

Leadership effectiveness of higher secondary school principals in relation to their personal and demographic variables

Dr. Jyoti Verma¹, Dr. Sambit Kumar Padhi²

¹Assistant Professor, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh - 495009

²Assistant Professor, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh - 495009

Email - ¹ jyotiverma201gg@gmail.com, ² padhiggv@gmail.com

Abstract: The present study aims to determine the leadership effectiveness of higher secondary school principals with respect to their personal and demographic variables. Descriptive survey method was adopted for the study. Leadership effectiveness scale by Haseen Taj was administered on a sample of 272 higher secondary school teachers selected through stratified random sampling technique from 68 higher secondary schools of Bilaspur Districts of Chhattisgarh State. Hence, 24 female and 44 male principals along with 272 teachers were the sample of the present study. The collected data were statistically analyzed with the help of independent t-test. The finding of present study reveals that leadership effectiveness of higher secondary school principals were differ significantly with respect to their demographic variables.

Key Words: Leadership Effectiveness of Higher Secondary School Principals and Demographic variables.

1. INTRODUCTION:

All over in the world, for smooth, effective functioning of any organization, an 'effective' leadership is a foremost requirement and the educational organizations are not exceptions. Like other organizations, a good leader is also needed in educational institutions to operate the institution efficiently, effectively and purposefully. The leadership role in a school is played by an educational administrator, who is known as 'Principal' of the schools. Effective principals are those who create good organizational climate, as a result which teachers perform their works effectively and students learn comprehensively. In respect to school effectiveness, the principals' instructional leadership role, organizing of the school community and managing of interpersonal relationship and providing resources are the key functions Anderson (2008). No individual is more important to success of a school than the principal. Thus, understanding the principals' leadership functioning within educational organization is important aspect of school effectiveness.

Different roles at different times played by principals in schools and these variations affect their behaviour. Research scholars (e.g. Ali, 2005; Eagly, Karau, & Makhijani, 1995; Kanagobal, 2009; Mahant, 1978; Mondol, 2010; Srivastava, 1999; Suprapuramath, 2010; Tiwary, 2007) examined the factors that makes a leader effective or ineffective. The study of Mahant, (1978) shows that experience, age, and sex are not the determinant factors for principals making effective or ineffective. Similarly, Srivastava (1999) has conducted a study to find out the effect of personal variables like age, gender, experience and qualification on the competencies of educational managers of secondary schools. The finding of study revealed that the effectiveness of educational managers has not been affected significantly by personal variables. Additionally, Ali (2005) found that the directly recruited principals prefer authoritarian style of leadership whereas the principals promoted from the post of vice-principals prefer democratic style; however, these two types of principals do not differ significantly in relation to their leadership effectiveness. Tiwary (2007) has studied to find out the effect of non tribal and tribal localities of the higher secondary school and gender of the principal on the administrative effectiveness. The finding of study shows that the effect of locality and gender of the higher secondary school principals was not found significant on the principal administrative effectiveness. Additionally, the combine effect of both locality and gender of principals was not found to be significant.

Further, Kanagobal (2009) conducted a study on employee's perception towards women leadership effectiveness. Findings of the study revealed that there is no difference between demography factors (gender, age, educational level and length of service) towards women leadership effectiveness. In their study, Suprapuramath (2010) shows that both, unaided and aided school heads' leadership behaviour is better than the government schools heads. But, in other variables like aided and unaided schools, medium of instruction, location, gender and educational qualification do not make any significant difference on the leadership behaviour of secondary schools heads (Suprapuramath, 2010).

Thus, the review of literature related to leadership effectiveness of school principals with respect to their some personal and demographic variables gives mixed result. Therefore, there is need to explore and re-examine