LEADERSHIP BEHAVIOR OF PRIMARY SCHOOL HEADMASTERS

Mahendar Kakkerala[1] and Dr. V. Vasudevan [2]

[1] Ph.D. Research Scholar, Department of Educational Psychology, TNTEU, Chennai, Tamil Nadu .
[2] Research Guide & Assistant Professor, Department of Educational Psychology, TNTEU, Chennai, Tamil Nadu.

ABSTRACT:

The present study was aimed to investigate the leadership behavior of primary school headmasters. Survey method was conducted on simple random sample of 650 primary school headmasters from three districts of Telangana. Leadership Behavior Scale for Headmasters constructed and validated by researcher was used for to collect the data. Data was analyzed by using t-test and F-test. Findings revealed that there exists significant difference in gender, community, teaching experience, locality and educational qualification of primary school headmasters' leadership behavior and there is no significant difference found in type of management of primary school headmasters' leadership behavior.

KEYWORDS*:* Leadership Behavior, Primary school Headmasters.

.

1) INTRODUCTION

Headmaster holds the key position in the school. He is the hub of the school activity. He draws the whole plan of the school, execute the plan, distribute work and co-ordinate the activities. He ensures smooth functioning and harmonious development of the whole school programme.

The success of the school system depends upon his interpersonal skills, social intelligence and personality.

His personality carts a strong formidable impact on the school programme. Dr. Jaswanth Singh aptly remarks. "On his ability and skill, as a sound and effective educational leader depends the success of a school system".

A Headmaster is the leader and centre of the whole organization of the school.

A Headmaster is the leader and centre of the whole organization of the school. Administration consist of the leadership and motivation of individuals, the procuring and management of resources, and the coordinating of diverse efforts, so effective progress can be made toward achievement of the goals of the organization.

NEED AND SIGNIFICANCE OF THE STUDY

Leadership is the key concept in understanding and improving organizations like, school. Heads are responsible for the effectiveness of organizations, the success any organization depend on the perceived quality of their leadership. leadership behavior of academic heads of the primary schools effect teachers, students and community involvement in school administration but no such study been conducted to prove it at primary level. It refers to behavior indicative of friendship, mutual trust, respect and warmth in the relationship among the leader, the members of his staff and community. That affect various components of leadership behavior, administration of heads and students outcomes, it is not possible to take any decision at the district, state and national level for the improvement of schools. Provide proper direction to understand

_____

the effect of leadership behavior of academic heads on school administration and community awareness, so that governments for the battement of schools could take proper decision regarding Improvements.

OBJECTIVES OF THE STUDY
• To find out the significant difference in leadership behavior of primary school headmasters based on gender, community, teaching experience, locality and educational qualification.

HYPOTHESES
1. There is no significant difference in leadership behavior of primary school headmasters with respect to gender.
2. There is no significant difference in leadership behavior of primary school headmasters with respect to community.
3. There is no significant difference in leadership behavior of primary school headmasters with respect to teaching experience.
4. There is no significant difference in leadership behavior of primary school headmasters   with respect to locality.
5. There is no significant difference in leadership behavior of primary school head masters with respect to educational qualification.

METHODOLOGY
        The investigator used survey method for the present study. Simple random sampling technique was used to collect the data. The sample consisted of 650 Primary school headmasters of whom 377 are male and 273 are female Primary school headmasters in three Districts in Telangana State. Leadership behavior scale was used for this study. This scale constructed and validated by the researcher. To test the hypothesis t-test and F-test were used.

DATA ANALYSIS

Hypothesis -1
Table 1: Leadership Behavior of Primary School Headmasters with respect to Gender

	Gender	N	Mean	SD	't' value	Remark
Leadership Behavior	Male	377	149.34	48.7	3.64	Significant
	Female	273	135.04	50.22		

        Table-1 shows that 't' value is 3.64, which is greater than the table value (1.96) at 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence, it is concludes that here exist significant difference the leadership behavior of primary school head masters with respect to gender.

Table 2: Leadership Behavior of Primary School Headmasters with respect to Community

Leadership Behavior	Source of variance	Sum of squares	df	Mean Square	F	Remark
	Between	83580.62	2	20895.15	8.81	Significant
	Within	1528786.53	647	2370.21		

        Table-2 depicts that the 'F' value is 8.81, which is significant at 0.05 levels. Therefore, the null hypothesis rejected. It revealed that there is a significant difference among OC, BC, SC, ST and Minority primary school head masters in their leadership behavior.

_____

_____

Table 3: Leadership Behavior of Primary School Headmasters with respect to Teaching Experience

Leadership Behavior	Source of variance	Sum of squares	df	Mean Square	F	Remark
	Between	228356.24	3	76118.74	15.52	Significant
	Within	1384011.29	646	2142.43		

Table-3 indicates that the 'F' value is 15.52, which is significant at 0.05 levels. Therefore, the null hypothesis rejected. It revealed that there is a significant difference among Below 5 years, 5 to 10 years, 10 to 15 years and Above 15 years of primary school head masters in their leadership behavior.

Table 4: Leadership Behavior of Primary School Headmasters with respect to Locality

Leadership Behavior	Locality	N	Mean	SD	't' value	Remark
	Urban	242	149.05	48.53	2.25	Significant
	Rural	408	139.95	50.35		

Table- 4 reveals that 't' value is 2.25, which is Greater than the table value (1.96) at 0.05 level of significance. Therefore, the null hypothesis rejected. Hence, it is concludes that there exist significant difference the leadership behavior of primary school head masters with respect to type of locality.

Table 5: Leadership Behavior of Primary School Headmasters with respect to Educational Qualification

Leadership Behavior	Educational Qualification	N	Mean	SD	't' value	Remark
	UG with B.Ed.	274	140.43	51.26	1.25	Not Significant
	PG with B.Ed.	375	145.40	48.79		

From Table-5, the 't' value is 1.25, which is Less than the table value (1.96) at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concludes that there exist no significant difference the leadership behavior of primary school head masters with respect to educational qualification.

CONCLUSION

Leadership Behavior play vital role in school administration. Schools are the organs of the life of the Nation. The Headmasters are ultimately responsible for the development of well integrated, all round development of the students. The dynamic Headmaster maintains good relationship with students, teachers as well as Community. A committed headmaster acts as an active leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. The results indicate that the male and female Primary school Headmasters possess different level of leadership Behavior. The community, Teaching Experience and Locality shows difference on Leadership Behavior of Primary School Headmasters. The Education Qualification is not differ on Leadership Behavior of Primary School Headmasters.

REFERENCES

1. Bahadur, Waheed; Bano, Amir; Waheed, Zarina; Wahab, Abdul. (2017). Leadership Behavior in High-Performing Government Boys Secondary Schools in Quetta: A Grounded Theory Analysis. Journal of Education and Educational Development, 4(2), 153-176.

_____

_____

2. Clara, Okoroafor Nnenna. (2016). Nursery School Head teacher Leadership Behavior Correlates of Nursery School Teachers Job Satisfaction in Akoko North, Ondo State, Nigeria, Journal of Education and Practice, 7(22), 47-52.
3. Dampson, Dandy George., Havor, Felicia Mensah., Laryea, Prince. (2018). Distributed Leadership an Instrument for School Improvement: The Study of Public Senior High Schools in Ghana. Journal of Education and e-Learning Research, 5(2), 79-85.
4. Kieres, Katherine H., Gutmore, Daniel. (2014). A Study of the Value Added by Transformational Leadership Practices to Teachers' Job Satisfaction and Organizational Commitment, Education Leadership. Review of Doctoral Research, 1(1), 175-184.
5. Kumedzro, Felix Kwame., Otube, Nelly, Wamunyi, Chomb, Runo, Mary. (2016). Leadership Style of Head Teachers of Basic Special Schools as Correlates of Retention of Special Needs Educators in Southern Ghana. Journal of the American Academy of Special Education Professionals, pp.103-115.
6. Leithwood, Kenneth. (2016). Department-Head Leadership for School Improvement Leadership and Policy in Schools, 15(2), 117-140.
7. Vanblaere, Bénédicte., Devos, Geert. (2018). The Role of Departmental Leadership for Professional Learning Communities. Educational Administration Quarterly, 54(1), 85-114.

_____