



A STUDY OF TEACHERS' LEADERSHIP BEHAVIOR IN RELATION TO TYPE OF INSTITUTE AND TEACHING EXPERIENCE

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ABSTRACT Present study taken to investigate teacher's leadership behaviour in context to type of institute and teaching experience. Null hypotheses were formed to know the significant differences between variables. Present study is limited to government and primary school teachers of Aligarh district, Uttar Pradesh. 138 teachers were selected by using simple random sampling technique. Quantitative research method used to collect data by using "Teacher's Leadership Behaviour Scale" (TLBS) developed by Dr. A.S. Arul Lawrence. Data were analysed by using mean, SD and independent t-test. Type of institute, teaching experience and particularly govt. teachers teaching experience were not affecting variable on leadership behaviour of teachers while private teachers teaching experience is affecting variable on leadership behaviour of teachers.

KEYWORDS : Leadership Behaviour, Type of Institute, Teaching Experience, Government teachers, Private Teachers

1. INTRODUCTION:

Leadership is one among the most complicated human behavioral aspects. It is nowadays acknowledged on a broader level, especially on the international platform that leadership plays a crucial role in the advancement and progress of both individuals and institutions. Leadership also has a chronological development based on properly illustrated notions and models. In order to gain knowledge about leadership, scholars made substantial improvement in their learning. Teacher leadership is a very old concept as many educators come across their colleagues whom they define as leaders because they help others for professional assistance and their opinions matter to other people in the school. Teacher leaders are different from those teachers who are allotted leadership position. Teacher leader do not look for any position to do work for the school improvement. Teacher leaders are not rewarded for their work: they do their work for the sake of their student. Rania Sawalhi and Youmen Chaaban mentioned in their study that according to Wenner & Campbell (2017) teachers have 'the capacity to lead the school via increasing teacher collaboration, spreading best practises, encouraging teacher professional learning, offering assistance with differentiation, and focusing on content-specific issues' (pp. 1-2). York-Barr and Duke (2004) describe teacher leaders as those who 'are or have been teachers with significant teaching experience, are known to be excellent teachers, and are respected by their peers' (p. 267). Rania Sawalhi and Youmen Chaaban in their study stated definition of leadership as 'teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practises with the aim of increased student learning and achievement' (York Barr and Duke, 2004 pp. 287-288). Several researchers along with York-Barr and Duke (2004) define teacher leaders' role and responsibilities and they give more emphasis on student learning development and on the enhancement of school performance rather than leading. Therefore, teacher leaders play an important role to manage the new changes teacher face in their profession as well as to prepare students to handle with these new changes.

The type of institution is largely depending on whether someone need to study in higher education course or vocational course or basic education but it also influenced by the medium which someone would like to study. Although every institution is exclusive in their way but they do share some resemblances according to their type. Teachers' behaviours influenced by their institution where they teach. Sometimes government and private school teachers do not differ in their teaching style, management capacity, personalities and their professionalism but mostly they possess different characteristics. Institution types also effect the leadership behaviours of teachers.

Teaching experience of a teacher is certainly related with student achievement. As per teachers advance their experience their students learn better as measured by standardized tests. The students also accomplish greater success if their teachers are experienced. when teachers gain experience in same grade level or subject their effectiveness rises at a greater rate. There is difference in teacher effectiveness at every level of their teaching career, thus not every

inexperienced teacher is less effective and not every experienced teacher is more effective.

2. Relevance of the study: In the present study the researcher tried to study the teacher's leadership behavior in relation to their institution type and teaching experience. Teachers are the most vital pillars of the educational system of any nation and considered as nation-builders. Teachers play complex roles in modern society and accountable for develop new culture of learning. For school advancement and quality learning teacher leadership behaviour is essential. All teachers should understand the importance of teacher leadership behaviour. The work of (Teggi, 2012) mentioned that principals of colleges of education with more than 15 years of teaching experience are high on leadership behaviour than the principals of colleges of education with less than 15 years of teaching experience. So, teaching experience has an impact on leadership behaviour. Teachers having experience has the quality to lead the students towards their goal and manage the classroom efficiently. The work of (Mirjannavar, 2006) also found that Heads of schools with different teaching experience do not differ significantly with respect to leadership behavior and with different teaching experience have same leadership behavior. Therefore, the researcher is confused and want to know the relation of teacher leadership behaviour with their teaching experience by using diverse sample. The researcher also tries to investigate that is there any difference of leadership behavior of teachers in context to their teaching experience is exist or not. Along with teaching experience institution type also influence the leadership behaviour of a teacher. Govt. school teachers do not have good infrastructure and facility to develop themselves and are not confident as compared to the private school teachers. School climate of the govt school is not as suitable as compare to private schools. Private school teachers have more opportunity to get engage with their students and lead them. The work of (Teggi, 2012) cited that principal under different types of management do not differ significantly with respect to their leadership behaviour and are similar on leadership behaviour. But the study of (Dubey, 2012) found that the principals of private schools do better in leadership than the principals of government schools and so the private school principals found more capable in leadership. In this case also the investigator gets two different results. Hence, the researcher wants to find out that is there actually any difference exist between govt. and private school teachers' leadership style in by using different sample. To get the answers of these above questions the researcher formulated some objectives.

3. OBJECTIVES OF THE STUDY:

- i. To study the difference between teacher leadership behavior in terms of type of institution
- ii. To study the difference between teacher leadership behavior in terms of teaching experience
- iii. To study the difference between teacher leadership behavior of govt. institute in terms of teaching experience
- iv. To study the difference between teacher leadership behavior of private institute in terms of teaching experience

4. Hypotheses of the study:

This study was conducted after formulation of the research hypotheses in the light of the above-mentioned objectives –

- H₀1 There would be no significant difference between mean scores of teacher leadership behavior in terms of type of institute
- H₀2 There would be no significant difference between mean scores of teacher leadership behavior in terms of teaching experience
- H₀3 There would be no significant difference between the mean scores of teacher leadership behavior of govt. institute in terms of teaching experience
- H₀4 There would be no significant difference between the mean scores of teacher leadership behavior of private institute in terms of teaching experience

5. METHOD OF THE STUDY:

Research Design: This study is based on quantitative research method. The dependent variable of the study is teacher's leadership behavior, and the independent one is the type of institute and teaching experience of the teachers.

Population and Sample: Govt. and private school teachers working in Aligarh district, Uttar Pradesh, India, constitutes the participants of the study. 138 teachers are selected for this study by using simple random sampling technique. Out of 138, 72 teachers are selected from govt. schools and 66 teachers from the private ones.

Statistical Analysis: Mean, Standard Deviation (SD) and independent t-test are used by the researcher for analyzing and interpreting the data.

Data Gathering Tool: Teacher's Leadership Behaviour Scale (TLBS) developed by Dr. A.S. Arul Lawrence has been used to collect the data. The scale consists of 54 items and is divided into six areas which are i) Administration ii) Teaching Skills iii) Rapport iv) Assertiveness v) Commitment vi) Moral inspiration. This scale was prepared with rating of 5-point Likert type "(1) Never" and "(5) Always". It has been applied on teachers aged 21+ to 58, both male and female, engaged in teaching in secondary and higher secondary level schools.

6. Analysis and Interpretations of the Data:

6.1. Testing of significant difference of the mean scores of teacher leadership behavior in terms of type of institute: The researcher has framed a hypothesis to find out the leadership behavior of teachers in terms of their institution type. For testing this hypothesis necessary value like mean, SD, mean difference, p-value and t-value were calculated which are given in the table below:

Table 1 - Mean, Standard Deviation and t-value according to type of institute

Teaching Experience	N	Mean	S.D.	Mean Difference	df	t-value	P-value	Significance Level
Less than 10 years	82	235.04	15.70	-1.463	136	-0.489	>0.05	NS
More than or equal to 10 years	56	236.50	19.30					

NS: Not Significant at 0.05 Level

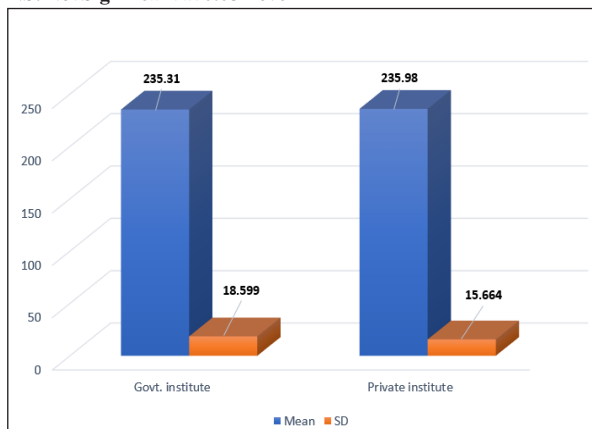


Figure 1: Shows the difference between teacher leadership behaviors in terms of type of institution.

As shown in both table 1 and figure 1, mean of scores achieved on Leadership behavior by govt. teachers are 235.31 and private teachers is 235.98; standard deviation is 18.599 and 15.664 respectively and mean difference is -.679. So, it can be said that the calculated t-value -.231 is not significant at 0.05 level with 136 degrees of freedom.

Therefore, the null hypothesis (H₀1) is that there will be no significant difference between mean scores of teacher leadership behavior in terms of type of institute accepted at 0.05 level. Thus, it can be said that significant difference in leadership behavior is not found between govt. and private teachers. Hence, this study shows that type of institute is not affecting variable to leadership behavior. This result of the present investigation is in accordance with the findings of Joolideh (2008) who showed that government and private aided heads of high schools do not differ significantly. In other words, the heads of govt and private aided high schools are found to be similar in their leadership behaviour.

6.2. Testing of significant difference of the mean scores of teacher leadership behavior in terms of teaching experience:

The researcher has framed a hypothesis to find out the leadership behavior of teachers in terms of their teaching experience. In order to scrutinize this hypothesis, necessary value like mean, SD, mean difference, p-value and t-value were calculated which are given in table-2

Table-2. Mean, Standard Deviation and t-value according to teaching experience

Teaching Experience	N	Mean	S.D.	Mean Difference	df	t-value	P-value	Significance Level
Less than 10 years	82	235.04	15.70	-1.463	136	-0.489	>0.05	NS
More than or equal to 10 years	56	236.50	19.30					

NS: Not significant at 0.05 level

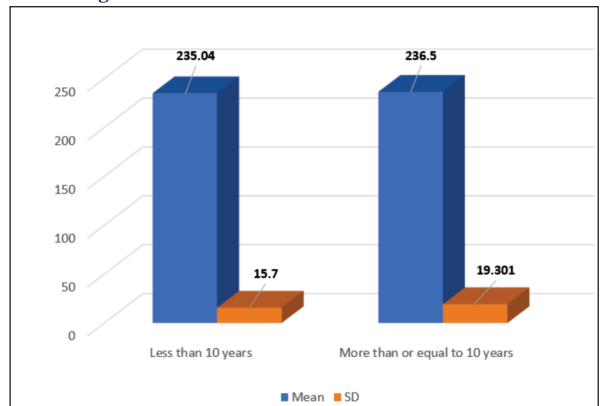


Figure 2: depicts the difference between teacher leadership behaviors in terms of teaching experience.

As displayed in table 2 and figure 2, mean of scores achieved on Leadership behavior by less than 10 years experienced teachers is 235.04 and more than or equal to 10 years experienced teachers is 236.50; standard deviation is 15.700 and 19.301 respectively and mean difference is -1.463. Therefore, it can be stated that the calculated t-value -.489 is not significant at 0.05 level with 136 degrees of freedom. Therefore, the null hypothesis (H₀2) is that there will be no significant difference between mean scores of teacher leadership behavior in terms of teaching experience accepted at 0.05 level. Thus, significant difference in leadership behavior is not found between less than 10 years experienced teachers and more than or equal to 10 years experienced teachers. Hence this study shows that teaching experience is not affecting variable to leadership behavior. This result consistent with the findings of Johnson (2004) who showed that there is no significant relationship between experience and leadership behaviours of managers.

6.3. Testing significant difference between the mean scores of teacher leadership behavior of govt. institute in terms of teaching experience:

The researcher has outlined a hypothesis to find out about the teacher leadership behavior of govt. institute in terms of their

teaching experience. For testing this hypothesis, necessary value like mean, SD, mean difference, p-value and t-value were calculated as provided in the table below.

Table-3: Mean, Standard Deviation and t-value according to teaching experience of Govt. institute teachers

Teaching experience of Govt. institute	N	Mean	S.D.	Mean Difference	df	t-value	P-value	Significance Level
Less than 10 years	30	238.17	15.700	4.905	70	1.105	>0.05	NS
More than or equal to 10 years	42	233.26	19.301					

NS: Not significant at 0.05 level

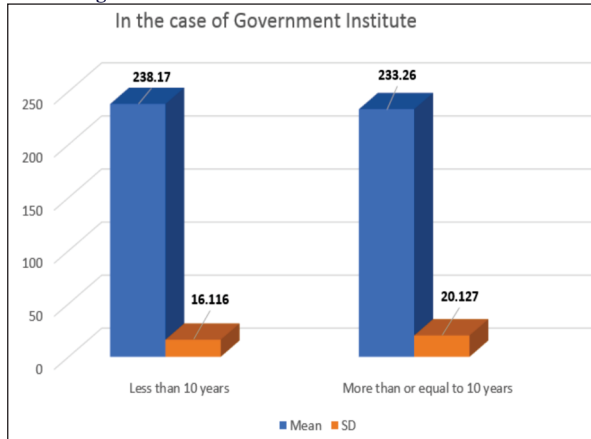


Figure 3: Projects the difference between teacher leadership behaviors of govt. institute teachers in terms of teaching experience.

As revealed in table 3 and figure 3, mean of scores achieved on Leadership behavior of govt. institute by less than 10 years experienced teachers is 238.17 and more than or equal to 10 years experienced teachers is 233.26; standard deviation is 16.116 and 20.127 respectively and mean difference is 4.905. So, it can be said that calculated t-value 1.105 is not significant at 0.05 level with 70 degrees of freedom.

Hence, the null hypothesis (H₃) is that there will be no significant difference between the mean scores of teacher leadership behavior of govt. institute in terms of teaching experience is accepted at 0.05 level. Thus, it can be said that, significant difference in teacher leadership behavior of govt. institute is not found between less than 10 years experienced teachers and more than or equal to 10 years experienced teachers.

6.4. Testing significant difference between the mean scores of teacher leadership behavior of private institute in terms of teaching experience: The researcher has framed a hypothesis to find out the teacher leadership behavior of private institute in terms of their teaching experience. For testing this hypothesis necessary value like mean, SD, mean difference, p-value and t-value were calculated which are given in table-4

Table 4: Mean, Standard Deviation and t-value according to teaching experience of Private institute teachers

Teaching experience of Govt. institute	N	Mean	S.D.	Mean Difference	df	t-value	P-value	Significance Level
Less than 10 years	52	233.23	15.320	-12.984	64	-2.906	<0.05	S
More than or equal to 10 years	14	246.21	12.771					

S-Significant at 0.05 level

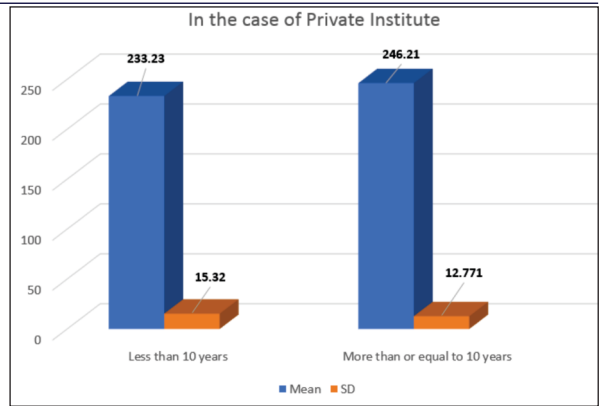


Figure 4 highlights the difference between teacher leadership behaviors of private institute teachers in terms of teaching experience.

As shown in table 4 and figure 4, mean of scores achieved on Leadership behavior of private institute by less than 10 years experienced teachers is 233.23 and more than or equal to 10 years experienced teachers is 246.21; standard deviation is 15.320 and 12.771 respectively and mean difference is -12.984. so, it can be said that calculated t-value -2.906, is significant at 0.05 level with 64 degrees of freedom.

Therefore, the null hypothesis (H₄) is that there will be no significant difference between the mean scores of teacher leadership behavior of private institute in terms of teaching experience is rejected at 0.05 level. Thus, it can be stated that significant difference in teacher leadership behavior of private institute is found between less than 10 years experienced teachers and more than or equal to 10 years experienced teacher. Hence, it can be said that teachers with more teaching experience have better leadership quality than less experienced one in private schools.

7. CONCLUSION:

As teacher leadership is increasingly popular to educational system, it is important to understand how different type of institution and teaching experience of a teachers affect their leadership behaviour. By testing the significant difference of teacher's leadership behavior in terms of type of institute and teaching experience, this study established that there is no such difference is existing. Therefore, teaching experience and type of institute is no longer an affecting variable on leadership behaviour of teachers. This study also tests leadership behaviour of teachers of govt. and private school separately in terms of their teaching experience and find out that there is no difference of govt. school teachers' leadership behaviour no matter what their experience is. But it recognized that private school teachers have higher amount of leadership quality if they possess more teaching experience. Future research on leadership behaviour should focus on establishing a clearer picture of how teaching experience and type of institute affect teacher's leadership behaviour. Furthermore, while this experiment measured differences in terms of teaching experience and institution type are required to gain more insight from different perspective of researches.

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