

## Research Paper

## Education



## Impact of professionalism on Leadership Behaviour of Secondary School Teachers in Tumkur District

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### ABSTRACT

*Many factors shape the professional identity including pre-service preparation, the professional contexts of teachers' work, continuing professional growth, and the other common experiences of most teaching careers. In turn, this identity, or who teachers are, is central to teachers' professional practice and leadership behaviour. An attempt is made in the present study to find out the Impact of professionalism on Leadership Behaviour of Secondary School Teachers. A sample of 500 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 teachers professionalism scale and Leader Behaviour Description Questionnaire of secondary school teachers. Data were analyzed employing three way analysis of variance with 2X2X3 factorial designs. The results of the analysis revealed significant difference between the leadership behavior in terms of initiating structure and consideration of teachers from rural and urban background and teachers professionalism with low, moderate and high respectively.*

### Keywords : Professionalism, Leadership Behaviour.

Education is a complicated process and the teacher is one of the most important agencies to take part in educating the young. Obviously, the teacher in the present times as the key agency of education has the influence and responsibility to mould the next generation. Thus the importance of the teacher in national life cannot be over emphasized. A nation trying to march ahead on the road to progress can hardly leave the education of her sons and daughters in the hands of incompetent teachers. The world of tomorrow will be born from the schools of today says M.L. Jacks (2005). In this way, the teacher, indeed, is the true builder of the nation. A sound educational system is considered as the backbone of a developing country like India and teacher is the pivot around which the entire educational system revolves. The success of any educational system depends on the quality and capability of the teacher who is indispensable in the system and thus the teacher forms an important force in the development of a society (Faranak Joolideh, K.Yeshodhara, 2009). It is the teaching profession, which helps an individual in his growth fully, in his body, mind, spirit, intellectual, emotional and with moral values, and artistic sensitivity (Dhar P.L. 2003). Therefore, teaching has been accepted as the noblest profession. It has been well said that teaching means causing to learn. Nothing has been given until it has been taken, nothing has been taught until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lectures, and a clear realization of these simple facts will save many beginners in the art of teaching from much disappointment.

The importance of the teacher has been well realized in India and throughout the world. A teacher is the keystone of the edifice of education. He has been regarded as symbol of independence, freedom and progress. He is next only to the saint, who moulds the character and behaviour of those who come under his influence. Hence the responsibility of the teacher is very great and considerable. Any national system of education depends on its success in the quality of the teacher (Ojo.B.J. 2008). The present situation of classroom education has made the role of teacher increasingly challenging and complex. Therefore, teachers are supposed to maintain the quality of teaching that improves the classroom

learning which in turn helps to maintain the standard of education (Palakshaiah 1996).

The teachers' sense of professionalism cannot be mandated but it can be nurtured by establishing the necessary support, processes, systems and structures within the work environment which is the responsibility of every individual, more so the school leader. Defined as the commitment to professional behaviours and engagement in professional development, it is an important aspect to nurture in teachers.

Although, all teachers are individuals who have their own unique ways of teaching, they are also members of a profession bound by a social contract in which the public gives the profession independence and responsibility for the conduct of its affairs in return for the profession's commitment to high professional standards of conduct and competence. This social contract carries the implication that teachers share with their colleagues an identity based on certain kinds of specialized knowledge, skills and other characteristics. Morrow (1988) believes professionalism is "the degree to which one is committed to the profession" and notes that "individuals vary in their identification with their profession and in their support of the profession's values—i.e., teachers have varying levels of professionalism". Lack of commitment to the profession may be a contributing factor to the low rates of new teacher retention.

Many factors shape this professional identity including pre-service preparation, the professional contexts of teachers' work, continuing professional growth, and the other common experiences of most teaching careers. In turn, this identity, or who teachers are, is central to teachers' professional practice and leadership behaviour.

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it

does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2012).

The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunji (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. In the right of the above studies, the present investigation tried to measure the impact of professionalism on Leadership Behaviour of Secondary School Teachers in Tumkur District. To this end, the study provided answers to the following research question:

#### Objectives:

The investigation was undertaken with the following objectives in mind.

- 1). To study the status of leadership behavior in terms of initiating structure and consideration among secondary school teachers of Tumkur District.
- 2). To find out the variation, if any, in leadership behavior in terms of initiating structure and consideration of secondary school teachers with high, moderate and low professionalism.
- 3). To find out the variation, if any between the leadership behavior in terms of initiating structure and consideration of secondary school teachers from rural and urban areas.
- 4). To find out the variation, if any between the leadership behavior in terms of initiating structure and consideration of male and female teachers.

#### Hypothesis of the study:

- 1). There is no significant difference in the leadership behavior in terms of initiating structure and consideration of teachers with different levels of professionalism.
- 2). There is no significant difference in the leadership behavior in terms of initiating structure and consideration of teachers from rural and urban areas.
- 3). There is no significant difference between male and female teachers in leadership behavior in terms of initiating structure and consideration

#### Method:

A sample of 500 secondary schools teachers from rural and urban schools of Tumkur district were selected based on stratified random sampling design.

#### Instruments used:

##### (a) Leader Behaviour Description Questionnaire(LBDQ):

The leader Behaviour Description Questionnaire (LBDQ), devised by the Bureau of Business Research, Ohio State University (1957), and modified Indian version adapted by Kulsum (1985) was used in this investigation. The two dimensions of leader behavior measured by this instrument are (1) initiating structure (IS) and (2) consideration (C). LBDQ is composed by thirty descriptive statements of ways in which leaders may behave. The members of a leader's group indicate the frequency with which he engages in each form of behavior by checking on five adverbs: always, often, occasionally, seldom and never. The responses are scored from 4 to 0. Since there are fifteen items in each dimension, the theoretical range of

scores for each dimension is from 0 to 60. Higher scores indicate favourable perception of leader behavior.

##### (b) Teachers Professionalism Scale (TPS):

The data for the teachers' professionalism were obtained using teachers' professionalism scale with 50 items, constructed and standardized by the researcher for the purpose of the present study under investigation. The questionnaire in its initial stage of development was subjected to rationale logical analysis by some selected experts in tool construction after which, it was duly modified. The scale was tried out on a sample of 200 school teachers and necessary item analysis for item selection employed. This process resulted in finalizing 50 items out of 75 items. This scale was further treated for test-retest reliability and the reliability coefficient was found to be highly satisfactory ( $r = 0.78$ ). All this procedure confirmed a high validity and reliability of the tool for collecting data for the purpose of present investigation. In order to score the professionalism of secondary school teachers, the items were rated on four point scale ranging from strongly agree (S.A), Agree (A), Disagree (D), and Strongly Disagree (S.D.A) for the positive item and in reverse order to negative items for the purposes of quantification of teachers professionalism.

#### Results and discussion:

TABLE 1

MEAN SCORES OF INITIATING STRUCTURE AND CONSIDERATION OF DIFFERENT SAMPLE GROUPS

Groups	Mean scores (Initiating structure)	Mean scores (Consideration)
Entire sample	44.73	43.10
High professionalism	36.54	36.44
Moderate professionalism	44.08	42.79
Low professionalism	51.50	48.27
Male	44.49	42.79
Female	45.00	43.45
Urban	48.50	45.94
Rural	40.48	39.91
Total	44.41	42.83

From the above table it can be seen that the sample selected for the present study possess more leadership in terms of initiating structure ( $M=44.41$ ) than consideration ( $M= 42.83$ ).

TABLE 2

The data in table 2 show that there are significant differences in the mean leadership behavior scores in terms of initiating structure of secondary school teachers.

Source of variation	SS	df	MS	F-ratio
A-professionalism	6893.107	2	3446.553	83.126**
B-Gender	28.787	1	28.787	0.694(NS)
C-locality	3650.868	1	3650.868	88.054**
AXB	273.736	2	136.868	3.301*
AXC	484.331	2	242.165	5.841**
BXC	38.672	1	38.672	0.933(NS)
AXBXC	28.421	2	14.211	0.343(NS)
Within (error)	20233.368	488	41.462	-

\* Significant at 0.05 level

\*\* Significant at 0.01 level

NS- Not significant

TABLE-3

The data in table 3 show that there are significant differences in the mean leadership behavior scores in terms of consideration of secondary school teachers.

Source of variation	SS	df	MS	F-ratio
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A-professionalism	3626.992	2	1813.496	38.96**
B-Gender	3.263	1	3.263	0.070(NS)
C-locality	1951.852	1	1951.852	41.934**
AXB	119.352	2	59.676	1.282(NS)
AXC	193.693	2	96.847	2.081(NS)
BXC	56.452	1	56.452	1.213(NS)
AXBXC	156.318	2	78.159	1.679(NS)
Within (error)	22714.521	488	46.546	-

\* Significant at 0.05 level

\*\* Significant at 0.01 level

NS- Not significant

The result of three way ANOVA given in table 2 and 3 shows that there was significant difference between in the mean Leadership behavior in terms of initiating structure and consideration scores of teachers professionalism levels (low, moderate and high). The mean leadership behavior mean scores in terms of initiating structure and consideration of the high professionalism were found to be higher than the moderate and low professionalism. It is indicated that the teachers with high professionalism have greater leadership behavior in terms of initiating structure and consideration than that of the teachers with low and moderate professionalism. However, there is a significant difference between the moderate professionalism and low professionalism.

From the above findings it is concluded that the high professionalism teachers have higher leadership behavior in terms of initiating structure and consideration than the moderate and low professionalism.

### (3) Gender Difference:

ANOVA results in table 2 and 3 shows that there is no significant difference in the mean leadership behavior scores in terms of initiating structure and consideration of male and female teachers of Thumkur District. It revealed that gender is not a factor affecting Leadership behavior in terms of initiating structure and consideration among teachers. Therefore, it is concluded that both the male and female secondary school teachers have equal leadership behavior.

### (4) Rural- Urban Variation:

Significant difference was found in table 2 and 3 between mean leadership behavior scores in terms of initiating structure and consideration of the teachers teaching in rural and urban schools. The mean score of urban school teachers in

terms of initiating structure (M=48.50) was significantly higher than the mean score of the rural school teachers (M=40.48) and the mean score of urban school teachers in terms of consideration (M=45.94) was significantly higher than the mean score of the rural school teachers (M=39.91). Hence it is concluded that there exists rural-urban variation in leadership behavior in terms of initiating structure and consideration and the teachers working in urban schools are high about leadership behaviour and it relate problems than their rural counterparts respectively.

### Interaction Effects :

From table 2 it can be also seen that the obtained F value for two interaction effects were significant statistically. The obtained F value of mean leadership behavior in terms of initiating structure scores of male and female teachers with high, moderate and low professionalism scores were found to be significant statistically. Also the obtained F value of mean leadership behavior scores in terms of initiating structure of rural and urban, low, moderate and high professionalism teachers were found to be significant statistically.

From table 3 it can also seen that the obtained F value for two interaction effects were not significant statistically. The obtained F value of mean leadership behavior in terms of consideration scores of male and female teachers professionalism having low, moderate and high were not found to be significant statistically. Also the obtained F value of mean leadership behavior scores in terms of consideration of rural and urban, low, moderate and high professionalism teachers were not found to be significant statistically.

### Educational Implications:

Teachers can play an important role in motivating their students, which is possible only when the teachers have the requisite leadership. Since teachers have low level of leadership behaviour, training in leadership behavior has to be imparted to these teachers, so that they in turn exhibit good leadership which would make an impact on their students. In both in-service and pre-service teacher education programs, appropriate leadership training should form an integral part. Special attention needs to be paid to account for high level professionalism among teachers. Teachers from rural areas need to be targeted in these training programmes, so that they develop high level professionalism which in turn make them good leaders not only in classroom but also on the whole school system. To conclude teachers of all background need to have high level professionalism for exhibiting good leadership behavior in the respective classroom.

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