



Leadership Behaviors of Secondary Student-Teacher

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Abstract:

In this study, 271 joint family and nuclear family student-teacher, (male=122, female=149) were surveyed regarding their views of effective leadership behaviors. Data were collected through use of the Leadership Behavior Description Questionnaire of the 11 leadership domains assessed through use of this measure, statistically significant differences were yielded on 11 leadership areas. This was developed by Prof. K.S.Likhia. For solve the problem use descriptive survey research method. Data was analyzed by descriptive statistics and parametric t-test. Dimension of leadership behavior, tolerance freedom was most highly selected leadership. There is significant difference between joint family and nuclear family secondary student on their leadership behavior and dimension of leadership behavior (Representation, Demand reconciliation, Initiating structure, Role assumption, Consideration, Integration and Superior orientation) other remaining dimension of leadership behavior (tolerance of uncertainty, Persuasiveness, Tolerance of freedom and Predictive accuracy) had no significant difference.

Keywords: Family, Leadership behavior

1. Introduction

Leadership is a basic element of education. A great leader can inspire entire community; his influence radiates, and he exemplifies in his own life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the Headmasters, the supervisor and the administrator should assume leadership. In a period of crisis and transition the position of the educational leader is more significant than at any other time. We look to education to solve the perplexing problems of our time. The task of the educational leader is to become aware of the opportunities. His function is to create love where antagonism prevails; to spread the flame of knowledge where ignorance exists; and to create real when so many are smug and self-righteous. He must not only communicate ideas, but he then must be a representative of a creative way of life, a symbol of peace and serenity. The leaders should be adept in performing to both the roles and should be skilled in judging which role is suitable to any given circumstances. It goes without saying that he should never be so flexible as to appear unreliable to his subordinates his peers and his superiors. A sudden transition from one role to another even if skillfully accomplished will usually upset the expectations of those working with him. Sometimes such an upset may be needed to shock others so as to respond to changed circumstance but if the shift is in style. Parents are central to family support models and should be encouraged to develop to their potential. Parent support, education and leadership work together to help them develop the skills to do just that. By fostering parents in the role of expert and leader, families benefit from improved self-worth and as better advocates for their needs, while programs benefit from being more responsive and accountable to the families they serve.

2. Review of Related Literature

Nolen (2003) Leadership exhibited by a principal may have an impact on a teacher's attendance, and in turn, impact student achievement, Sharma (1982) studied leadership behaviour of the Headmasters of the JHS was not significant on the basis of area (Rural and Urban) and management (Government, Private Aided and Private Unaided). The leadership behaviour of the Headmasters of the JHS was

significant on the basis of sex. Prandini, Carlo (2008) Research indicates that school leadership and organizational management play a significant role in the effective operation of successful schools. Teachers indicated that the leader speaking and acting as the representative of the group was the most important leadership behavior. Leadership behavior, as indicated by the literature, can be narrowed to two relatively independent behavior categories: initiating structure and consideration (Hersey, Blanchard, & Johnson, 2001). According to Stogdill (1974), leaders who tolerate high degrees of member freedom of action tend to be described high in consideration. In India, the joint family system has continued down the ages for various reasons. As we all know, a particular social institution continues to exist so long as it has a purpose to serve. It always responds to the social requirements of the times. It stagnates and finally withers away only when there is no proper leadership to direct it. Parent leadership is fostered on a meaningful level when parents are given the opportunity for personal growth, to gain the knowledge and skills to function in leadership roles and represent a “parent voice” to help shape the direction of their families, programs and communities. Parent leadership is successfully achieved when parents and practitioners build effective partnerships based upon mutual respect and shared responsibility, expertise and leadership in the decisions being made that affect their own families, other families and their communities. In a joint family, even if parents go to work, grandparents will be taking care of the children. They will be instructing them the right manners and good qualities about life, and turn the life of children in the opposite way. In the nuclear family, parents quarrel with each other and there is no one to settle the issue. However, in joint family there are parents or in-laws to give advice to the parents to settle the issue. Kannan G. (2006) found that female students are better adjusted than male students and students belong to nuclear family showed better Adjustment than students belong to joint family. The intent and focus of this study was to identify the leadership behaviour of secondary student-teacher in relation to nature of family.

3. Objective of the study

1. To study the level of leadership and dimension of leadership of secondary student-teacher.
2. To identify effective leadership behaviors are exhibited by secondary student-teacher.
3. To study the dimension of leadership and leadership of secondary student-teacher in relation to nature of family.

4. Hypothesis of the study

Ho₁: There will be no significant difference between mean scores of dimension of leadership of joint family and nuclear family.

Ho₂: There will be no significant difference between mean scores of leadership of joint family and nuclear family.

5. Method

5.1 Participants

The target population for the study included all the coeducation secondary student-teacher of Sardar Patel University, Vallabh Vidyanagar. Respondents for the study were 271 secondary student-teachers, (male=122, female=149) by random sampling method.

5.2 Measurement

Leadership Behavior Questionnaire: Leadership behavior questionnaire developed and standardized by Prof. K.S. Likhia. Leadership behavior questionnaire consist of 55 items and explains eleven dimensions of leadership behavior i.e. Representation, Demand reconciliation, Tolerance of uncertainty, Persuasiveness, Initiating structure, Tolerance of freedom, Role assumption, Consideration, Predictive accuracy, Integration and Superior orientation. Each item was rated on a five point scale. The questionnaire's reliability established by Kuder Richardson, the correlation between 0.62 0.89. Also validity established by factorial validity. A separate form for joint family and nuclear family developed by researcher.

5.3 Procedure

Procedures First, participants of the study, secondary student –teachers of Sardar Patel University Vallabh Vidyanagar were identified through affiliated colleges of SPU. Permission got from selected participated collages principal’s for filling the questionnaire of leadership behavior. Each participant was assigned a number to keep track of respondents and non-respondents. Also given to filling up a form for deciding type of family. Data were collected from randomly selected three groups. Demographic information and the questionnaire responses were checked for accuracy prior to the statistical analyses and then entered into the Statistical Package for the Social Sciences software (SPSS, version 15.0).

5.4 Result

Table1 Descriptive (Dimensions of leadership behavior and leadership behavior)

Statistics	Mean	Median	Variance	Std. Deviation	Min.	Max.	Range	Interquartile Range	Skewness	Kurtosis
Representation	15.46	15	18.89	4.35	5	25	20	7	0.08	-0.43
Demand reconciliation	18.15	18	13.54	3.68	9	25	16	6	0.08	-0.66
Tolerance of uncertainty	14.72	14	23.11	4.81	5	25	20	7	0.25	-0.67
Persuasiveness	17.39	18	12.57	3.55	8	25	17	5	-0.05	-0.32
Initiating structure	18.76	19	17.12	4.14	7	25	18	6	-0.34	-0.57
Tolerance of freedom	20.61	21	11.24	3.35	11	25	14	5	-0.63	-0.42
Role assumption	16.70	17	21.77	4.67	5	25	20	7	-0.19	-0.55
Consideration	18.89	19	10.76	3.28	11	25	14	4	-0.13	-0.47
Predictive accuracy	17.43	18	16.40	4.05	8	25	17	5	-0.10	-0.66
Integration	20.43	21	15.79	3.97	7	25	18	7	-0.69	-0.17
Superior orientation	17.95	18	14.89	3.86	7	25	18	6	-0.13	-0.36
Leadership behavior	196.51	193.00	578.45	24.05	127	258	131	35	0.16	-0.40

To satisfy the primary assumptions for the use of parametric tests such as t-test, all data were examined prior to analysis for normality and homogeneity of variance. Data results indicated that the assurances were met. Research Question One: What effective leadership behaviors are exhibited by secondary student-teacher? For this sample, 271 participants responded to the survey. Scores ranging from 5 (Always) to 1 (Never) were used to determine prioritization of leadership behaviors as identified by secondary student-teacher. Results of descriptive statistics showed that Tolerance of Freedom (M = 20.61, SD = 3.35), Integration (M = 20.43, SD = 3.97), Consideration (M = 18.19, SD = 3.28), Initiating structure (M = 18.176, SD = 4.14), Demand reconciliation (M = 18.15, SD = 3.68), Superior orientation (M = 17.95, SD = 3.86), predictive accuracy (M = 17.43, SD = 4.05), persuasiveness (M = 17.39, SD = 3.55) Role assumption (M = 16.7, SD = 4.67), Representation (M = 15.46, SD = 4.35) and Tolerance of uncertainty (M = 14.72, SD = 4.81) were ranked most prevalent by secondary student-teacher participating in the study. The skewness of dimension of leadership were in order of Tolerance of uncertainty, Demand reconciliation, Representation which were positive while remaining persuasiveness, predictive accuracy, Consideration, Superior orientation, Role assumption, Initiating structure, Tolerance of Freedom, Integration were negative, but skewness nearer to zero and less than one. For leadership behavior had M=196.51 and SD=24.05. Also positive skeness and nearer to zero and less than one.

Table 2 Significant difference between the mean scores different Dimensions of leadership behavior of joint family and nuclear family

Dimension of leadership behaviour	Family	N	Mean	Std. Deviation	Std. error difference	t	Signi. (2-tailed) (p-value)
Representation	Nuclear	166.00	15.92	4.37	0.54	2.18	0.03
	Joint	105.00	14.75	4.24			
Demand reconciliation	Nuclear	166.00	18.63	3.84	0.45	2.71	0.01
	Joint	105.00	17.40	3.28			
Tolerance of uncertainty	Nuclear	166.00	14.99	4.93	0.59	1.18	0.24
	Joint	105.00	14.30	4.60			
Persuasiveness	Nuclear	166.00	17.34	3.69	0.43	0.34	0.73
	Joint	105.00	17.49	3.33			
Initiating structure	Nuclear	166.00	19.16	4.11	0.51	2.02	0.04
	Joint	105.00	18.12	4.12			
Tolerance of freedom	Nuclear	166.00	20.73	3.29	0.42	0.71	0.48
	Joint	105.00	20.43	3.46			
Role assumption	Nuclear	166.00	17.15	4.61	0.58	2.00	0.05
	Joint	105.00	15.99	4.68			
Consideration	Nuclear	166.00	19.24	3.25	0.41	2.21	0.03
	Joint	105.00	18.34	3.27			
Predictive accuracy	Nuclear	166.00	17.66	3.95	0.51	1.18	0.24
	Joint	105.00	17.06	4.20			
Integration	Nuclear	166.00	20.84	3.90	0.50	2.14	0.03
	Joint	105.00	19.78	4.03			
Superior orientation	Nuclear	166.00	18.34	3.89	0.47	2.12	0.04
	Joint	105.00	17.33	3.74			
Leadership behaviour	Nuclear	166.00	199.99	24.83	2.95	3.05	0.00
	Joint	105.00	190.99	21.75			

For verify the hypotheses one and two researcher use t-test. From table 2 we observed that, Here for representation factor of leadership t (2.18), $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Representation factor of leadership mean of nuclear family (M=15.92) is greater than joint family (M=14.75). Here for Demand reconciliation factor of leadership t (2.71), $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Demand reconciliation factor of leadership mean of nuclear family (M=18.63) is greater than joint family (M=17.40). Here for Tolerance of uncertainty factor of leadership t (1.18) $p > .05$. A statistically no significant difference in the means was present between joint family and nuclear family student-teacher. Here for Persuasiveness factor of leadership t (0.34), $p > .05$. A statistically no significant difference in the means was present between joint family and nuclear family student-teacher. Here for Initiating structure factor of leadership t (2.02), $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Initiating structure factor of leadership mean of nuclear family (M=19.16) is greater than joint family (M=18.12). Here for Tolerance of freedom factor of leadership t (0.71), $p > .05$. A statistically no significant difference in the means was present between joint family and nuclear family student-teacher. Here for Role assumption factor of leadership t (2.00), $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Role assumption factor of leadership mean of nuclear family (M=17.15) is greater than joint family (M=15.99). Here for Consideration

factor of leadership $t(2.21)$, $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Consideration factor of leadership mean of nuclear family ($M=19.24$) is greater than joint family ($M=18.34$). Here for Predictive accuracy factor of leadership $t(1.18)$, $p > .05$. A statistically no significant difference in the means was present between joint family and nuclear family student-teacher. Here for Integration factor of leadership $t(2.14)$, $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Integration factor of leadership mean of nuclear family ($M=20.84$) is greater than joint family ($M=19.78$). Here for Superior orientation factor of leadership $t(2.12)$, $p < .05$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Superior orientation factor of leadership mean of nuclear family ($M=18.34$) is greater than joint family ($M=17.33$). Here for Leadership behaviour $t(3.05)$, $p < .01$. A statistically significant difference in the means was present between joint family and nuclear family student-teacher. Leadership behaviour factor of leadership mean of nuclear family ($M=199.99$) is greater than joint family ($M=190.99$).

6. Finding of the study

- Identified tolerance freedom as one of the most prevalent leadership behaviors among secondary student teacher, while tolerance of uncertainty very poor leadership behavior.
- Students belong to nuclear family showed better in dimension of leadership representation, demand reconciliation, initiating structure, role assumption, consideration, integration and superior orientation than students belongs to joint family. Remaining leadership factors, tolerance of uncertainty, Persuasiveness, Tolerance of freedom and Predictive accuracy not significantly nature of family of secondary student-teacher.
- The students belonging to joint and nuclear family significantly differ in their leadership behaviour.

7. Conclusion

From this study it is concluded that nuclear family have made a significant roll the product of leadership behaviour of the secondary student-teachers.

8. Implication of the study

The college of education should try to identify the relevant aspects of the leader behaviour and improve the leadership qualities and follow the right leadership styles. A well-experienced leader is well accepted by the secondary student-teacher and can be instrumental to good institutional climate. Systematic training activities, developmental programmed, coaching and mentoring will aid to develop appropriate leader behaviour which in turn will contribute to a positive work climate.

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