

Study of Leadership Styles of School Heads In Relation To School Effectiveness Among Secondary And Senior Secondary School In Jhajjar City.

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Abstract-

The purpose of this study was to study the leadership styles of principals and head teachers regarding the success of a school in the secondary and secondary schools in the city of Jhajjar. . A sample of this study was selected among principals, principals, teachers and students and students at each of the six selected high schools and 6 high schools respectively. The Multifactor Leadership Questionnaire (MLQ-5X) and the School Effective Questionnaire (SEQ) were used to measure the leadership styles of principals, head teachers and school achievements in the high and secondary levels respectively. After coding data and capturing survey responses to SPSS software, schools' description of leadership style, changing leadership styles and school achievement were presented with scores obtained on a hired scale (minimum, quantity, rating, general deviation, media., Mode, tilt and kurtosis). Thereafter, score distribution is presented in tables and statistics. Other mathematical strategies such as the 't' test, the correlation coefficient (Pearson Correlation) were used to analyze the data based on the concepts designed for this study. The findings of this study showed significant differences in the leadership styles of high school and high school principals and head teachers. Most high school and high school teachers had a transactional leadership style. No significant difference was seen in the leadership style of high school principals, high school principals and head teachers in terms of their background (Gender, Academic, Educational Distribution and Experience) except for the age factor which showed significant contact of leadership style. We also saw significant effects on school performance based on student perceptions. While discussing the relationship between high school and high school leadership styles and school success we have seen very little correlation. Therefore, the findings of this study indicate that principals and principals of high and high schools need to become more flexible in order to improve the quality and effectiveness of the school. This requires regular training in the workplace of heads of institutions. Education is a fundamental human right. It is considered an important decision for economic and social development. It is believed that education is essential for the well-being of individuals and communities. The main purpose of education is to develop the hidden skills in human nature and to connect their words of enrichment and community progress, by equipping children with spiritual, moral and material knowledge.

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I. Introduction-

The education system starts at home because one does not simply get information from the teacher; can learn and get information from parents, family members and a peer group. However, the concept of education is still strongly associated with formal education that takes place in formal and formal educational institutions. These institutions have a formal framework for conducting the education system. In this structured framework there are certain employees who have roles and responsibilities. They all need to play a vital role in the success of these institutions. But the heads of these institutions are considered to be the most important people who can successfully contribute to the success of these institutions because of their leadership role (Kumar, 2017). Numerous successful school studies have shown that successful and efficient schools are the result of the efforts of successful leaders (Hopkins, 2001). Researchers have identified purposeful leadership by the principal as one of the 12 key factors that contribute to school performance and school development (Mortimore et al., 1988). The National Commission on Education (1996) and the Office of Education Standards (1995) also emphasized the need for clear and critical leadership of the head teacher in order to improve the school.

Schools like other organizations need strong, intelligent, patient, and compassionate leaders. Therefore, head teachers need to further their leadership role. The variability associated with improved student achievement and more through improved school performance has been the focus of research for many years. The common view is that the presence or absence of effective school leaders, good school conditions, and good teacher attitudes can, directly or indirectly, affect school performance and student achievement (Hallinger & Heck, 1998; Kruger, Witziers, & Slegers, 2007; Waters, Marzano, & McNulty, 2004; Witziers, Bosker, & Kruger, 2003; Al-Taneiji, Shaikah & Ibrahim, Ali S. 2013.). Nongauza (2004) in a study entitled "The Role of the School Manager in a Successful Farming School" states that from a leadership perspective each member of the community has a specific role in the community and in different groups, organizations or institutions. In each case, a person is expected to play a well-defined role. Leadership is a role within the relationship system and is defined by the expected reconciliation between the leader and other members of the organization. Although the equation for effective school leadership and improved school performance seems simple and straightforward in theory, performance is complex and unpredictable.

II. RESEARCH DESIGN AND METHODOLOGY USED

In order to achieve the objectives of the current study the General Survey methodology was used to investigate the relationship between variables which is the style of senior teacher leadership in relation to school success.

Sample-The number of people in the current study can be considered as all the head teachers, principals and public and private students of the high school and high school in the city of Jhajjar. The number of people in the current study was identified as Principals, principal teachers and students of Jhajjar City. The number of people is also limited to head teachers and principals working in the secondary and tertiary grades as well as 9th, 10th and 11th, 12th grade students. To select a sample, the researcher collected data for all schools in the city of Jhajjar. Using a random process from the list of schools the researcher identified 6 high schools (2 public and 4 private) as well as 6 high schools (All Independent) from the city. In addition, for each of the identified schools, one principal, one principal, and 5 students were randomly selected. The final sample of this current study consists of 6 high school principals, 6 high school principals, one teacher per school and 30 high school students and 30 high school students.

III. Used Tools-

Since the study involved 2 key variables, namely leadership style and school success, the following two tools were used to measure these changes in the study.

(i) Multi-Leadership Style (MLQ-5X) reviewed by Bass and Avolio (1995).

(ii) School Performance Questionnaire (SEQ) developed by Baldwin et al. (1993).

In addition to these two tools, the Personal Information Sheet was also developed and managed to obtain background information from the school's head teachers and Principals.

Statistical Method Used-

After capturing survey results in SPSS software and coding data, schools' description of leadership style, changing leadership styles and school achievements were presented with points obtained from the hired scale (minimum, quantity, rating, general deviation, median., Mode, tilt and kurtosis). Thereafter, score distribution is presented in tables and statistics. Other mathematical strategies such as 't' test, coefficient of integration (Pearson Correlation) and linear regression were used to analyze the data based on the concepts designed for this study.

IV. Objectives of the study:

Objective-I To identify the leadership styles of school head teachers at the secondary and senior secondary stage in Jhajjar City in Haryana.

H-I The leadership styles of school head teachers at the secondary stage and senior secondary stage will differ in Jhajjar City (India).

The first objective of our study was to evaluate leadership styles of senior secondary school principals and secondary school heads of Jhajjar city. Multifactor Leadership Questionnaire (MLQ) was distributed amongst the teachers and we have found the results mentioned in Table 4.1 to 4.9. Table 4.1 and Table 4.2 depicts the leadership styles in senior secondary schools principals and secondary school heads by using MLQ-5X Performa. Table 4.3 describe descriptive statistics as regards the leadership styles of Head teachers and Principals of senior secondary and secondary schools and table 4.4 we found the result of the 't' test for senior secondary school principals and head teachers of secondary school leadership styles. Table 4.4 showed that there is no significance difference in leadership styles of both school heads.

Table 4.1: Leadership Style of Principal in Senior Secondary Schools evaluated by using Multifactor Leadership Questionnaire (MLQ-5X).

Name of School	0(Not at all)	1(Once in a While)	2(Sometimes)	3(Fairly often)	4(Frequently or Always)
Govt. Senior Secondary School	0	6	6	13	19
Govt. Girls Senior Secondary School	3	8	10	18	6
HR Green Field Senior Secondary School	3	8	18	10	6
Indo American Senior Secondary school	1	5	4	14	21
Lawrence Senior Secondary school	4	6	19	10	8
RED Senior Secondary School	3	8	14	12	8
Total	14	41	71	77	68

Table 4.2: Leadership Style of Principal in Secondary Schools evaluated by using Multifactor Leadership Questionnaire (MLQ-5X).

Name of School	0(Not at all)	1(Once in a While)	2(Sometimes)	3(Fairly often)	4(Frequently or Always)
R.S. Modern High School	5	10	12	10	8
Bhartiya Vidya Mandir High School	6	9	14	8	8
RDM High School	6	5	18	10	6
Sunrise High School	3	8	16	10	11
Anand Mohan High School	1	2	8	15	19
Karan Public school	5	6	13	10	11

Table 4. 3 : Descriptive statistics as regards the leadership styles of Head teachers and Principals of senior secondary and secondary schools.

School type	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Senior Secondary School	0	21	9	5.7	8	6,8	0.56	2.28	0.63
Secondary School	1	19	9	4.4	8	6,8	0.43	2.61	0.49

Table 4.4 : The result of the ‘t’ test for senior secondary school principals and head teachers of secondary school leadership styles.

Leadership Style	Type of School	N	Mean	S.D	t	Sig.
	Senior secondary school	6	9	5.7	6	NS
	Secondary School	6	9	4.4		

On the basis of MLQ-5X test we found both transformational and transductional leadership styles which scores has been shown in table 4.5 and table 4.6 among heads of both schools. Out of these scores we found that in senior secondary schools only two principals in senior secondly schools and only one head of secondary school showed transformational leadership style. And rest of principals and Heads showed transductional leadership styles, out of which Laissez-faire type of leadership was found in 4 heads. This showed their passive type of leadership style. Table 4.7 showed leadership style among all 12 schools.

Table 4.5: Transformational and transductional leadership style among Principals of Senior secondary school

Name of School	Transformational leadership style	Transductional leadership style
Govt. Senior Secondary School	40	37
Govt. Girls Senior Secondary School	56	30
HR Green Field Senior Secondary School	35	50
Indo American Senior Secondary school	30	65
Lawrence Senior Secondary school	70	45
RED Senior Secondary School	30	55

Table 4.6 : Transformational and transductional leadership style among Heads of secondary school

Name of School	Transformational leadership style	Transductional leadership style
R.S. Modern High School	45	60
Bhartiya Vidya Mandir High School	75	40
RDM High School	25	40
Sunrise High School	65	30
Anand Mohan High School	35	65
Karan Public school	20	45

Table 4.7: Distribution on Transformational and Transductional leadership in senior Secondary and secondary school heads on the basis of leadership styles scores

Name of Secondary and senior secondary school	Leadership style
Govt. Senior Secondary School	Transductional
Govt. Girls Senior Secondary School	Transformational
HR Green Field Senior Secondary School	Transductional
Indo American Senior Secondary school	Transductional
Lawrence Senior Secondary school	Transformational
RED Senior Secondary School	Transductional
RS Modern High School	Transductional
Bhartiya Vidya Mandir High School	Transformational
RDM High School	Transductional
Sunrise High School	Transductional
Anand Mohan High School	Transductional
Karan Public school	Transductional

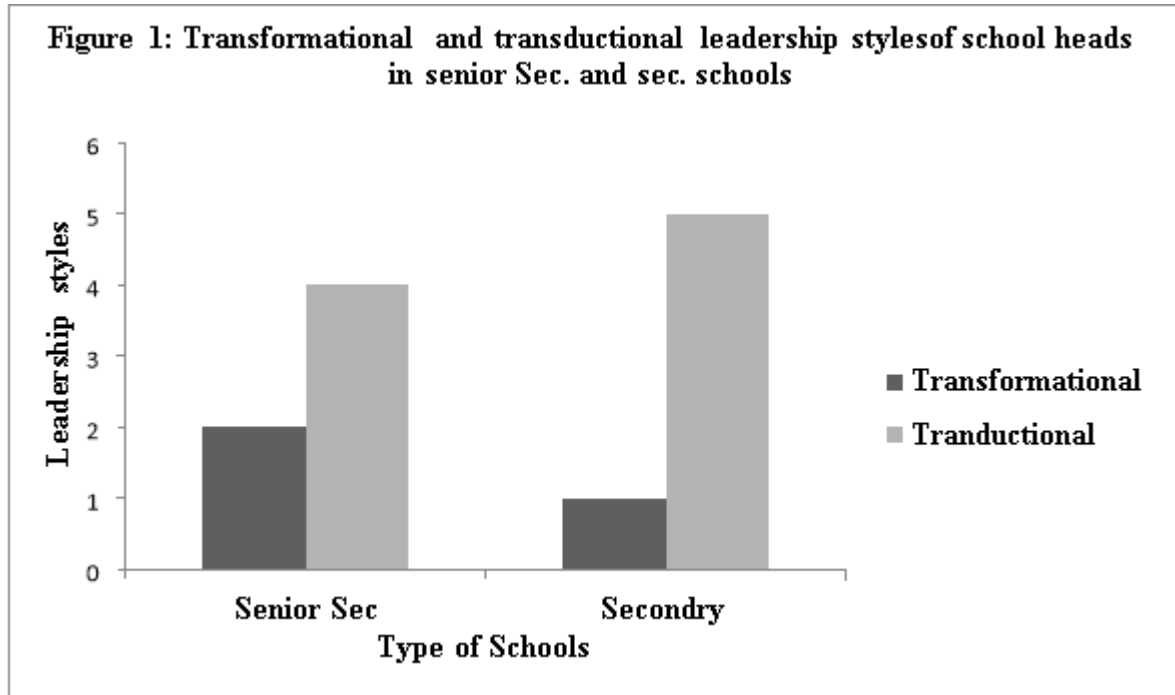


Table 4.8 : Descriptive statistics of transformational and transactional leadership style as regards senior secondary principals.

School type	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Senior Secondary School	30	70	45.25	13.9	42.5	30	0.42	1.76	0.30
Secondary School	20	75	45.4	17.38	42.5	45,60	0.24	1.75	0.38

Table 4.9: The result of the ‘t’ test for transformational and transaction leadership styles among principals and Heads.

Leadership Style	Type of School	N	Mean	S.D	t	Significance (Remark)
	Senior secondary school	6	45.25	13.9	18.29	Significant NULL Hypotheses H1 is accepted
	Secondary School	6	45.4	17.38		

Table 4.8 depict the descriptive statistics of transformational and transactional leadership style as regards senior secondary principals. And table 4.9 showed results of t- test to shows the level of significance among both leadership styles and we conclude the as t vale is 18.29 so we can say the leadership style in senior secondary schools principals and secondary school heads are significantly related. Figure 1 demarcated transformational and transactional type of leaderships in each school.

So form our report results we can conclude that our first hypothesis is proved through our analysis and found the significant difference in leadership styles of principals of senior secondary schools and Heads of secondary schools.

Objective-II To study the differences in the leadership styles of secondary school and senior secondary head teachers with reference to their background characteristics (age, gender, educational qualification, experience etc.).

H-II There will be significant difference in leadership styles of secondary and senior secondary school head teachers with reference to their background characteristics.

To fulfil the second objective of report we have evaluated background characteristics of principals and Heads of schools. All results of background characteristics have been shown in table 4.10 to 4.18. Table 4.10 depicts the age of all school heads, results showed that the minimum age was 38 years and maximum was 55 years. Table 4.11 showed the descriptive statics of age of secondary and senior secondary heads and table 4.12 showed the t-test value through which we can conclude that age of both schools heads depict significance difference, which proved our second hypothesis H2.

Table 4.10: Details of Age of Principals and Heads of senior secondary and secondary schools.

Name of senior secondary schools	Age of principals /Heads
Govt. Senior Secondary School	48
Govt. Girls Senior Secondary School	49
HR Green Field Senior Secondary School	43
Indo American Senior Secondary school	51
Lawrence Senior Secondary school	53
RED Senior Secondary School	55
R.S. Modern High School	39
Bhartiya Vidya Mandir High School	38
RDM High School	46
Sunrise High School	43
Anand Mohan High School	49
Karan Public school	50

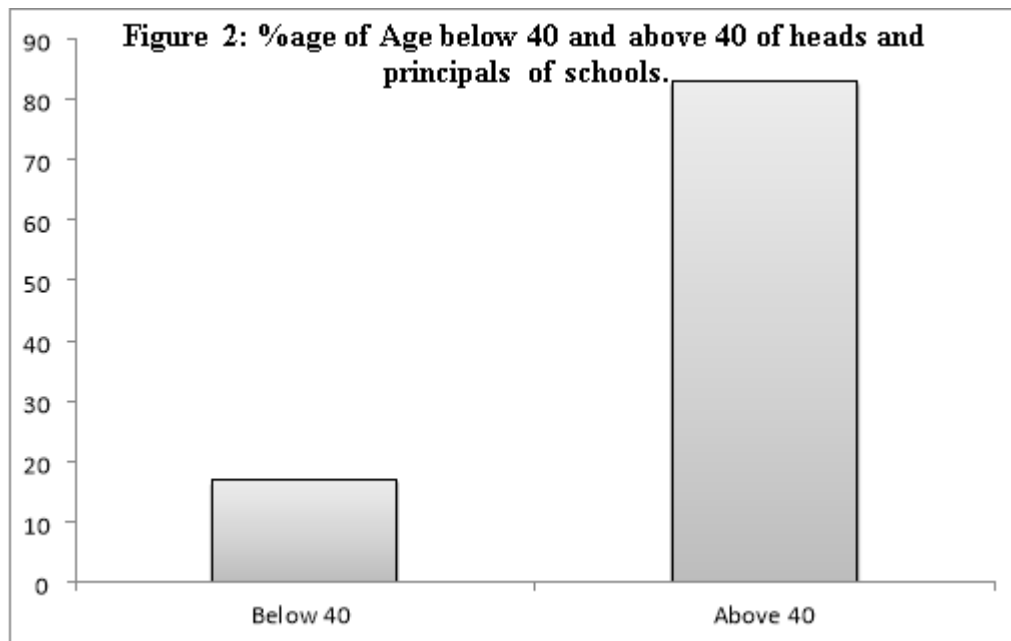


Table 4.11: Descriptive statistics of age of secondary and senior secondary school heads.

School type	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Senior Secondary School	43	55	49.83	4.21	45	48,49	-0.41	1.90	0.08
Secondary School	38	50	44.16	5.03	44.5	38,39	-0.08	1.20	11.40

Table 4.12 : The mean scores of the senior secondary school head teachers' leadership style with reference to their age.

Leadership Style	Type of School	N	Mean	S.D	t- value	Significance
	Senior secondary school	6	49.83	4.21	13.06	Significant NULL Hypotheses H2 is accepted
	Secondary School	6	44.16	5.03		

Figure 2 showed the %age of heads and principals below 40 and above 40, we observed that 80% of heads were above 40 years. Table 4.13 showed the characteristics of principals and head in reference of their gender educational qualification, academic stream and experience. From these results we found that out of 12 heads only two were females rest were males and in terms of educational qualifications most of heads were Postgraduates except heads of sun rise and R S modern school who were graduates only. In terms of Academic streams most of the heads were of Art stream except principal of Lawrence school and most of the heads were having educational experience of more than 10 years.

Table 4.13: Characteristics of Principals and Heads in Terms Of their Gender, Educational Qualifications, Academic streams and Educational Experience.

Name of Schools	Gender (M/F)	Education Qualifications	Academic streams	Experience
Govt. Senior Secondary School	M	M.A, B.Ed	ART	Above 10 Years
Govt. Girls Senior Secondary School	M	M.A, B.Ed	ART	Above 10 Years
HR Green Field Senior Secondary School	M	M.A, B.Ed	ART	Above 10 Years
Indo American Senior Secondary school	F	M.A, B.Ed	ART	Above 10 Years
Lawrence Senior Secondary school	M	M.A, B.Ed	Science	Above 20 Years
RED Senior Secondary School	M	M.A, B.Ed	ART	Above 15 Years
RS Modern High School	F	B.A.,B.Ed	ART	Below 10 Years
Bhartiya Vidya Mandir High School	F	B.A.,B.Ed	ART	Above 10 Years
RDM High School	M	M.A, B.Ed	ART	Above 10 Years
Sunrise High School	M	B.A.,B.Ed	ART	Above 10 Years
Anand Mohan High School	M	M.A, B.Ed	ART	Above 10 Years
Karan Public school	M	M.A, B.Ed	ART	Below 10 Years

Table 4.14: Leadership style along with Background Characteristics of Principals and Heads

Leadership Styles	Gender		Education Qualifications		Academic streams		Experience	
	M	F	PG	UG	Art	Science	Below 10 Years	Below 10 Years
Transformational	3	0	3	0	2	1	0	3
Transductional	6	3	6	3	9	0	7	2

Table 4.15: Descriptive statistics and t- test of Gender characterises of secondary and senior secondary school heads with respects to leadership styles.

Leadership styles	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Transformational/ Transductional	0	6	3	2.4	3	3	0	1.5	0.81
t-test Value	1.41 (Non Significant); Rejected Null Hypothesis H2								

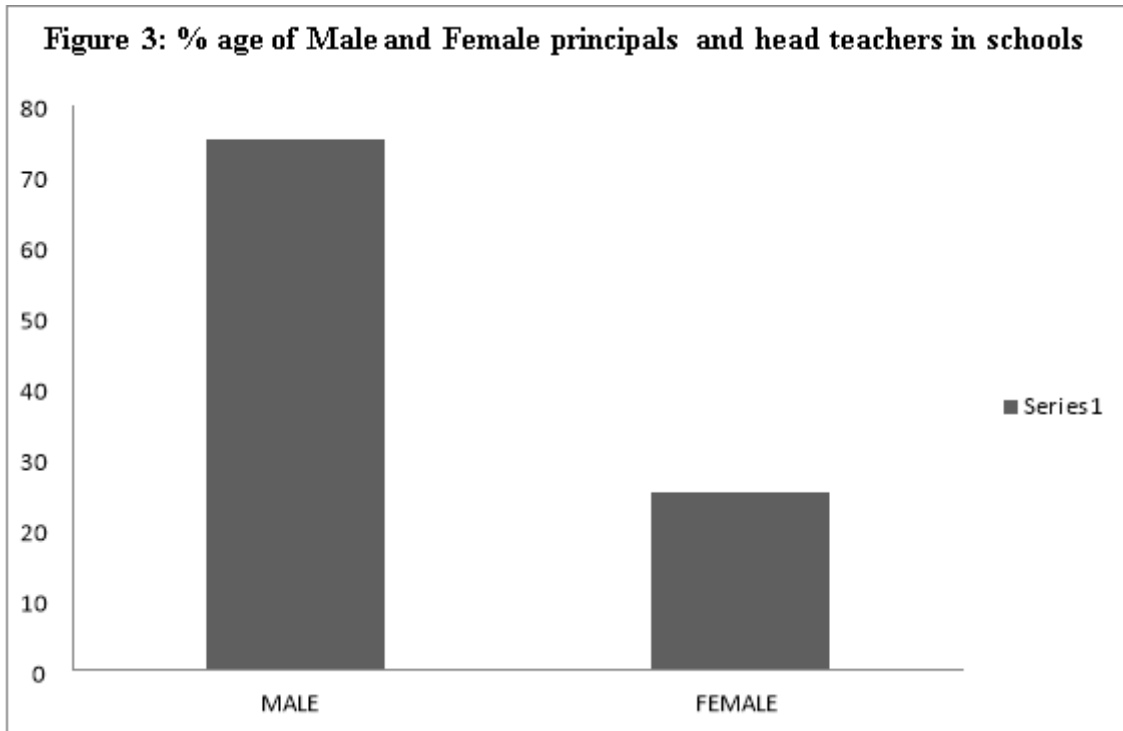


Table 4.16: Descriptive statistics and t- test of Educational Qualifiactions characteristics of secondary and senior secondary school heads with respects to leadership styles.

Leadership styles	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Transformational/ Transductional	0	6	3	2.4	3	3	0	1.5	0.81
t-test Value	1.41 (Non Significant) Rejected Null Hypothesis H2								

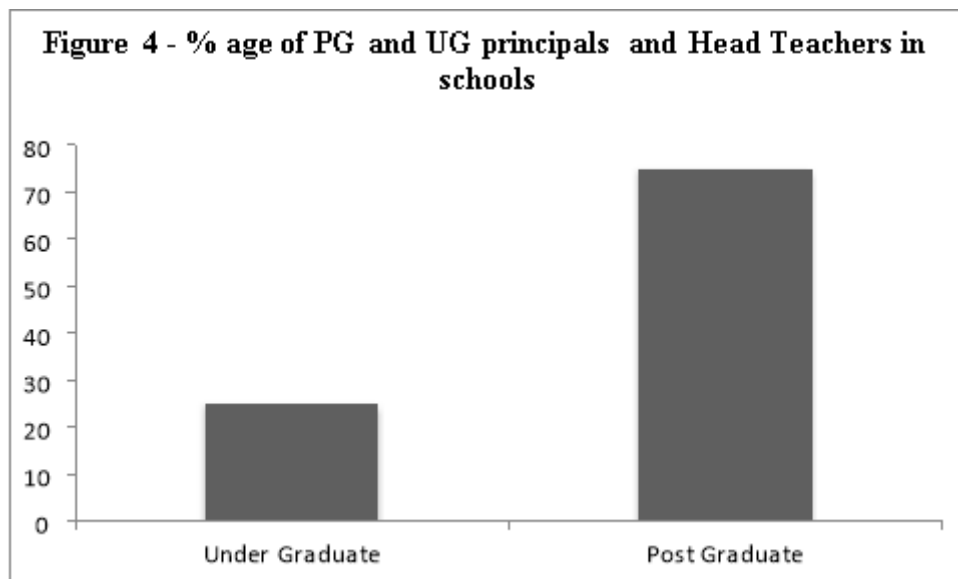


Table 4.17: Descriptive statistics and t- test of Academic stream of secondary and senior secondary school heads with respects to leadership styles.

Leadership styles	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Transformational/ Transductional	0	9	3	4.08	1.5	2,1,9	0.88	1.36	1.36
t-test Value	1.7 (Non Significant) Rejected Null Hypothesis H2								

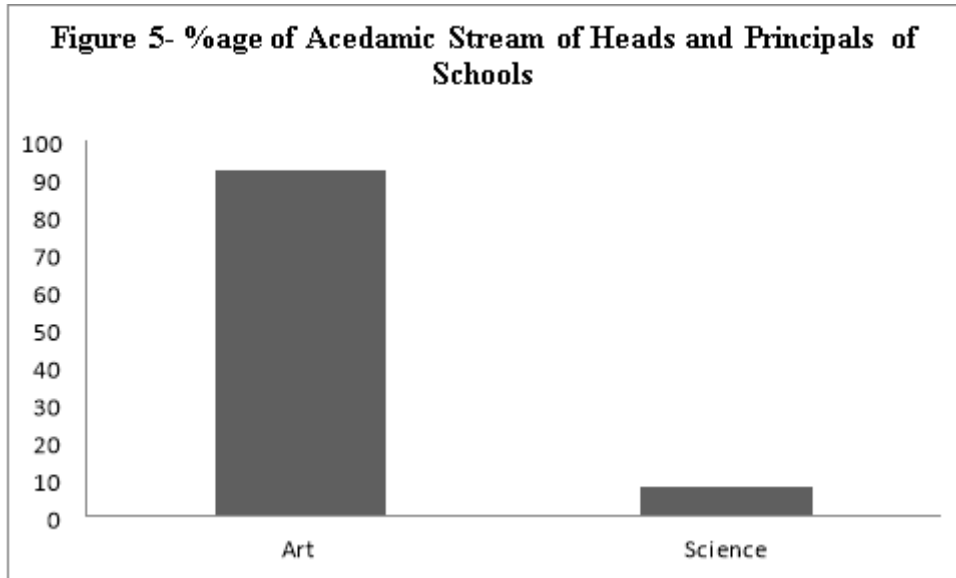


Table 4.18: Descriptive statistics and t- test of Educational Experience of secondary and senior secondary school heads with respects to leadership styles.

Leadership styles	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Transformational/ Transductional	0	7	3	2.94	2.5	0,3	0.47	1.5	9.8
t-test Value	0.282 (Non Significant) Rejected Null Hypothesis H2								

From figure 3 we concluded that 75% of heads in our study were males, figure 4 depict 75% of Heads were Postgraduate and figure 5 define that 92% of heads were of art academic background. Table 4.15 to 4.18 showed the descriptive statics and t test of background characteristics (gender, academic stream, educational stream and educational qualifications of senior secondary principals and secondary school heads. From these evaluations we concluded that except characteristics of Age all other background characteristic were not have and significant difference on both leadership styles, therefore reject Null hypothesis H2.

In this part, school effectiveness at the secondary stage and senior secondary stage in Jhajjar City was evaluated based on the students perceptions. This part of analysis caters to the objectives and the hypotheses 3. School effectiveness at the senior secondary and secondary stage in India was assessed based on students' perception. The questionnaire embodied 36 items including 7 characteristics as described in Chapter III. The obtained scores have been presented in Table 3.6, 3.7 and 3.8.

Table 4.19: Descriptive statistics as regards school effectiveness at the Senior secondary and secondary stage (Students' Perception).

School type	N	Min.	Max.	Mean	S.D	Median	Mode	Skewness	Kurtosis	Coefficient of Variation
Senior Secondary School	30	125	149	134.57	5.90	133.6	128	0.398	1.76	-0.53
Secondary School	30	110	154	135.59	12.08	139.10	140	-0.646	1.75	-0.622

Table 4.20: The result of the 't' test for school effectiveness in secondary and senior secondary schools.

Type of School	No. of students	Mean	S.D	t	Significance
Senior secondary school	30	134.57	5.90	48.8	Significant (Null Hypothesis H3 is accepted)
Secondary School	30	135.59	12.08		

Table 4.19 and table 4.20 depicts the descriptive statistics and t- test in regard to secondary and senior secondary school effectiveness in terms of student perception about their schools, principal and infrastructure and safety. And from our results we concluded that according to t- test value school effectiveness is having significant values in secondary and senior secondary schools. So our third Null hypothesis (H3) is accepted.

Objective-III To investigate the school effectiveness at the secondary and senior secondary stage.

H-III There will be significant difference in school effectiveness at the secondary and senior secondary stage and senior secondary stage

In this part, school effectiveness at the secondary stage and senior secondary stage in Jhajjar City was evaluated based on the students perceptions. This part of analysis caters to the objectives and the hypotheses 3.

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Objective-IV To find out the relationship between head teachers leadership styles and school effectiveness at the secondary and senior secondary stage.

H-IV There will be significant relationship between head teachers leadership styles and school effectiveness at the secondary and senior secondary stage.

To prove this hypotheses results have been shown in table 4.21, which showed the correlation coefficient between leadership style and school effectiveness among both type of school and we concluded that as the value of Coefficient correlation is 0.325 is very small so depicts slight correlation between both factors. So forth hypothesis is neither rejected nor accepted.

Table 4.21: Correlation coefficient between the leadership styles of secondary school head teachers and school effectiveness among secondary and senior secondary schools.

Type of School	Transformational leadership score	Transductional leadership score	School effectiveness in terms of student perception score	Coefficient of Correlation (r)	Significance (remark)
Senior secondary school	261	282	134.57	0.325	Low correlation (H4 neither be rejected nor be accepted)
Secondary School	265	280	135.59		

Educational Implications-

No research effort can be said to be worthwhile if it does not emanate some important educational implications. Research in the area of principals and head teachers' leadership style and school effectiveness is catching the attention of many researchers. In Jhajjar City attempts made in this direction were very scanty. However, an attempt was made in the present piece of research work to investigate the secondary school head teachers' leadership style in relation to school effectiveness. The findings of the study have certain significant educational implications. These are systematically presented below.

- i. The results of the study reveal that transformational leadership style of principals and head teachers were contributing more to school effectiveness. Therefore, head teachers should practice transformational leadership style to promote school effectiveness.
- ii. The study reveals that the majority of principals head teachers have got the transductional leadership style. So to change their leadership styles In-service training programs may be provided to head teachers to practice transformational leadership style.
- iii. The pre-service training curriculum of teacher education may provide sufficient inputs to develop good leadership styles amongst the teacher trainees.
- iv. Training may be provided to newly recruited /promoted head teachers with special focus on developing good leadership styles.

Findings of the Study

In our study we have found the types of leadership styles, school effectiveness based on student perception and the relationship between leadership styles and school effectiveness. Several research studies conducted in India established a relationship between the effectiveness of the school principal's leadership style and overall institutional climate and school performance.

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