



Influence of Gender and Type of School on Leadership Behavior Among School Teachers

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ABSTRACT

This article examines the influence of gender and type of school on leadership behavior among school teachers. The first aim of this study was to examine the differences between men and women teachers with respect to their perceived leadership behavior, and the second aim was to examine the differences between private and government school teachers with respect to their perceived leadership behavior. For the study 434 primary school teachers were selected from primary schools in Mysore city, India. The instrument used to measure the leadership behavior was Ideal Leader Behavior – Form XII by Stogdill (1963). Data analysis was done using descriptive statistics, and two way ANOVA. The results revealed Male and female teachers scored equally on leadership behaviour. Further, school type had significant influence over leadership behaviour, where teachers working private schools had higher leadership behaviour scores compared to teachers working in government schools.

Keywords : Gender, Type of School, Leadership Behavior, teachers.

1. Introduction

Schools as the educational organizations need some conditions to reach their goals. Although a developed education system is the result of proper funding, adequate supervision, adequate educational facilities, efficiency and effectiveness of teaching staff but the leadership behavior of the educational manager counts much in the uplift of standards of output. Leadership Behavior plays a very important role in enhancing employee work motivation and performance. The quality of education in schools and colleges is commonly to be influenced by the quality of leadership and management styles of school leaders and education officials. The school administrator or the educational leader is supposed to integrate ideas scientifically and creatively and also mobilize time, materials and resources. He is also supposed to support the school organization towards development and progress. On top of all this, school principals must be able to lead their staff and teachers to recognize and perform their tasks, functions and responsibilities for the education of children and, in the process make them feel that they are getting satisfaction and fulfillment. They must be able to influence the teachers to perform the tasks and functions without feeling coerces, pressured or exploited; able to influence teachers to integrate their personal goals and objectives with those of the school.

2. Literature Review

The purpose of schools, and therefore the responsibilities of their leaders, has undergone continuous and dramatic change for more than a century. For much of history in this country, education was only available to an elite group of privileged families to educate their children to enable them to navigate their societal roles and duties successfully. However, industrialization of the early 20th century brought sweeping changes to the purposes of education. The revised view of schooling was as a vehicle to adequately prepare the masses to be capable workers and to acculturate the large immigrant population (Grande, 2012).

In recent years many social scientists, management consultants, and other writers have addressed the topic of gender and leadership style. Teachers' perceptions of their school leaders influence student achievement in their schools. The extent of this influence is examined in a study by Hardman (2011). This quantitative study examined teachers' perceptions of the leadership style of their principals as transformational, transactional or passive-avoidant in improving and non-improving schools in relation to student achievement. Leadership behaviors, as perceived by the teachers, were measured using the Multi-factor Leadership Questionnaire. Student achievement was measured with the Florida Comprehensive Assessment Test results for each school using three years of results. The study found that teachers in improving and non-improving schools had minimal differences in how they perceived their principals' leadership styles. Teacher demographics of gender, age, years as a teacher, years at current school, and level of school (elementary, middle, high) were examined in relation to perceived leadership style and school status. Multiple regression analysis found that only years at current school that was significant in how they perceived their principal's transformational or passive avoidant leadership style. No demographic variables were significant for transactional style or school status.

Demir and Kamile (2008) measured the teacher's perception of transformational leadership, collective efficacy, self-efficacy and collaboration climate. The findings suggested transformational leadership contributes to teachers' self-efficacy (Demir & Kamile, 2008). The results of a study on teacher's perception of the leadership and the flexible conditions of a school indicated the extent of these perceptions determined the willingness of the teacher to be led by their principal (Jantzi & Leithwood, 1996). Jantzi and Leithwood (1996) found, the most powerful strategy to drive teacher actions was principal visibility while carrying out actions toward increasing student achievement. Opportunities to directly lead individual teachers must be set up to encourage high self-efficacy relation-

ships. Policies which require the movement of school leaders from school to school inhibit the creation of relationships needed to influence school success.

Karakose (2008) investigated the perceptions of primary school teachers on principal cultural leadership behaviors, and examine the opinions of the participating teachers according to their various occupational characteristics. The results of the study show that there was a statistically significant difference in the teachers' perceptions of principals' cultural leadership behaviors according to the subjects they taught, years of experience, and gender. But Brailsford (2001) indicates that in his study teacher's gender was not statistically significant in the influence of teacher perceptions on middle school principal's leadership behavior. Eldred (2010) also indicates that there are no differences in teacher gender, age range, race/ethnicity, education level, and years of teaching experience on the teachers' perception of their principal's leadership style and job satisfaction. Data gathered by Nixon (2006) provided evidence that women and men teachers reported being more satisfied with female principals than with male principals. Costellow (2011) in his study found that teachers' mean ratings of leadership behaviors and teachers' mean ratings of leadership traits showing significant differences, based on teacher gender.

3. Research Methodology

3.1 Hypotheses of the study

1. There is no significant difference between male and female school teachers with reference to leadership behaviour.
2. School types do not have significant influence on leadership behaviour among school teachers.

3.2 Sample:

The study was conducted in both government and private schools of Mysore city, India. Using stratified sampling method, from all schools in Mysore city, 40 schools were selected and in these schools, 800 questionnaires were randomly distributed, 437 questionnaires completed and returned.

3.3 Instrument

LBDQ (Leader Behavior Description Questionnaire) developed by Stogdill (1963) used in order to collect data. The initial work for the growth of the LBDQ was started by research wing of Ohio State University. In the beginning, there were two strong dimensions of leader behavior. They are (i) Consideration, and (ii) Initiation Structure. These two sub-scales have been commonly used for many research studies especially in the field of education. The present form of the LBDQ by Stogdill (1963) has 12 sub-scales with 100 items. It may be used to describe the behavior of the leader of any type of organization where there should be the provision for observing the leaders in his performance by his coworkers or subordinates. There are no norms constructed for this questionnaire.

The reliability of the sub-scale of the LBDQ was determined by Kudar Richardson Formula (KR-21) with split half coefficient method. The correlations of the subscales varied from .62 to .89 on different samples. The reliability of the LBDQ was re established in Indian situation by using Test Re test method. The two set of scores were correlated using Pearson's product moment method. The re-established reliability coefficient was 0.78. The LBDQ has been used by many scholars especially in the field of education (Halpin, 1954, 1955, 1958, Stogdill, 1959, 1965, Marder, 1960, Hemphill, 1955, Day, 1961 and Shartle 1956). Also, the LBDQ has been used by many researchers and found completely suitable and reliable for Indian conditions.

3.4 Data collection

The questionnaires were administered individually. The data required for the present study were collected from the private and government schools in Mysore. In the questionnaires stipulated, the responders were explained, each individually about the researcher's aim and were requested to read each

question carefully and then encircle the choice which best described their opinion regarding each item. The researcher distributed 800 questionnaires among the teachers. Each participant received questionnaire related to leadership behavior. Finally, the investigator collected 437 questionnaires from participants.

4. Results

In examining these hypotheses, data on the job performance of teachers working in private and government schools in Mysore, Karnataka State, India were collected from teachers' responses to the Leader Behavior Description Questionnaire (LBDQ). The data collected were analyzed using two way ANOVA using SPSS for windows (version 16.0). The findings are presented in tables below.

Table 1 Mean and Standard Deviations of leadership behavior scores among male and female teachers with reference to the type of school.

Gender	Type of School	Mean	S. D	N
Male	Government	355.54	38.57	124
	Private	383.05	28.59	95
	Total	367.47	37.13	219
Female	Government	356.15	42.60	124
	Private	371.97	59.03	94
	Total	362.97	50.83	218
Total	Government	355.85	40.55	248
	Private	377.54	46.51	189
	Total	365.23	44.50	437

Table 2 Results of 2-way ANOVA for Mean and Standard Deviations of JP among male and female teachers with reference to the type of school.

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	2940.32	1	2940.32	1.578	.210 ^{NS}
School	50336.82	1	50336.82	27.01	.000**
Gender * School	3668.99	1	3668.99	1.97	.161 ^{NS}
Error	807060.53	433	1863.88		

**P<0.001; NS: No significant

Gender wise comparison revealed a non-significant difference between male and female teachers in their mean leadership behaviour scores ($F=1.578$; $p=.210$). From the mean values it is clear that male and female teachers had statistically equal scores on leadership behaviour scores (mean leadership behaviour scores 367.47 and 362.97 respectively). School type comparison indicated that teachers working in private schools (mean 377.54) possessed higher scores on leadership behaviour than teachers working in government schools (mean 355.85). F value of 27.01 was found to be significant at .001 level. Lastly, the interaction between gender and school type was found to be non-significant ($F=1.97$; $P=.161$), where the pattern of leadership behaviour was found to be same for male and female teachers, irrespective of the type of school they work for.

5. Discussion

Main findings of the present study are

- Male and female teachers scored equally on leadership behaviour.
- School type had significant influence over leadership behaviour, where teachers working private schools had higher leadership behaviour scores compared to teachers working in government schools.

The purpose of this investigation was to examine how gender and types of school affect leadership behavior of primary schools teachers in Mysore city. Hypothesis 1 formulated as 'There is no significant difference between male and female school teachers with reference to leadership behaviour' is accepted as we find that male and female teachers possessed

equal levels of leadership behaviour. Hypothesis 2 formulated as 'School types do not have significant influence on leadership behaviour among school teachers' is rejected as we find that private school teachers possessed higher leadership behaviour scores than teachers from government schools.

Results of this study supports the literature that type of school has significant influence on perceived leadership behavior among primary school teachers; but the effect of gender on LB was not significant. Alimi et.al, (2011) study found that there is a significant difference in the teachers' perception of principals' leadership effectiveness in public and private secondary schools, with the principals of public secondary schools having low level of leadership effectiveness in pedagogical and community relation skills effectiveness, but high administrative skill effectiveness while the reverse is the case in private secondary schools. One reason could be due to the differing organizational culture in Public and Private Secondary Schools. While public secondary schools are established and funded by the government and are not meant to maximize profit, Private Secondary Schools are established and funded by the private individual or groups and are quite often than not, aimed at maximizing profits through quality improvement of the classroom, teaching and learning. A second reason could be the general laxity and lack of commitment to any governmental project, which has led the government to regulate the education industry up to the university level. There are very few studies related to the effect of type of school (private and government) on perceived leadership behavior. In this regard, researcher was interested to investigate this effect among primary school teachers in private

and government schools in India. There is some studies indicate that there is no significant relationship between gender and leadership behavior (Eldred, 2010; Brailsford, 2001; and Hardman, 2011). The results of this research support the body of literature which reports teacher demographics have not impact on their opinions of their leaders. The literature review has shown evidence on the importance of leadership behaviors of principals in general but there is limited evidence on how teachers perceive the effects of leadership.

6. Conclusion

The objective of this paper is examines the influence of gender and type of school on leadership behavior among school teachers. The first aim of this study was to examine the differences between men and women teachers with respect to their perceived leadership behavior, and the second aim was to examine the differences between private and government school teachers with respect to their perceived leadership behavior. From the above results it can conclude that male and female teachers have the same perception of leadership behavior in schools. And also was found that there is significant influence of type of school, where teachers from private schools were better in leadership behaviour compared to teachers from government schools.

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