



A Study of Professional Accountability in Relation to Leadership Style among Headmasters

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Abstract:

Management of educational institution implies leadership in education; and leadership in education, in turn, implies efficient and effective ways of achieving the institutional goals. The overall progress of any nation depends on it's system of education. Educational participation for economic prosperity of a nation today is well recognized. Accountability of headmaster means an accountability of its performance with respect to the responsibilities assigned to it. It implies the actual measurement of the responsibility fulfilled or performed by institutions. The degree of accountability can be perceived only when the functions and duties assigned to the agencies in the system properly evaluated. In fact, accountability, responsibility and performance evaluation are mutually related. They are considered to be acid tests for measuring efficiency and proficiency of the educational system. Therefore the present research has been attempted to study the relationship of leadership and professional accountability of the headmaster in secondary school. The findings of the study are as follows- The Non-Govt. headmasters were higher on understanding the concept of professional accountability. The Govt. headmasters were higher on total mean score of professional accountability and factor affecting professional accountability. There was no significant effect of gender of headmaster of secondary schools on professional accountability. There was significant effect of professional qualification of headmasters on total mean scores and mean score on dimensions of professional accountability. There was no significant effect of type of school on headmaster's different leadership style. The total sample preferred symbolic leadership style on organize school organization followed by situational, human and democratic.

1. Introduction

The rapid progress in society not only needs good leader but also the motivation and accountability towards society to discharge proper attribute. We may say that a society gains or loss, as the man who manage it's affairs in various fields are effective or otherwise. Since, the growth of the society is linked with the growth of education.

Head master occupies a crucial position in school system the behavior of headmaster plays a significant role in whole output of the school. He acts as a leader. The leader in action provides the positive example of the importance of effective leadership. Leadership of a headmaster in the school is always not the same but it varies day to day according to school environment. This give rise to the concept of leadership style. An effective leader is always accountable towards their profession as he/she has to lead to institute.

The call for greater accountability towards profession can be witnessed through increasing expenditure on education, failure of educational institution to ensure academic achievement. The national policy of Education (1986) lays special emphasis on establishing the principal of accountability in relation with given objective and norms.

2. Statement of the Problem

“A study of professional accountability in relation to leadership style among headmasters of secondary school.”

3. Justification of the Study

Accountability of headmaster means an accountability of its performance with respect to the responsibilities assigned to it. It implies the actual measurement of the responsibility fulfilled or performed by and institutions. The degree of accountability can be perceived only when the functions and duties assigned to the agencies in the system properly evaluated. In fact, accountability, responsibility and performance evaluation are mutually related. They are considered to be acid tests for measuring efficiency and proficiency of the educational system. Therefore the present research has been attempted to study the relationship of leadership and professional accountability of the headmaster in secondary school. The study will also help in understanding the two concepts , professional accountability and leadership style and effective relationship with other related variables and do spade work for involving norms for such types or research work.

4. Objectives of the Study

1. To construct rating scale to measure profession accountability in secondary school.
2. To visualize the professional accountability of headmaster in secondary school.
3. To visualize the leadership style of headmaster in secondary school as
 - a. Democratic leadership style.
 - b. Symbolic leadership style
 - c. Situational leadership style
 - d. Human leadership style
4. To visualize the effect of type of school on headmaster leadership style and professional accountability.
5. To visualize the effect of gender on professional accountability and leadership style of headmaster in secondary school.
6. To visualize the effect of administrative experience of headmaster on leader style and professional accountability.
7. To visualize the effect of teaching experience of headmaster on leadership style and professional style and professional accountability.
8. To visualize the effect of professional qualification of headmaster on professional accountability and leadership style.
9. To visualize the effect of accountability standard on leadership style of headmaster in secondary school.
10. To visualize the effect of following variable on relationship between professional accountability and leadership style of headmaster in secondary schools.
 1. Gender
 2. Type of schools
 3. Headmasters educational qualification
 4. Headmasters professional qualification
 5. Headmasters administrative experience

5. Hypothesis

1. Headmasters of secondary school have average professional accountability.
2. Genders haven no significant effect on headmaster's professional accountability.
3. There is no significant effect of headmaster's professional qualification on professional accountability.
4. There is no significant effect of headmaster teaching experience on professional accountability.
5. There is no significant effect of administrative experience on professional accountability.

6. There is no significant effect of professional accountability standard on leadership style of headmaster.
7. There is no significant effect of type of schools on leadership style scale.
8. Genders have no significant effect on leadership style of headmaster in secondary school.
9. There is no significant effect of headmasters professional qualification on leadership style.
10. There is no significant effect of headmasters teaching experience on leadership style.
11. There is no significant effect of headmasters administrative experience on leadership style.
12. There is no significant relationship between professional accountability and leadership style.
13. There is no significant effect of following variable on leadership of professional accountability and leadership style of headmasters;
 - a. Gender
 - b. 2.Types of school
 - c. Professional qualification of headmaster
 - d. Teaching experience of headmaster
 - e. Administrative experience of headmaster

6. Sample of the study

Headmasters of secondary school

Type of School	Male	Female
Govt.	30	30
Non Govt.	30	30
Total	60	60

7. Tool Used

For each and every type of research we need certain instruments to measure the selected variable. In present study to data gathering devices or instruments are called research tools-

1. A scale for measuring leadership style of principals made by Dr. S. C. Bhargav.
2. Professional accountability scale constructed by investigator.

A review of theoretical papers related to headmaster's accountability has revealed the investigator to form the following theoretical constructor of headmaster's professional accountability in secondary schools.

1. Understanding the concept of professional accountability.
2. Need of professional accountability
3. Area of professional accountability.
4. Personality of headmaster and professional and accountability.

The measurement of headmaster's professional accountability has been made on five dimensions. The leadership scale aims at measuring different type of leadership style described in industrial and social set up, the most common form of leadership classification is on the basis of the manner or exerting influence.

8. Dimension of leadership style scale

- Symbolic
- Human
- Situational
- 4. Democratic

9. Statistical technique

Statistical techniques are essential for a complete analysis of the data in all types of technique adopted for analysis depends on the particular structure of the research design. In order to test the hypothesis of

the present research work following statistical techniques was used. Mean, Standard deviation & t-Test for significance of difference between two groups was used.

10. Finding Regarding Professional Accountability

1. Finding related to performance of headmaster on professional accountability scale and its dimensions.

The total samples of headmasters from secondary schools have reflected above average and positive form of total headmasters accountability and performance on following dimensions of professional accountability scale.

1. Understanding the concept of professional accountability.
2. Need of professional accountability
3. Area of professional accountability.
4. Personality of headmaster and professional and accountability.
5. Factor affecting professional accountability.

2. Finding related to effect of type of school on professional accountability of headmasters.

There was no significant effect of types of school of headmasters on professional accountability of headmaster's total means. Score and mean score on dimensions of professional accountability scale (PAS)

1. The non government headmasters were higher on understanding the concept of professional accountability. Area of professional accountability and headmaster personal characteristics and professional accountability.
2. The government headmasters were higher on total mean score of professional accountability and factor affecting professional accountability.

3. Findings related to effect of gender of headmasters on professional accountability.

1. There was no significant effect of gender of headmasters of secondary school on professional accountability total mean score and mean score on dimension area of professional accountability. Headmaster's personal characteristics and professional accountability and factor affecting professional accountability.
2. There was significant effect of gender of headmasters of secondary schools on understanding the concept of professional accountability and need of professional accountability dimensions.
3. The female headmasters were found to be higher on total professional accountability mean score and on following dimension of professional accountability scale.

(I) Understanding the concept of professional accountability.

(II) Need of professional accountability.

(III) Factor affecting professional accountability.

4. The male headmasters were found higher on area of professional accountability.

4. Finding related to effect of professional qualification of headmasters on professional accountability.

There was significant effect of professional qualification of headmasters on total mean score and mean score on dimensions of professional accountability.

5. Findings related to effect of teaching experience of headmasters on professional accountability.

There was no significant effect of teaching experience of headmaster on professional accountability mean score and mean score on following dimension of professional accountability scale.

1. Understanding the concept of professional accountability.
2. Need of professional accountability.
3. Area of professional accountability.
4. Factor affecting professional accountability.

6. Finding related to effect of administrative experience of headmasters on professional accountability.

There was no significant effect of administrative experience of the headmasters on total mean score and mean score on dimension of professional accountability scale.

7. Finding related to effect of professional accountability standard on different leadership style.

There was no significant effect of professional accountability standard on following types of leadership style.

1. Symbolic leadership style
2. Human leadership style
3. Situational leadership style.
4. Democratic leadership style.

8. Finding related to total sample performance on different type of leadership style.

The total sample preferred symbolic leadership style on organize school organization followed by situational, human and democratic.

9. Findings related to effect of type of school on different leadership style.

There was no significant effect of type of school on headmasters' different leadership style.

The headmasters of government school were not significantly higher than non government headmasters on following leadership style.

1. Symbolic.
2. Human.
3. Situational
4. Democratic

10. Finding related to effect on different leadership style.

There was significant effect of gender on following type of leadership style.

1. Symbolic
2. Situational

There was no significant effect of gender on following type of leadership style-

1. Human
2. Democratic

11. Finding related to effect of professional qualification on different type of leadership style –

There was no significant effect of professional qualification on following type of leadership style

1. Symbolic
2. Human
3. Situational
4. Democratic

12. Findings related to the effect of teaching experience on different type of leadership style-

The group of headmasters having teaching experience of 0-5 years were higher on leadership style scale than other group of headmasters for significance different were employed. Hence the hypothesis No.12 of the present research work has been selected o states on there is no significant effect of headmasters teaching experience on leadership style scale.

13. Findings related to the effect of administrative experience on different type of leadership style.

The group of headmasters having administrative experience of 6-10 years were higher on leadership style scale than other group of headmasters.

There for the administrative experience of headmasters have no significant effect of their leadership style.

11. Discussion and findings

In school headmaster occupies a crucial position. The behavior of a headmaster plays a significant role in whole output of the school. He acts as a leader and know that the key function of a leader is to create a vision for the school organization. Leader is an inspirational figure. The accompanying leader

action provide a positive example of the importance of effective leadership. The leadership has a feel for the improvement process with a great deal of interaction and collaborating planning and implementation. At present in the school, headmasters are conversed with developing educational environment for the student and the management of the teacher for effective outcomes the professional accountability it at the top of whole school pyramid.

In the present research work the total sample of headmasters of secondary school has fielded above average professional accountability and leadership total scores and scores of dimensions of professional accountability and dimension of leadership style. The headmaster's professional accountability was found to be effected by professional qualifications and gender of the headmaster.

The teaching experience and administrative experience and type of school showed no effect on leadership style of headmasters but gender showed the significant effect on total score on dimension of leadership style of headmaster in secondary school.

The findings of the present research work conclude and conceptualize the leadership style and professional accountability in secondary level. The finding related to dimensions of leadership style and professional accountability has strengthen the need to have an updated headmasters education programmes which by developing awareness in prospective headmasters develop personal characteristics which are directly related to headmasters leadership style and professional style and professional accountability needs further research studies to make any generalization to meet rational and social expectation from secondary school system.

12. Educational implications

The present research has identified the following dimensions on which headmaster leadership style and professional accountability standards have to be developed.

1- Leadership Style

- a. Symbolic Style
- b. Human
- c. Situational
- d. Democratic

2-Professional Accountability-

- a. Understanding
- b. Need of professional accountability
- c. Area of professional accountability
- d. Personality characteristic and professional accountability of headmaster.
- e. Factor affecting professional accountability.

The effect of professional qualification on professional accountability of headmaster highlighted the need to develop the concept of professional accountability and practice at secondary level. At present at secondary level there is no training program, which helps to develop the professional accountability standard. Hence the educational implication of present research work lies in development of professional accountability based headmaster training programmer at in service level. The effect of professional qualification on professional accountability can be delimited by providing equal education opportunities and facilities is seen on secondary level of school providing in service headmasters training program can further strengthened.

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