



## TEACHERS LEADERSHIP STYLE AT SECONDARY LEVEL IN KOLKATA

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### ABSTRACT:

The purpose of this study was the head teacher leadership style at the secondary level in Kolkata, relation to their background characteristic as such – age , gender , educational qualification,experience. Background characteristic were used as dependent variable and leadership style used as independent variable. Sample for the researcher were selected amongst head teacher, teacher from Kolkata. The Multifactor Leadership Questionnaire (MLQ-5X) were used to measure leadership styles of head teachers at the secondary level respectively. After coding and analysis the data with SPSS software, Leadership presented by on employed scale (minimum, maximum, mean, standard deviation, skewness and kurtosis.) for further normality test Q-Q plots was used. In the second part of the statistical analysis researcher mainly focus on hypothesis testing such as t-test.

The finding of this research showed that no significance difference observed in the leadership style at school level head teacher and among the background character such as –age, gender, education qualification,experience but significant difference on basis of their experience.

Thus, the findings of the study points out that head teacher must practice transformational leadership style for improving the educational institutional quality. Pre – service training of teacher education may be provide input development of good leadership styles amongst the teacher trainees.

**KEYWORDS:** Leadership style, Head teacher, Teacher.

### INTRODUCTION

Educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself. The current configuration of school has the following features-

- Education is a product and service to be marked, bought and sold as the most efficient and effective way of organizing and consumer need.
- Leadership is about the location of entrepreneurial behaviours in the role and takes.
- The purposes of schools and schooling are to enable the workforce to be appropriately skilled to operate in the current and developing economy.

### DEFINING LEADERSHIP

Deal and Peterson (1999) describe the role of leadership as “The certain encouragement ,and refined of the symbols and symbolic activities that dive meaning to the organization”(P.10) when principals practise leadership as pedagogy they exercise their stewardship responsibilities by committing themselves to building , to serving ,to caring for and protecting the school and its

purposes”(Sergiovanni, 1996,p95).They are the living “logos” because their words and actions convey what is valued in the school setting(Deal &Peterson .

### LEADERSHIP STYLE IN EDUCATION SECTOR

In the education sector there are three types of leadership styles transactional, transformational and laissez-faire, mostly been used. James Mac Gregor Burns (1978) first introduced the concept of transforming and transactional leadership.

#### Transformational Leadership Style

Transformational leadership is defined as a leadership style that cause change social as well as individual system. It create valuable and positive change in the followers . Transformational leadership enhances the motivation , morale and performance of followers through a different mechanism.

#### Transactional Leadership Style

It is also known as a managerial leadership . It is focus on the role of supervision , organization , and team performance. Leaders who implement this style , focus on specific tasks and use rewards and punishments to motivate followers.

### REVIWE OF LITERATURE

Studies Conducted in India –

**Mohamed Saleem .L (2018)**, in a paper entitled “Leadership styles among the head of primary schools in Kerela”, the researcher was used survey method to collected to the data , and description statistic were used to analysis the data. The major finds were-

i)it was strongly say that mostly head teachers in primary school in Kerela are democratic in their leadership style.

ii)government primary schools are democratic leadership style while least of government aided school.

iii)more female head teachers are authoritain than the male head teachers.

Prabha s (2017), attempt to reveal the “leadership styles total quality management between leadership styles , total quality management and school image “,researcher through this study comprised of 438 sample of chennai and major objective were –

i)prepare tool for measuring three variables of leadership, total quality management , school image .

ii)relation among the variable . iii)predict the school image in terms of leadership style and total quality management.

#### The major findings were-

i) Positive co-relation between leadership styles and total quality management and school image.

ii) Significant difference between in the perceptions of traits of leadership styles and components of total quality management and features of school image between the age groups.

iii)Perception of leadership styles, total quality management ,and school image between Government , government aided , self- financing school.

**Kiboss and Jemiryott (2017)** examined the relationship between leadership style of Principals and teachers’ job satisfaction in Kenyan Public Secondary Schools. The Data was collected from 138 selected teachers in Nandi district. A 36 Teachers’ Questionnaire and a Principals’ Questionnaire were administered. The study revealed that principals’ leadership styles have an impact on the working atmosphere and consequently the teachers’ job satisfaction. The researchers also revealed that Democratic Leadership Style was the dominant leadership style in Nandi South District.

**Lai, Luen, Chai and Ling (2016)** conducted a study on the effects of principals’ leadership styles on teacher organisational commitment. The sample comprised of 240 teachers from 19 performing schools in the state of Perak, Malaysia. By using a fixed- alternative questionnaire the data were collected from the teachers. The investigators reported that transformational leadership style was the most influential leadership style in performing schools.

**Mathews (2016)** conducted a comparative study of Autocratic and Democratic styles of management in Industries in Kerala. For the study, 107 managers were interviewed from 74 industries. To study the level of job satisfaction, productivity, performance and the attitude towards the managers, opinions of the employees from the same industry were also collected. One employee out of 100 employees from each industry was randomly selected. The total responses were from 201 employees of 74 industries.

The researcher reported that a bulk of the industries followed Democratic Leadership Style. Autocratic Leadership Style was followed at the second least and Free-Rein was the least practised style. In those Industries following Democratic Style, the employees were in the highest form of morale, guarantee a result-oriented output, timely completion of the task, increases in the qualitative and quantitative output within.

**Abgoli (2013)** studied the leadership styles of Head Masters in relation to school effectiveness at the Secondary Stage in India and Iran. The sample of the study were the Head Teachers, teachers, students and their parents from Mysore city, India and Shiraz City, Iran. To measure the leadership styles of Head teachers, a Multi factor Leadership Questionnaire (MLQ - 5X) was used. The study revealed a significant difference amongst leadership styles of secondary school head teachers. Majority of the Head teachers of Shiraz City had transformational leadership style while majority of the Head teachers in Mysore City had transactional leadership style.

**Saleem (2014)** identified the existing Leadership Style among the Heads of Primary Schools in Kerala. The sample of the study comprised of Heads, Teachers and Parents of Primary Schools situated at the various revenue districts in Kerala. A Leadership Survey Questionnaire (Kalu & Saleem, 2012) and another Leadership Behaviour Descriptive Questionnaire were used.

**Pounder (2010)** in a Hong Kong study examined the effect on undergraduate business students of university business school instructors' exhibiting a transformational leadership style in the classroom. Transformational leadership is one of the central concepts in management, and research has indicated that a positive association exists between this style of leadership and desirable leadership outcomes. The author examined this relation in a university classroom context, and the results indicated that transformational classroom leadership was significantly and positively associated with desirable classroom leadership outcomes such as extra effort.

### SIGNIFICANCE OF THE STUDY

This research built upon their work and will add to the discussion of teachers' classroom leadership styles and students learning outcomes. Regardless of the results of this study, it added to the theoretical discussion of teachers classroom leadership styles in relation to student learning, specifically in the subjects area.

### OBJECTIVE

To find out the effect of leadership style on secondary school of head teachers with reference to their background characteristic [background characteristic are as such age, educational qualification, experience, types of school, gender, academic stream.].

### HYPOTHESIS

**H:1** There is significance difference in the leadership styles of secondary school head teachers with reference to their background characteristic.

**H:1.1** There is significant difference in the Transformational leadership styles of secondary school head teachers with reference to their gender.

**H:1.2** There is significant difference in the Transactional leadership styles of secondary school head teachers with reference to their gender.

**H:1.3** There is significant difference in the Transformational leadership styles of secondary school head teachers with reference their age.

**H:1.4** There is significant difference in the Transactional leadership styles of secondary school head teachers with reference their age.

**H:1.5** There is significant difference in the Transformational leadership styles of secondary school head teachers with reference their educational qualification.

**H:1.6** There is significant difference in the Transactional leadership styles of secondary school head teachers with reference their educational qualification.

**H:1.7** There is significant difference in the Transformational leadership styles of secondary school head teachers with reference their experience.

**H:1.8** There is significant difference in the Transactional leadership styles of secondary school head teachers with reference their experience.

## METHODOLOGY

This study considers Quantitative approach for collection and interpretation of data. The present study based on Descriptive research method, particularly Survey method or Normative survey research method. It is the most popular and scientific research technique, which consists of analyzing the phenomena into their components.

### Sample

For the selection of sample, the researcher select the school in the sample, government and government aided) school in Kolkata (south and north zone). Researcher using sample random procedure from the schools.

The final sample for the present study consists of 50 head teachers and teachers.

### Tool and its procedure

To measure	Name of the tool	Author	Year
Leadership style of school head teacher	Multifactor leadership style (MLQ-5X) questionnaire	Bass and avolio	1995

The researcher utilized the MLQ-5X short form in the study . The researcher utilized a likert scale survey. The short form made up of 45 item with a specific variable selected for each leadership factor (Transformational and Transactional)

### Pilot Study

Researcher used standardized questionnaire were used in this study. Pre testing of the questionnaire was done using 30 participant were excluded from the final sample. Original statement of each questionnaire author were used as it is researcher in this study.

### Reliability of Questionnaire

Reliability of head teachers' multifactor leadership questionnaire (MLQ-5X) which is researcher further standardized through pilot study of 30 participants and find out internal consistency of data analysis.

Cronbroch's alpha	0.876
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### Validity of Questionnaire

In the present study content validity were ensured in the following manner. The content area of the test was analysed in the terms of expected behaviour objectives. Researcher were used validity to ensured for all separate structured questionnaire by the inter-rater agreement. Item were judged by the expert.

**DATA ANALYSIS**

About leadership style variable the researcher collected data from head teachers and teachers only. Background characteristic were collected from head teachers only, and the teachers from the secondary schools were asked to answered the Multifactor Leadership Questionnaire (MLQ) by judging how frequently their head teacher exhibit the behaviours describe in the questionnaire, using a 5 point Likert scale that would be mentioned in step two data entry.

**Coding the Data**

The first step in data analysis involved i)creating a coding system for MLQ-5X questionnaire ii) applying these coding system to each individual questionnaire. These two tasks were completed using the statistical package for social science (SPSS , version 2.0). The researcher continue coding the data for head teachers, teachers , gender, age, educational qualification, academic stream, experience .Next , different dimension of the questionnaires and all the items of them were coded.

**Statistical Techniques Employed for Analysis of the Data**

After entering the survey responses into SPSS software and coding data , the description of scores on leadership styles, Transformational and Transactional leadership styles were presented by scores obtained on the employed scales (minimum, maximum , mean, standard deviation , skewness, kurtosis ,Kolmogorov-smirnov, Shapiro- wilk). Then the distribution of scores were presented the histogram and Q-Q plot through the tables and figures. For hypotheses testing researcher were used inferential statistical techniques as such ‘t – test.

**RESULT AND CONCLUSION**

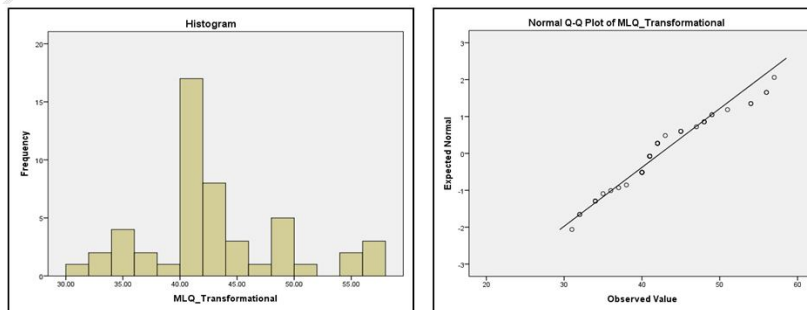
*Descriptive statistics as regards secondary school head teachers’ transformational leadership style*

	N	Range	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
<b>Transformational Leadership Style</b>	50	26.00	31.00	57.00	42.38	6.265	.578	.662

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Transformational Leadership style</b>	.204	50	.167	.934	50	.185

*Tests of Normality of transformational leadership style of head teacher*

From the table, we get the result that, Significant score of Kolmogorov-Smirnov and Shapiro-Wilk test is above 0.005, therefore we can conclude that the overall data distribution is provides a graphical representation of histogram and Q-Q plot in the context of normality of transformational leadership style.



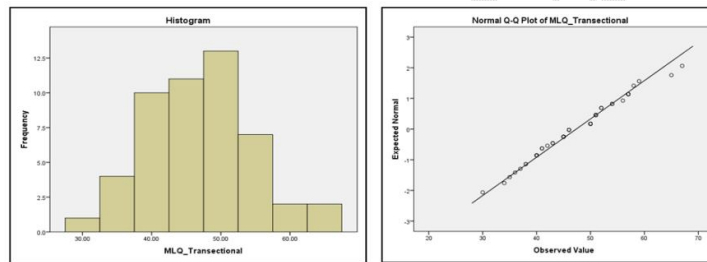
*Descriptive statistics as regards secondary school head teachers' transactional leadership style*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
<b>Transactional Leadership Style</b>	50	37.00	30.00	67.00	47.3400	8.00	.199	.662

**Table**  
*Tests of Normality of transactional leadership style of head teacher*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Transactional leadership Style</b>	.110	50	.178	.982	50	.657

From , we get the result that, Significant score of Kolmogorov-Smirnov and Shapiro-Wilk test is above 0.005, therefore we can conclude that the overall data distribution is normal. provides a graphical representation of histogram and Q-Q plot in the context of normality of transactional leadership style.



**Hypothesis 1**  
**BACKGROUND CHARACTERISTICS VS LEADERSHIP STYLES**

**1: There is a significant difference in leadership styles of secondary school head teachers with reference to their background characteristics.**

In order to analyze the above Hypothesis, we have separated background characteristic of the all teacher in a different subset of the data. Background characteristic of the all teachers categorized in following manners-

1. Gender (Male and Female)
2. Age (Below 40 years Above 40 years)
3. Educational qualification (Masters and Bachelors)
4. Experience (Above 10 years Below 10 years)

**GENDER**

**Sub-Hypothesis : transformational leadership style, transactional leadership style Vs Gender**

**Sub-Hypothesis 1.1. Transformational Leadership Vs Gender**

- **Transformational leadership style\*Gender:** After the analysis, result revealed that there is no significant mean difference between the transformational leadership style of secondary school head teachers with reference to gender.

**Sub-Hypothesis 1.1.2 Transactional Leadership Vs Gender**

- **Transactional leadership style\*Gender:** After the analysis, result revealed that there is no significant mean difference between the transactional leadership style of secondary school head teachers with reference to gender.

## AGE

**Sub-Hypothesis :transformational leadership style, transactional leadership style Vs Age**

### Sub-Hypothesis 1.2 Transformational Leadership Vs Age

- **Transformational leadership style\*Age:** After the analysis, result revealed that there is no significant mean difference between the transformational leadership style of secondary school head teachers with reference to age.

### Sub-Hypothesis 1.2.1 Transactional Leadership Vs Age

- **Transactional leadership style\*Age:** After the analysis, result revealed that there is no significant mean difference between the transactional leadership style of secondary school head teachers with reference to age.

## EDUCATIONAL QUALIFICATION

**Sub-Hypothesis: transformational leadership style, transactional leadership style Vs educational qualification.**

### Sub-Hypothesis 1.3. Transformational Leadership Vs educational qualifications

- **Transformational leadership style\*educational qualifications:** After the analysis, result revealed that there is no significant mean difference between the transformational leadership style of secondary school head teachers with reference to educational qualifications.

### Sub-Hypothesis 1.3.1 Transactional Leadership Vs educational qualifications

- **Transactional leadership style\*educational qualifications:** After the analysis, result revealed that there is no significant mean difference between the transactional leadership style of secondary school head teachers with reference to educational qualification.

## EXPERIENCES

**Sub-Hypothesis: transformational leadership style, transactional leadership style Vs experience.**

### Sub-Hypothesis 1.6 Transformational Leadership Vs experience

- **Transformational leadership style\*experience:** After the analysis, result revealed that there is significant mean difference between the transformational leadership style of secondary school head teachers with reference to experience. Above 10 years old of experience teacher has more positive leadership style compared to below 10 years old.

### Sub-Hypothesis 1.6.1 Transactional Leadership Vs experience

- **Transactional leadership style\*experience:** After the analysis, result revealed that there is no significant mean difference between the transactional leadership style of secondary school head teachers with reference to experience.

## FINDINGS OF THE STUDY AND EDUCATIONAL IMPLICATIONS:

These are systematically presented below-

- The result revealed that that transformational leadership style of head teachers were contributing more effectiveness. Therefore, head teachers should practice transformational leadership style to promote a quality education.
- The result also shown that the head teachers above 40 years ,effective leadership style. Therefore, above 40 years head teachers having instructional training programme to young head teachers while they are in job.
- The pre-service training of teacher education may be provide input development of good leadership styles amongst the teacher trainees.

- Leadership styles could be done through the institutions in – service training and work for them, it would help the head teachers inspirational , co – operational etc various behaviour styles of their sub-ordinates .
- Again leadership style has some effect on the performance of the teachers , both teacher and head teachers are to be given an in-service training so it could be help one another in their effort to achieve moreover success in their educational institutions.
- Special and effective training programmes in leadership could be organised for newly recruited / promoted head teachers with special focus on enhance good leadership styles and in the field of education who wish to become administrator of schools.

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