ORIGINAL RESEARCH PAPER

Neurosurgery

STUDY ON LEADERSHIP BEHAVIOR OF THE SCHOOL TEACHERS IN SIVAGANGAI DISTRICT WITH RESPECT OF ASSURED DEMOGRAPHIC VARIABLES

KEY WORDS: Leadership Behavior, prospective teacher

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ABSTRACT

Leadership Behavior is a focused much more on the individual capability of the leader: Leadership Behavior is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential- (Ahmed, 2016). The main objectives of this study is to assess leadership behavior among prospective school teacher in Sivagangai District and to find out the significant influences if any on leadership behavior among prospective school teacher in relation with certain demographic variables. Descriptive Survey Method was used for data collection in this study. Leadership Behavior Descriptive Questionnaire (LBDQ) was used for data collection. The researcher has chosen Devakottai and Sivagangai educational districts under purposive sampling. The developed Leadership Behavior Descriptive Questionnaire (LBDQ) of the present investigation was administered to the sample of 600 high and higher secondary school teachers. There is no significant difference on leadership behavior of teachers in Secondary and Higher Secondary Schools with reference to gender, qualification, subject designation, to experience, marital status and residence. There is significant difference on leadership behavior of teachers in Secondary and Higher Secondary Schools with reference to gender. The teachers of spouses those who are working as other employees (4.051) are better in leadership behavior than spouses of working as teachers (3.939). R^2 value indicates that the school type and work of the spouse of the work of the teachers explains positively 2.1 % and 3.2% of the variance in percentage with respect to Leadership Behaviour of teachers in Secondary and Higher Secondary Schools.

1. INTRODUCTION

Teacher has to play several roles in classroom management to become a leader. The most important qualities of teacher are sincerity; honesty and involvement in teaching in addition to essential leadership qualities for succeed in his profession. The teacher enjoys his classroom teaching when he possessed self-confidence and self esteem about himself. Leadership and morale brings excellence in teaching which can be effectively used by a teacher in managing classroom activities. It comes only when he is having a greater morale

2. LEADERSHIP BEHAVIOUR

The word 'leadership' had a variety of definitions and interpretations. The concepts of leadership and administration are changing rapidly. There is a great divergence among writers and research workers on the meaning of the word 'leader'. It is used by some people to refer to almost every type of administrative, executive or supervisory behaviour. Others use it in a more limited sense. Leadership is defined in terms of qualities of the individual. Still many others consider it as a process of the interaction or as an aspect of an organization where the scope of action for individual is defined in making decisions in carrying out duties and shouldering responsibilities in a co-operative way. The term 'leadership' is again used in an evaluative sense.

As Helping (1996) observes "to say that leadership behaviour is determined exclusively by situational facets is to deny to the leader freedom of choice and determination". He also observes 'The leader in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In small groups, the leader plays a more personal role. The behaviour of the leader and the behaviour of group members are inextricably inter/woven and the behaviour of both are determined to a great degree by the formal requirements imposed by the instruction of which the group is a part". Leadership is a focused much more on the individual capability of the leader: "Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential" (Ahmed, 2016). Qadri (2016) viewed that Good leaders are made, not born. If one has the desire and will power, he/she can become an effective leader. Good leaders develop through a never ending process of self-study, education, training and experience.

Indian leaders in instruction are challenged today as they have not been for decades. This is because new significance is being attached to education. The leaders have the responsibility of guiding and molding instruction. The term "educational leadership" is also used to describe in and programs beyond schools. Educational leadership has a critical role in the transformation of society and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes significant differences to school/college and student outcomes, there is also increasing recognition that effective school/college leaders and mangers have to develop if they are to provide the best possible education for their learners.

There are also informal leaders such as specialist leaders whose influence stems from their subject knowledge or skills with groups of learners, or individuals who have social influence with their peers and sway views and attitudes. The concept of leadership can also be extended to include developing student leadership as one goal of the educational process. This is increasingly recognized as an important life skill (Cambridge, 2015).

3. LEADERSHIP CHARACTERISTICS

Campo (2014) listed out the top four must-have of a leader characteristics are Communication Skills, Team Building, Interpersonal Skills and Positive 'can-do' attitude. As part of having great communication skills the leader absolutely must be a great listener. Listening to student's ideas, thoughts and any frustrations is the key to working on problems together. Having the ability to connect with pupils and get along with everyone makes an approachable person. There characteristics are intertwined and a great leader all of them even if they are stronger in one area than another.

Successful teacher as a good leaders are having the following characteristics:
- A high drive for achievement of goals
- A strong mobility drive
- A positive attitude towards authorities and students
- A strong ability to organize and conduct educational activities
- The ability to make decisions
- A positive self-structure
- A high level of activity and aggressive striving
- A strong apprehension and fear of failure
- A strong orientation toward reality
- No emotional dependence upon parents.
- Loyalty to organizational goals

4. LEADERSHIP BEHAVIOUR OF TEACHER

Teacher Traits: Judge et al. (2002) found absolute effect sizes ranging from .16 to .24 for personality and leadership effectiveness, whereas **Judge et al. (2004)** found an effect size of .21 for intelligence. However, because there was no integration across traits, it remains unclear as to whether these are independent effects. Leadership effectiveness can relate to task performance (e.g., individual or group performance), affective and relational criteria (e.g., satisfaction with the leader), or overall judgments of effectiveness that encompass both task and relational elements (e.g., overall effectiveness of the leader). The level of analysis corresponds to whether leadership effectiveness is conceptualized at the individual, dyadic, group, or organizational level. Leader traits can be organized into three categories: (a) demographics, (b) traits related to task competence, and (c) interpret- zonal attributes. Similarly, leader behaviors are often discussed in terms of whether the behavior is oriented toward (a) task processes, (b) relational dynamics, or © change.

Task competence of Teacher: Task competence is a general category of leader traits that relate to how individuals approach the execution and performance of tasks **(Bass & Bass, 2008).** Although a variety of task-related personality traits have been studied, leadership scholars most often describe traits that relate to how individuals approach the execution and performance of tasks (Bass & Bass, 2008). Although a variety of task-related personality traits have been studied, leadership scholars most often describe Interpersonal attributes is a general category of leader traits that relate to how individuals approach social interactions **(Bass & Bass, 2008).** These traits include the interpersonal plane of personality (i.e., Extraversion, Agreeableness; Costa & McCrae, 1992), as well as skills and abilities related to social functioning **(Klimoski & Hayes, 1980).**

Teachers' initiation: Initiation refers to teacher's assistance and effort to establish students' essential knowledge and develop required skills in the initial stage of a course, to initiate students into a particular field of study **(Tsai & Shen, 2009).** Initiation is regarded as a teacher's help and effort to establish students' essential knowledge and develop basic skills in the initial stage of a course, to lead students into the professional field of study (Tsai and Shen, 2009). Before teachers' implementation, they should seriously consider to initiate students and help them collaborate effectively. In technological training programs or courses, students may need more teacher assistance and exposition to initiate them into a particular field of study. It is indicated that these types of learning contexts or courses require a teacher facilitated, student centered pedagogy **(Deluca, 1992; Johnson, 1996).**

Teacher Attitude/Consideration: Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object. Teacher's competencies, which combined in different ways and weights, could give an understanding of teachers' behavior(s) in the classroom. Teachers have a decisive role (+/-) in any educational reform and their competencies do not automatically insure positive attitudes towards the teaching process. There are: Lack of confidence about subject content, Provider of established knowledge and Resistance to curricular and methodological innovations

5. NEED AND IMPORTANCE OF THE STUDY

A school without teacher is just like a body without a soul, a skeleton without flesh and blood. A teacher can play an important role in the progress of society. A teacher's place in society is of vital importance a teacher plays his role towards society in two ways 1) inside the school preparing the future citizens 2) outside the school by assuming the role of a social worker and an agent of social change. However, his role, in a school is very significant. Today along with other professions like medicine, law and engineering, teaching is also considered as a profession, and said to be the noblest of all professions. The aim of education is to impart good Knowledge, skills and values. The present day world is fully equipped with informatics, science, technologies, computer dominances and mechanical. For the explosion of knowledge the human beings are forced to work as mechanism dealing with materials. Hence a wider gap is maintaining among the human beings in the society between their life and their satisfaction. Education alone cannot make them to live with peace, harmonious and satisfactory in real life situations. A teacher functions as a leader of his class. Academic leadership is the most important function of a teacher. According to Good's dictionary of education, Leadership is the ability and readiness's to inspire, guide, direct or manage others. Therefore the investigator has realized that the successful teachers mainly relaying on their own leadership behavior for effective discharge of teaching to make competent students. This variable leadership behavior of teachers are relating to certain variables. Hence the researcher has conceived a research problem for his investigation as: Predictor Variables of Leadership Behavior among Prospective School Teacher in Sivagangai District.

6. STATEMENT OF THE PROBLEM

The present investigation has focusing the major roles of teachers such that Leadership Behavior in schools. This independent variable are more essential to an effective teacher who is the architect of the students for nurturing with Knowledge, Skills and values in the preparation self sufficiency and national development. This variable are mostly important in the globalization process to a teacher become a competent teacher with main teaching competencies. Many of the researches have been witnessed this leadership is essential for a teacher in relation to certain dependent variables. Therefore, the present investigation is aiming to assess the leadership behavior of teachers in secondary and higher secondary schools which leads to bring out the present status and scenario of the teachers.

7. TITLE OF THE STUDY

Study on Leadership Behavior of the School Teachers in Sivagangai District

8. OBJECTIVES OF THE STUDY

- To assess the Leadership Behavior of teachers in Secondary and Higher Secondary Schools of Sivagangai District.
- To find out the influence of Leadership Behavior of teachers with certain selected democratic variables of teachers such as Gender, Qualification, Subject, Designation, Type of School, Experience, Locality of The School, Residence, Marital Status and Spouse Work in Secondary and Higher Secondary Schools of Sivagangai District.
- To find out the relationship of Leadership Behavior with certain selected democratic variables of teachers such as Gender, Qualification, Subject, Designation, Type of School, Experience, Locality of The School, Residence, Marital Status and Spouse Work of teachers in Secondary and Higher Secondary Schools of Sivagangai District.

9. HYPOTHESES OF THE STUDY

Significant Influence: Leadership Behaviour with Certain Demographic Variables of Teachers- There is no significant influence if any on leadership behavior of teachers with certain selected democratic variables such as gender, qualification, subject, designation, and type of school, experience, locality of the school, residence, marital status and spouse work of teachers in secondary and higher secondary schools of Sivagangai district.

10. METHODOLOGY, TOOL USED AND SAMPLES OF THE STUDY

Descriptive Survey Method was used for data collection in this study. Then the investigator had chosen 125 high and higher secondary schools out of **600** schools in Devakottai and Sivagangai educational districts of Sivagangai District. From the selected schools, the investigator has chosen 600 high and higher secondary school teachers. From each school, the available and

willing teachers were chosen for data collection. Arithmetic mean, Standard Deviation (SD), test of significance and regression. Leadership Behavior Descriptive Questionnaire (LBDQ) developed by **M.** Mohammed Abdullah (2016) has been used for the assessment of Leadership Behavior of prospective teachers.

11. LEADERSHIP BEHAVIOR DESCRIPTIVE QUESTIONNAIRE (LBDQ)

58 items with the weight age of 290 scores (58 items x 5scores)) was given to 50 higher and high secondary teachers. From the responses obtained, 'r' is calculated by correlating the individual item score and the corresponding component score. The correlation coefficient at 5% level of significant is 0.42 to 0.90 (Best, 1989). Finally the item having 'r' Values between 0.4 and 0.9 are selected. For further improvement and refinement the diagnostic test was administered again to the sample was calculated at 0.05 level of significance.

12. RELIABILITY AND VALIDITY OF THE TOOL USED IN THE STUDY

The reliabilities of the Life Skills Assessment Scale (LSAS) and Teaching Competency Assessment Scale (TCAS) used in the study are by using test re-test method is 0.612 and 0.589, split-half method is 0.656 and 0.602 and Kuder- Richardson method is 0.536 and 0.502. For establishing the validity, the investigator used content validity and face validity of the Life Skills Assessment Scale (LSAS) and Teaching Competency Assessment Scale (TCAS) used in the study. The reliability of the Leadership Behavior Descriptive Questionnaire (LBDQ) by using split-half method was 0.707. The items are significant at 0.05 levels. The same formula was applied with SPSS Software-22 and the value was arrived. By using SPSS Software -22 package directly, the reliability of the Leadership Behavior Descriptive Questionnaire (LBDQ) by using Kuder-Richerdson method was 0.614 was found. The reliabilities of the Leadership Behavior Descriptive Questionnaire (LBDQ) using Test Re-Test, Split-Half method and Kuder-Richardson method were positive and high (0.767, 0.707 and 0.614) indicating its reliability for the study.

12.1. Validity of Leadership Behavior Descriptive Questionnaire (LBDQ)

The type of items in the Leadership Behavior Descriptive Questionnaire (LBDQ), were validated by the panel of teacher educators, educationists, language experts, and teachers of high and higher secondary schools. Their suggestions have been taken into account to enhance the content and quality of the items. Therefore, it can be said that the Leadership Behavior Descriptive Questionnaire (LBDQ) developed by the investigator possesses Content Validity. The investigator here assured that by the opinion of the panel of experts such as teacher educators, principals, administrators, educational policy makers and Psychologists who are familiar with the subject content, items for assessing Leadership Behavior statements in the Leadership Behavior Descriptive Questionnaire (LBDQ) do possess Face Validity. The obtained Intrinsic Validity of the Leadership Behavior Descriptive Questionnaire (LBDQ) is high and possesses intrinsic validity as follows; 'r'- test re-test method (0.875), r'- split-half method (r) (0.840) and r'- Kuder-Richerdson method (r) (0.783)

13. FINDINGS OF THE STUDY
Step by Step Multiple Regression-Leadership Behaviour and Selected Demographic Variables of teachers in Secondary and Higher Secondary Schools

This analysis Leadership Behavior of teachers in Secondary and Higher Secondary Schools were taken as the criterion variables and the 10 demographic variables as predictor variables such as: **X1= Gender, X2=Marital Status, X3=Spouse Work, X4=Residence, X5=Designation, X6= Qualification, X7= Subject, X8= Experience, X9= Type of School and X10=Work location.**

With a view to find out the contributions of Leadership Behavior of teachers in Secondary and Higher Secondary Schools and selected Demographic variables to the predicted value of the criterion to stepwise regression analysis was done.

1. Leadership Behavior of teachers in Secondary and Higher Secondary Schools and Selected ten demographic variables of teachers in Secondary and Higher Secondary Schools

$Y_1= 3.744+0.125X_3+0.125X_9$

X_3	Spouse Work	R= 0.180	R^2= 0.032
X_9	School Type	R= 0.146	R^2= 0.021

It is found that the predictor variables of Leadership Behaviour of teachers in Secondary and Higher Secondary Schools are the Type of the school and Work of the Spouse through Step By Step Linear Regression Method.

R^2 value indicates that the above school type and work of the spouse of the work of the teachers explains positively 2.1 % and 3.2% of the variance in percentage with respect to Leadership Behaviour of teachers in Secondary and Higher Secondary Schools. It is concluded that the type of the school and work of the spouse of the teachers in Secondary and Higher Secondary Schools is positively contributes on leadership behavior of the teacher. The type of the school and work of the spouse of the teachers in Secondary and Higher Secondary Schools are the predictor variables of the independent variable leadership behavior.

Hence the following formulated the null hypotheses are rejected.
• There is no significant influence if any by the contributions of Spouse Work on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Type of School on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.

Hence the remaining formulated the null hypotheses are accepted.
• There is no significant influence if any by the contributions of Gender on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Marital Status on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Residence on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Designation on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Qualification on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Subject on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Experience on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.
• There is no significant influence if any by the contributions of Work location on the Leadership Behavior of teachers in Secondary and Higher Secondary Schools.

14. CONCLUSION
The present educational system in India and world is relying on pre-primary, primary, secondary, higher secondary and higher education systems which depending upon teachers for that structuring student as architects for globalization process. In this context leadership behavior of teachers are vital and it is somehow good and also not adequate as for as this study is concerned. The teachers are even differing geographically, culture, beliefs and habits around the world, but the need and requirement and their competencies are unique. This study has systematically carried out and explored the factual that more importance should be given to teachers particularly for teacher education to nurture leadership behavior of teachers which will contribute better teacher in to best teachers in the future.

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