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RESEARCH ARTICLE

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A STUDY ON LEADERSHIP BEHAVIOUR OF HIGH SCHOOL TEACHERS WORKING IN VILLUPURAM DISTRICT

*Anju

Assistant Professor Sri Rangapopathi College of Education, Tamil Nadu, India

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*Corresponding author: Anju

ABSTRACT

This One of the hallmarks of leadership is the ability to recover from and learn from a failure of misjudgments. Leaders awaken in their followers a sense of higher potential. All potential leaders are born with certain qualities. They develop into leaders only by forging their craft in the fire of challenge and competition. Leaders initiate changes that permit organizations to adapt to inevitable challenges from the environment and to evolve into a higher state. Leadership cannot be taught by exposure to convenient academic modules, despite the claims of many leadership gurus. Paradoxically, however, men and women can learn to be leaders by developing a set of core leadership skills and qualities -by teaching themselves. Leadership potential is activated by practice.

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INTRODUCTION

The concept of leadership has not been exactly defined by anybody. Literally the term 'leadership' has come from the work 'lead' the verb to 'lead' has two meaning to excel or to be in advance and to guide govern and command others and to head an organization. The first meaning of leadership is followed is business management.

1. "Leadership behaviour as the process of influencing activities of an organized group in its effects towards goal setting and goal achievements" (Strong Dill)
2. According to La pierce and Farms worth "Leadership is a behaviour that of facts the behaviour of other people more than their behaviour affects that of the leaders".
3. "Leadership is the ability to secure desirable action from a group of followers voluntarily without the use of coercion (Alfred and Beatty)
4. "Leadership refers to the quality of the behaviour of the individual where by they guide people on their activities in organized effort". (Chester Bernard)
5. "Leadership is the name of that combination of qualities by the possession of which one is able to get something done by others, chiefly because through this influence they become through this influence they become willing to do it" (Ordway Teed)
6. "Leadership as the ability of influencing people to strive willingly mutual objective" (Terry)

- a. "It is the ability and readiness to inspire, guide, direct or manage others"
- b. It is the role of interpreter of the interest and objectives of a group, the group recognizing and accepting the interpreter as the spokesmen".
7. It is the office or position of a Leader, with the quality of Leader with the capacity to lead and with the ingrained of personality which cause man to follow" (C.G. Good)
8. "It is the process whereby an individual directs, guides, indulgences, or controls the thoughts, feeling or behaviour of the human being".(Franklin)
9. "It is the complex social phenomenon that cannot be treated meaningful apart from related situational factors". (Franklin)
10. "Leadership as the ability to manage change in organizational culture" (Sohein)

Components of leadership behavior

1. A Leader should be self-assertive but at the same time humble. There is a health blend of self assertion and humility in a leader.
2. **Intelligence:** Generally, the ladder is having above average intelligence. He is having foresight and can think quickly.
3. **Knowledge of group psychology:** The leader should have knowledge of group psychology. He should know the working of the group mind. He must know the desires and inhibitions of a group.
4. **Membership character:** Leader must have membership character in the group he is undertaking to lead. He should be able to share

the values, attitudes and interests of the group. The psychological similarity is essential for identification of the followers with the leader. If a leader does not possess the membership character, people will not be able to identify with the leader.

5. **Somewhat superior:** The leader must be somewhat superior to the members of the group in the qualities esteemed by them. People will not be able to identify themselves with someone who is not superior. But too much superiority alienates a leader from the group.
6. **Love for people:** A leader must possess true love for the people. He should be prepared to make all types of sacrifices for the common good. It would help him to win the confidence of the people. A leader who is not having love for people but tries his vested interests will not longer be accepted by the people.
7. **Ideal persons:** The leader should be always looked upon as the ideal person. He is being initiated by the people in thinking feeling and acting. If he desires his followers to take to certain modes and code of behaviour, he must do so by taking the example of his own life.

Leadership style: Leadership styles are the patterns of the behaviour which a leader adopts in influencing the behaviour of the followers (subordinates) in the organizational context. Those patterns emerge in the leader as his beings to respond in the same fashion under similar conditions. He develops habits of action that become somewhat predictable to those who work with him. Leadership style moves the people to work in a set direction. It channelizes the energies of members towards the attainment of specific objectives. The followers of the leader work as the leader direct them. They pool their efforts so that the leader's wishes may be fulfilled. The leader may adopt many techniques so that his followers work in accordance with his directions. This technique creates different climates in the group. They also influence the individuals in different effects on the individuals by making a study of styles. There are different leadership styles which have been discussed below on the basis of early and later research.

On the basis of early research Lewin Lipprint and White (1939) discovered three categories of leaders as three styles.

1. Autocratic
2. Democratic
3. Laissez-faire or anarchic.

Autocratic Style: This style of leadership is characterized by the authoritarian attitude of the leader. The leader dictates his own terms to the members. He assigns them tasks without consulting them. He selects his subordinates and seeks conformity on the part of such persons.

Democratic style: This style of leadership is one who encourages initiative, group discussions, and collective discussions on matter of policy, allows members to choose their own work as well as their co-workers and himself participation the work.

Laissez Faire: In this style of leadership, there is complete freedom to group or individual decision without the participation or the direction of the leader. In this type of leadership, the leader is a supplier of materials but not an active participant in decision making. He participates only when asked to do so.

On the basis of later research, leadership styles are given below:

Conservative Style: Conservatism is a rule of life in general, which most life forms. The essence of conservatism is conversion of whatever has worked in the past and has demonstrated survival value. Conservation does not necessarily mean refusal to change.

Bureaucratic Style: Bureaucratic style implies by the programming behaviour of the members of the collectivity. It was initially conceptualized as ideal type, by Max Webber (1947). There is good way of bureaucratic management and also a defective way. The ideal

type form of bureaucratic leadership was defined by Praip N. Khandwalla (1975).

Organic style: The organic style of leadership was discovered by two Scottish schools Tan Burns and G.M. Stalkar in 1961. They felt that coping with rapid technological changes and innovation required the organic style of leadership, while the traditional way of working in more settled conditioned. The mechanistic style of leadership that imposed innovation due to elements of rigid, bureaucratic and feudal functioning.

Participative Style: The essence of this style in the participation of many persons in decision in making common form of participation is group decision in making the head not acts a boss but co-ordinates and facilitated decision making by the group as a whole. Participative leadership style is not easy to practice.

Need and Significant of the study: Leadership behavior is the process of encouraging and healing others to work enthusiastically towards objectives. It focuses on the human factor and is value led. Without leadership an institution would be confused and disoriented. A leader develops team work, works an appropriate counselor, use power properly, manages time well, and strives for effectiveness, as a link pin at different situations. The leadership is needed in every social circle. Teachers should be an arbitrator, mediator, symbol of the group, exemplar and planner also. Teachers should possess more qualities of leadership. Which include intelligence, emotional control, and power of expression, membership character and some what superior also? All the teachers working in high schools should be acted as an exemplar, as a symbol of the group, ideologist, an executive, an expert in teaching, a purveyor of reward and punishment. These qualities are the functions of leaders also. The importance of high school teachers is imminent. Without them the school cannot make progress and show a notable progress. This suggests and immediate need of research in this field.

Objectives of the Study

1. To find out the leadership behaviour of high school teachers working in Villupuram District.
2. To find out the leadership behaviour of high school teachers working in Villupuram district who comprise with different sub-samples.
3. To study if there is any significant difference between the sub-samples based on them
 - a. Gender (Male/Female)
 - b. Experience
 - c. Educational Qualification
 - d. Locality of the school (Urban/Rural)
 - e. Community
 - f. Religion
 - g. Type of school Management, in respect of their leadership behavior.

Hypothesis of the Study

1. The leadership behaviour of the high school Teachers working in Villupuram district is ideal.
2. The leadership behaviour of various sub samples of high school teachers who are working in Villupuram district is ideal.

Sampling of the Study: In the present study random sampling technique has been used. The teachers of various high schools of Villupuram district have been utilized. 200 high school teachers were drawn from 25 selected schools were involved in this study.

Statistical techniques used: The following statistical techniques have been employed in the present investigation.

1. Descriptive Analysis
2. Differential Analysis

Review of Related Literature: According to Marie and Neal (2017) leadership behaviour is a pattern of behaviours leaders prefer to use. Mosadeghrad and Yarmohammadiand (2006) defined leadership as a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual and organizational goals. There are as many leadership approaches as there are principals. Some of these leadership behaviours include autocratic, bureaucratic, charismatic democratic situational, transactional and transformational. The current study aimed to evaluate leadership behaviours from a behavioral perspective supported by four leadership behaviours of leader effectiveness which are directive, supportive, and participative and achievement oriented. Principals use different behaviours in different situations and with different teachers to motivate them to perform at their utmost potential. According to 17 Mosadegharad and Yarmohammadian (2006) a leader may adapt leadership behaviours to fit different situations.

Roul (2015) carried out a study on principals' leadership behaviours in secondary schools of North Shoa, Ethiopia. The study employed a descriptive survey method. Out of a population of 30 secondary schools, 10 were selected through stratified random sampling technique. Data for the study was collected through questionnaire, interview, and focus group discussions. Data was analyzed through SPSS using frequency counts, percentages, correlation matrix and the t-test. From the finding's laissez-faire leadership style was the dominant leadership style among principals of secondary schools in the zone. The sample was drawn from a rural setting and there was therefore need to compare the findings with an urban setting as intended by the current study. Moreover, the study was based on a culturally different country and given that Kenya is geographically different, a similar study was needed in order to report on the cross-cultural differences and similarities if any. In a recent related study Ngwala, (2014) carried out a study in Kangundo SubCounty, Kenya. Among other objectives, the study aimed to establish the leadership behaviours used by secondary school principals. A sample size of 20 principals and 160 teachers was identified for the study. The study employed a descriptive survey design which was found to be convenient as it ensured that the data obtained gave answers to the research design. The study targeted principals and teachers in public secondary schools and used stratified random sampling. Data was collected by use of questionnaires. A pilot study was conducted to pre-test the reliability and validity of the instrument. The findings established that secondary school principals used a mix of autocratic, democratic and laissez-faire approaches. The study recommended that principals should not depend on only one leadership style in running their institutions but rather use a blend of the different leadership styles for better outcomes in their schools. Like the current study, Ngwalas' study used both principals and teachers to establish principal leadership behaviours. However, this study treated behavioral approaches administratively while the current study used four leadership behaviours (directive, supportive, participative and achievement oriented) from a psychological construct. Further, the study recommended that principals use a blend of behaviours in their daily endeavors. The four leadership approaches of the current study are by their nature situational; applicable by the principal depending on the teacher and the prevailing circumstance.

METHODOLOGY OF THE STUDY

Sampling of the Study: In the present study random sampling technique has been used. The teachers of various high schools of Villupuram district have been utilized. 200 high school teachers were drawn from 25 selected schools were involved in this study.

Variables of the Study: The following sub-variables were chosen to be studied in the present study.

Leadership Behaviour

Sub-variables

1. Gender

2. Experience
3. Educational qualification
4. Community
5. Locality
6. Religion
7. Type of School Management

Tools Used in the Study: The tool named "The Leadership Behaviour Description Questionnaire (LBDQ) by K.P. Jaiswall (1980) has been utilized and personal data sheet also included with the tool.

Description of the tool used: To study the leadership behaviour of teachers the investigator used as a tool leadership behaviour description questionnaire (LBDQ) by Jaiswall (1980). This tool consists of two dimensions 'initiating structure and consideration'. Each consists of fifteen items. According to Jaiswall that these two dimensions may be viewed as contributing primarily to two different kinds of group objectives, 'Initiating structure' is directed principally at the achievement of the formal goals of the group, i.e. success on missions, whereas 'consideration' behaviour is related to the maintenance or strengthening of the group it self. That is 'initiating structure' refers to the leaders behaviour in delineating the relationship between himself and the members of this work group and endeavoring to establish well defined patterns of organization, channels of communication and methods of procedure. 'Consideration' refers to behaviour indicative of friendship, mutual trust. Respect and warmth in the relationship between the leader and member of this staff.

Reliability of the Tool: The reliability co-efficient of this tool was found to be 0.84 by using the split half technique.

Validity: The content validity of the tool has been established with the help of head masters, educational administration and experienced teachers. The concurrent validity was computed are found to be 0.69.

Sampling of the study: Sampling is the process by which a relatively small number of individuals or measures of individual's objectives or events selected and analyzed in order to find out something about the entire population from it were selected. Sampling procedures provide generalizations on the population. The representative proportion of the population is called sample.

Table 1. Showing the sample and sub-samples

Sub-Sample	N	Total
Gender	Male	100
	Female	100
Locality	Urban	100
	Rural	100
Religion	Hindu	75
	Muslim	50
	Christian	75
Community	OC	50
	OBC	75
	SC/ST	75
Educational Qualification	B.A., B.Ed.,	75
	B.Sc., B.Ed.,	75
	P.G. B.Ed.,	50
Type of school Management	Government	93
	Aided	42
	Un aided	42
Experience	Above 10 years	125
	Below 10 years	75

Research method used in this study: Normative survey method has been utilized in this study. Since it is the method of research, which concerns itself with the present phenomena interims of conditions, practices beliefs, processes, relationship or trends. The main characteristics of such kind or research where it collects data from a relatively larger number of subjects. It provided information useful to it solution of local problem. Its scope is much cost. The survey may be qualitative or quantitative.

Data Collection: The copies of the (LBDQ) have been circulated to 200 high school teachers in the various schools of Villupuram district during the academic year 2022--2023 clear instructions have been given to the respondents and their earnest co-operation was solicited. Sufficient time was given to all the respondents any they were asked to freely register their responses under the direct supervision of investigator. The data have been collected from 200 high school teachers in above manner.

Scoring Procedure: For the purpose of scoring the tool whole items categorized into the two groups. Positive and negative statement. The serial numbers of positive statements are given. This shows that making the order from 4 3 2 1 0 represent the answers "always", "often", "occasionally", "seldom", or "never" respectively. In the same way the negative statements were scored as 0 1 2 3 4 for the answers never, seldom, occasionally, often, always respectively. For getting the total scores, each response mark of a given statement have been added together to form the total raw score of the tool. Only for items viz., item numbers 21,22 and 24 are scored negatively. (Vide table given below)

Table 2. Showing dimensions-wise distribution of lbdq items

Sl. No	Dimensions	Item numbers	Total No. of items
1.	Initiating structure	1,2,3,4,5, 6,7,8,9,10, 11,12,13,14,15	15
2.	Consideration	26,17,18,19, 20,21,22, 23,24,25	15

Negative statements

Analysis and Interpretation of Data

Table 3. The means and standard deviations of the leadership behaviour scores of high school teachers for the entire sample and its sub-samples

Sub-Sample	N	M	Standard Deviation
Entire sample	200	56.16	15.22
Gender			
Male	100	56.23	14.59
Female	100	52.33	10.25
Locality			
Urban	100	55.75	12.06
Rural	100	55.77	15.41
Religion			
Hindu	75	57.28	16.48
Muslim	50	59.41	14.64
Christian	75	57.06	13.98
Community			
OC	50	52.99	11.99
OBC	75	57.19	12.25
SC/ST	75	53.45	13.17
Educational Qualification			
B.A., B.Ed.,	75	53.14	15.27
B. Sc., B.Ed.,	75	56.83	19.64
P.G. B.Ed.,	50	52.08	15.91
Type of school			
Government	100	51.67	10.91
Aided	50	56.33	11.55
Un aided	50	58.47	12.75
Experience			
Above 10 years	125	56.64	15.44
Below 10 years	75	55.75	14.95

From the table it can be Inferred: In the present study the mean score of Entire Sample is 56.16. This shows the high school teacher of Villupuram district have possessed relatively Ideal level of leadership behaviour. In this scale one can score as a maximum of 120. Male teachers have surpassed than their female counterparts in their leadership behaviour. The teachers working in rural and urban locality possess the same level of leadership behaviour. Among the different religions (Hindu, Muslim, Christian) the high school teachers who belong to Muslim religion are considerably higher in their leadership behaviour than the teachers who have believed in Christian religion and Hindu religion. The second place is secured by Christian teachers in respect of their leadership behaviour. Among the different communities of high school teachers, the OBC teachers have excelled in their leadership behaviour than the OC, and SC/ST teachers. In respect the second place SC/ST of their leadership behaviour. OC

teacher bagged the third places. Among the different educational qualification of high school teachers the B.Sc.,B.Ed., teachers have excelled in their leadership behaviour than the B.A.,B.Ed., and P.G.,B.Ed., teachers. In this respect the second place is secured by B.A.,B.Ed., teachers in respect of their leadership behaviour. Third place is secured by P.G.,B.Ed., teacher. Among the different types of school Management of Un Aided schools teachers have excelled in their leadership behaviour than the Aided and Government school teachers. In respect the second place Aided school teaches of their leadership behaviour. Government school teacher bagged the third places. When we analyze the leadership behaviour of high school teachers on the basis of their teaching experience, the high school teachers who have put above 10 years of teaching experience have possess higher leadership behaviour than the high school teachers who put below 10 years of teaching experience. More or less they are in the similar status in respect of their leadership behaviour.

Table 4. The significance of the difference between the means of leadership behaviour score of government and self finance high school teachers

Sub-samples	N	Mean	Standard Deviation	C.R	Levels of Significance at 0.05
Government	100	51.67	10.91	1.64	df=134 (p) 1.64 < 1.98 Not Significant
Self Finance	50	58.47	12.75		

The details of the calculations are given in Table No. 4.13. The C.R. is found to be 1.64 and it is not significant at the 0.05 level. Therefore, the Null Hypothesis is accepted and it is concluded that there is no significant difference the Government school and Self Finance, of high school teachers. Thus, the Type of school Management of the teachers has not caused significant difference in respect of their Leadership Behaviour.

Summary of the Study

- In the present study the mean score of Entire Sample is 56.16. This shows the high school teacher of Villupuram district have possessed relatively Ideal level of leadership behaviour. In this scale one can score as a maximum of 120.
- Male teachers have surpassed than their female counterparts in their leadership behaviour.
- The teachers working in rural and urban locality possess the same level of leadership behaviour.
- Among the different religions (Hindu, Muslim, Christian) the high school teachers who belong to Muslim religion are considerably higher in their leadership behaviour than the teachers who have believed in Christian religion and Hindu religion. The second place is secured by Christian teachers in respect of their leadership behaviour.
- Among the different communities of high school teachers, the OBC teachers have excelled in their leadership behaviour than the OC, and SC/ST teachers. In respect the second place SC/ST of their leadership behaviour. OC teacher bagged the third places.
- Among the different educational qualification of high school teachers the B.Sc.,B.Ed., teachers have excelled in their leadership behaviour than the B.A.,B.Ed., and P.G.,B.Ed., teachers. In this respect the second place is secured by B.A.,B.Ed., teachers in respect of their leadership behaviour. Third place is secured by P.G.,B.Ed., teacher.
- Among the different types of school Management of Un Aided schools' teachers have excelled in their leadership behaviour than the Aided and Government school teachers' teachers. In respect the second place Aided school teaches of their leadership behaviour. Government school teacher bagged the third places.
- When we analyze the leadership behaviour of high school teachers on the basis of their teaching experience, the high school teachers who have put above 10 years of teaching experience have possess higher leadership behaviour than the high school teachers who put below 10 years of teaching

- experience. More or less they are in the similar status in respect of their leadership behaviour.
9. There is significant difference between male and female teachers in respect of their leadership behaviour.
 10. There is significant difference between urban and rural teachers in respect of their leadership behaviour.
 11. There is significant difference between the teachers who put less than 10 years of experience in respect and who put more than 10 years of experience in respect of leadership behaviour.
 12. There is significant difference between the teachers who have educational qualification as B.A., B.Ed., and B.Sc., B.Ed., in respect of their leadership behaviour.
 13. There is significant difference between the teachers who have educational qualification as B.A., B.Ed., and M.A., B.Ed., in respect of their leadership behaviour.
 14. There is significant difference between the teachers who have educational qualification as B.A., B.Ed., and M.Sc., B.Ed., in respect of their leadership behaviour.
 15. There is significant difference between the teachers who belong to OC and OBC in respect of their leadership behaviour.
 16. There is significant difference between the teachers who belong to OC and SC/ST in respect of their leadership behaviour.
 17. There is significant difference between the teachers who belong to OBC and SC/ST in respect of their leadership behaviour.
 18. There is significant difference between the teachers who belong to Hindu and Muslim in respect of their leadership behaviour.
 19. There is significant difference between the teachers who belong to Hindu and Christian in respect of their leadership behaviour.
 20. There is significant difference between the teachers who belong to Muslim and Christian in respect of their leadership behaviour.

CONCLUSIONS

- The findings of the present investigation proved the fact, that the leadership behaviour of high school teachers of Villupuram District is relatively ideal.

- There is significant difference between male and female teachers in respect of their leadership behaviour.
- There is significant difference between the teachers who belong to Hindu and Muslim in respect of their leadership behaviour.
- There is significant difference between the teachers who belong to OBC and SC/ST in respect of their leadership behaviour.

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