from their school heads. The male and female teachers had similar type of leadership behaviour/style. School principals must be supportive and motivated to staff members thereby enhancing the organizational commitment of teachers.*

## 1. INTRODUCTION

Educational research indicates that Leadership and Teacher Commitment are influential factors in school effectiveness. A Principal is the most powerful and influential individual in school. The role of a school principal is considered as the first and foremost important person in ensuring the effectiveness of the school and efficiency in running the school (Ahmad, 2004). Thus, educators and policymakers alike seek a frame for effective Leadership that can produce sustainable school improvement and continuous Teacher Commitment (Lambertz, 2002).

Leadership and Teacher Commitment in education since the mid 1990s, the influence of Leadership in the educational sector has been the center of many research studies. This Leadership paradigm has quickly become the most prevalent and widely accepted model of school Leadership because of its emphasis on the fostering and development of organisational members (Marzano et al., 2005).

Hussein and Da Costa (2008) found significant relationship of organizational commitment with perceived Leadership style and suggested that it was more appropriate to consider the affective, continuance and normative manifestations of organizational commitment as components rather than types of organizational commitment. Cokluk and Yilmaz (2010) found moderate positive relationship between the teachers' perceptions about organizational commitment and supportive Leadership behavior of school administrators. Cemaloglu; Sezgin and Kilinc (2012) conducted a study on the relationships between school Principals' transformational and transactional Leadership styles and teachers' organisational commitment and found that school Principals were more likely to show transformational Leadership style than transactional Leadership style. There were significant relationships between transformational and

transactional Leadership style of Principals and organizational commitment of teachers.

From the above studies it clear that there is a need for taking up research which measures the relationship of Leadership Behaviour and Organizational Commitment which is one of the important variables at secondary school level.

## 1. NEED FOR THE STUDY

Teachers are the sculptures who shape the young ones into individuals of potential and worthy characteristics. For this, a teacher should have commitment. Commitment is involvement and dedication; it is a teacher's mental and physical effort. At the same time the Principal of an educational institution has a crucial role to play in total quality management of schools. Principal should as a leader provide better service to teachers and also students. The role of the principal as a leader has been a subject of considerable debate and research in education. The most crucial factor in any institution is the leadership behaviour of the head and the ways through which the head of the institution carries out his leadership behaviour and if he has transformational leadership behaviour in particular, that may reflect on teacher's effectiveness and organizational commitment.

## 3. STATEMENT OF THE PROBLEM

The purpose of the study is to know relationship of Leadership Behaviour of school heads with Organizational Commitment of secondary school teachers.

## 4. OBJECTIVES OF THE STUDY:

1. To study the Leadership Behaviour of school heads with few teacher background variables
2. To find out the relationship between Leadership Be-

haviour of school heads and Organizational Commitment of secondary school teachers.

- To assess whether differences in the sex and different levels of organizational commitment would account for significant differences in the Leadership Behaviour of school heads.

**5 STATEMENT OF HYPOTHESES**

The following hypotheses have been formulated for empirical validation:

- There is no significant relationship between Leadership Behaviour of school heads and Organizational Commitment of secondary school teachers.
- There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school male and female teachers.
- There is no significant difference in the Leadership Behaviour of school heads working in different levels of organizational commitment of teachers.

**6. METHODOLOGY**

**6.1 Variables of the Study**

The following variables are considered in the present study

- Dependent Variable : Leadership Behaviour
- Independent Variable : Organizational Commitment
- Background Variables : Sex

**6.2 Operational Definition**

- Leadership Behaviour:** Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization (House et al., 1999) In the present study Leadership Behaviour is defined by Bass, 1985 has been used by the investigator. It is defined in terms of two dimensions transformational and transactional leadership behaviour.
- Organizational Commitment:** According to Allen and Meyer (1997), "Organizational Commitment is widely recognized as an important factor positively influencing behaviour that is beneficial for organizations, such as employee effort, performance, attendance and retention." In the present study Organizational Commitment is defined by Allen and Meyer (1990) has been used by the investigator. Organizational Commitment is defined in terms of three components namely Affective, Continuance and Normative Commitment.

**6.3 Sample Size and technique**

A total of 100 secondary school teachers were selected by simple random technique. This sample included 30 male and 70 female totaling 100 secondary school teachers working in government, private aided and unaided schools of Bangalore city.

**6.4 Tools of Research**

**6.4.1 The Multifactor Leadership Questionnaire (MLQ)**

Multifactor Leadership Behaviour Questionnaire developed by Bass and Avolio (1995) was used to measure leadership styles and it contains a total of 45 descriptive statements. Each statement on the questionnaire is rated on a 5-point Likert scale. The rating scale has a range of 0 (Never) to 4 (Always). Nine factors were measured to determine three different leadership styles. The leadership styles measured were: (a) transformational leadership; idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration; (b) transactional leadership; contingent reward, active management-by-ex-

ception; (c) passive/avoidant; passive management-by-ex-ception and laissez-faire. The reliabilities for each leadership factor scale ranging from 74 to 94.

**6.4.2 Organizational Commitment :**

The Organizational Commitment Questionnaire by Allen and Meyer adapted and standardized by Dr. Thomas C. Mathew (2003) was used in the present study. The scale measures the three types of Organizational Commitment namely Affective, Continuance and Normative. The questionnaire is made up of 24 items distributed over the three components namely Affective, Continuance and Normative Commitment. The reliability of the scale was found 0.82 by test-retest method.

**6.5 Statistical Techniques used to analyze the Data :**

The Pearson's Co-efficient of Correlation was applied to find out the significant relationship between variables and 't' test was used to examine the significant difference between groups. In all the cases 0.05 and 0.01 levels was fixed to test the hypotheses.

**7. ANALYSIS AND INTERPRETATION OF DATA**

The data is analyzed by computing coefficient of correlation and 't' test in the following tables and graphs.

**Table-1: Table showing co-efficient of correlation and its significance between Leadership Behaviour and Organizational Commitment (N=100, df=98)**

Variable	Mean Scores	Standard Deviation	'r' value	Level of Sig.
Leadership Behaviour	102.790	9.968	0.641	Significant 0.01 level
Organizational Commitment	126.670	15.663		

The above table revealed that the obtained 'r' value 0.641 is greater than the table value 0.254 at 0.01 level of significant. Therefore the stated null hypothesis-1 is rejected and the alternate hypothesis is formulated that "there is a significant positive relationship between Leadership Behaviour and Organizational Commitment of secondary school teachers" is accepted.

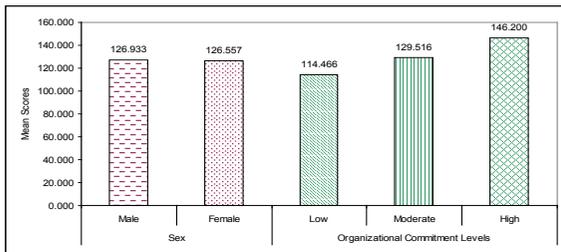
**Table-2: Table showing the Number (N), Mean, Standard Deviation (S.D.), 't'-value and its level of significance of the scores of Leadership Behaviour due to variations in sex and different levels of organizational commitment.**

Variable and Groups		N	Mean	Standard Deviation	't' value	Level of Sig.
Sex	Male	30	126.933	15.635	0.11 <sup>NS</sup>	0.913
	Female	70	126.557	15.786		
Organizational Commitment Levels	Low	30	114.466	10.040	8.89**	0.000
	Moderate	60	129.516	13.338		
	Moderate	60	129.516	13.338	3.25**	0.000
	High	10	146.200	15.273		
	Low	30	114.466	10.040		
High	10	146.200	15.273	6.14**	0.000	

<sup>NS</sup>Not Significant \*\*Significant at 0.01 level

The table-1 reveals that the obtained 't' value 0.11 is less than the table value 1.98 at 0.05 level of significance. Therefore the stated null hypothesis-2 is accepted and stated hypothesis supported for Leadership Behaviour between male and female secondary school teachers.

The table further shows that the obtained 't' values 8.89, 3.25 and 6.14 are greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-3 is rejected and an alternate hypothesis is accepted. The null hypothesis-3 is not supported for different levels of organizational commitment of school heads. Teachers working with higher level of organizational commitment (M=146.200) had better leadership than moderate (M=129.516 and low levels of organizational commitment (M=114.466). The comparison of mean scores of leadership behaviour is graphically represented in Fig.1.



**Fig-1 : Bar graph shows comparison mean scores of leadership behaviour of school heads perceived by the teachers**

## 8. MAJOR FINDINGS

The following were the major findings of the study:

1. There was a significant relationship between Leadership Behaviour of school heads and organizational commitment of secondary school teachers.
2. There was no significant difference in the Leadership Behaviour of secondary school male and female teachers.
3. There was a significant difference in the Leadership Behaviour of school heads working with different levels of organizational commitment of teachers. Teachers working with higher level of commitment had better leadership than moderate and low levels of organizational commitment.

## 9. CONCLUSION

From the present study, the correlation result shows that there was a positive significant relationship between Leadership Behaviour and Organizational Commitment of secondary school teachers and also 't' test result shows that teachers who have reported better organizational commitment had better leadership from their school heads. This supports findings, Hussein and Da Costa (2008); Yilmaz (2010) and Cemaloglu; Sezgin and Kilinc (2012) in that leaders tend to generate higher commitment from followers. This implies that leadership qualities are an important dimension of the social context in improving the level of teacher organizational commitment in colleges. School principals must be supportive and motivated to staff members thereby enhancing the organizational commitment of teachers. The school heads should show respect for their teachers and should also be fair in their behavior towards them. It is necessary that training programmes are arranged periodically for school heads which should include modules on morality, ethics, and leadership.

## 10. REFERENCES

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