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## COMPARISON OF THE LEADERSHIP EFFECTIVENESS OF PRINCIPALS OF PRIVATE URBAN AND GOVT. URBAN HIGHER SECONDARY SCHOOLS IN DEHRADUN DISTRICT

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### ABSTRACT:

The present study Comparison of the Leadership Effectiveness of Principals of Private Urban and Govt. Urban Higher Secondary Schools in Dehradun District was examined to find out the difference in the various areas of leadership effectiveness among principals of Private urban and Govt. Urban schools in Dehradun District.

**KEYWORDS:** Leadership Effectiveness , principals of Private urban.



### INTRODUCTION

**“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.” – Ronald Reagan**

The Principal is responsible for the management and day-to-day operations and business of the school. Good governance involves the School Board and the Principal having an open and honest relationship where there is an effective flow of communication between the two. Although the Principal usually occupies a unique position as a leader, in order to achieve good governance practices the Principal needs to have leadership roles,

responsibility and accountability. It is important that the roles, responsibilities, delegations and authority of the Principal are clearly defined and understood.

### BACKGROUND OF AND NEED FOR THE STUDY

Effective educational leadership can make a remarkable difference in improving learning. The changing role of school principals in today's global world and the challenging roles of the classroom teacher put a greater demand on teacher capacity building as the school's core business is teaching and learning. The accomplishment of educational goals and objectives depends highly on teachers who are the prime movers in the implementation of curriculum and teaching/learning. To ensure teacher success and desired

learning outcomes thus creating effective schools, the school principal has an enormous responsibility as his/her role as organization manager/administrator focusing largely on technical aspects is changing globally towards greater instructional leadership. The principal therefore, has a big opportunity to develop teacher capacity to thrive in teaching/learning reformation and innovation to attain current educational demands.

### OBJECTIVE

- To know if there exist any difference in the various areas of leadership effectiveness among principals of private urban schools in Dehradun District.
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- To know if there exist any difference in the various areas of leadership effectiveness among principals of govt. urban schools in Dehradun District.
- To know if there exist any difference in the various areas of leadership effectiveness among principals of private urban and govt. urban schools in Dehradun District.

### NULL HYPOTHESES

- There is no significance difference between interpersonal relations among principals of private urban and govt. urban schools.
- There is no significance difference between intellectual operations among principals of private urban and govt. urban schools.
- There is no significance difference between behavioural and emotional stability among principals of private urban and govt. urban schools.
- There is no significance difference between ethical and moral strength among principals of private urban and govt. urban schools.
- There is no significance difference between adequacy of communications among principals of private urban and govt. urban schools.
- There is no significance difference between operations as a citizen among principals of private urban and govt. urban schools.

### RESEARCH DESIGN

#### Sample

Sample of the present study is consisted of 200 school principals working in government senior secondary schools of urban area and government higher secondary school of rural area of Dehradun District.

#### Tool

To access the leadership effectiveness, scale developed by Dr. (Mrs.) Haseen Taj has been used

#### Data Analysis

To analyze data Mean, S.D, and T-test has been used in the present study

**Table 1: Comparison between Interpersonal Relations among principals of Private Urban and Govt. urban Schools**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Interpersonal Relations	Govt. Urban	100	65.05	5.81	2.92	Significant
	Govt. Rural	100	61.91	9.02		

The above table shows that the calculated 't' value is 2.92 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Interpersonal Relations dimension of leadership effectiveness among principals of private urban and govt. urban schools.

**Table 2: Comparison between Intellectual Operations among principals of Private Urban and Govt. Urban Schools**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Intellectual Operations	Govt. Urban	100	52.90	4.16	3.74	Significant
	Govt. Rural	100	49.56	7.88		

The above table shows that the calculated 't' value is 3.74 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Intellectual Operations dimension of leadership effectiveness among principals of private urban and govt. urban schools.

**Table 3: Comparison between Behavioural and Emotional Stability among principals of Private Urban and Govt. Urban Schools**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Behavioural and Emotional Stability	Govt. Urban	100	38.29	7.10	0.76	Not Significant
	Govt. Rural	100	39.06	7.16		

The above table shows that the calculated 't' value is 0.76 which is less than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is accepted. It shows that there no significance mean difference of Behavioural and Emotional Stability dimension of leadership effectiveness among principals of private urban and govt. urban schools.

**Table 4: Comparison between Ethical and Moral Strength among principals of Private Urban and Govt. Urban Schools.**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Ethical and Moral Strength	Govt. Urban	100	68.88	9.10	3.67	Significant
	Govt. Rural	100	71.99	9.14		

The above table shows that the calculated 't' value is 3.67 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there significance mean difference of dime Ethical and Moral Strength dimension of leadership effectiveness among principals of private urban and govt. urban schools.

**Table 5: Comparison between Adequacy of Communication among principals of Private Urban and Govt. Urban Schools.**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Adequacy of Communication	Govt. Urban	100	46.00	4.44	3.28	Significant
	Govt. Rural	100	43.49	6.24		

The above table shows that the calculated 't' value is 0.74 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Adequacy of Communication dimension of leadership effectiveness among principals of private urban and govt. urban schools.

**Table 6: Comparison between Operations as a Citizen among principals of Private Urban and Govt. Urban Schools.**

Area	School Type	N	Mean	SD	Calculated 't' Value	Result
Operations as a Citizen	Govt. Urban	100	38.00	3.32	3.25	Significant
	Govt. Rural	100	35.56	6.71		

The above table shows that the calculated 't' value is 3.25 which is more than the table value at 0.05 level i.e. 1.96 and 0.01 i.e. 2.56. Hence the hypothesis is rejected. It shows that there is significance mean difference of Operations as a Citizen dimension of leadership effectiveness among principals of private urban and govt. urban schools.

### MAJOR FINDINGS

1. Findings show that there is significance difference in interpersonal relations between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.
2. Findings show that there is significance difference in intellectual operations between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.
3. Findings show that there is no significance difference in behavioural and emotional stability between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.
4. Findings show that there is significance difference in ethical and moral strength between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.
5. Findings show that there is significance difference in adequacy of communication between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.
6. Findings show that there is significance difference in operations as a citizen between principals of higher secondary private urban schools and principals of higher secondary govt. urban schools.

### CONCLUSION

Based on the analysis of data the investigator concluded there is a significance difference between Dimensions of leadership effectiveness that is interpersonal relations, intellectual operations, ethical and moral strength adequacy of communication and operations as a citizen whereas there is no significance difference in dimension behavioural and emotional stability among principals of private urban and govt. urban schools.

Further it shows that mean scores of the principals of higher secondary private urban schools is more than the principals of higher secondary govt. urban schools. This shows that level of leadership effectiveness of principals of private urban school is higher than the principals of govt. urban schools.

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