



A Study of the characteristic of effective leadership Behaviour of the Secondary School Head Masters in Telangana State

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Abstract:

Men and women with vast knowledge and tremendous capacity, having independent thinking are labeled as leaders. The success of a leader in getting the work done through others depends to a great extent on his knowledge of the Head Masters, concepts and techniques of human relations and his ability to apply knowledge in proper perspective and spirit Miles and porter (1966) have given different models of leadership behavior. There are three model based on leadership. The main instrument for the collection of data and getting information for the investigation were questionnaire discussed above and the interviews. The investigator administered these tools personally so as to get reliable data from (school Head Master and Teachers) in time, to clear their difficulties if at all they have any to get their personal support in sincere efforts to supply the required information and order to establish report between the investigator and the response.

Keywords: Leadership, Teachers, Secondary schools, Communication, behavior, Decision-making.

Introduction:

Men and women with vast knowledge and tremendous capacity, having independent thinking are labeled as leaders. These leaders form the backbone of a nation. They have adorned and glorified the history and are always needed in large numbers. Some of these leaders may have inborn leadership capacities, but many of them are made leaders, either through training, education, and experiences provided to them in their professional with their own efforts.

The development and progress of an organization depends to a great extent on its executive head. In order to be of maximum usefulness to the organization. He must be a leader. He may be selected by a group of the representative of a group, as in a democracy or in a republic. Such a leader has always to be watchful and tactful, if he has to retain his status.

A leader can also task of such an officer, to some extent, is made easier by the very special status he occupies. The power that he holds by the very special status he occupies. The power that he holds gives the authority to lead, if he realizes his responsibility to lead a right.

Thus interest in leadership has been a phenomenon of long historical concern. The problem of leadership has become one of crucial importance in the modern era of rapid social change. Until 1930 it was not considered as an important and distinctive area of study. It is only after 1930 that many western scholars have taken up the task of leadership behavior and its various components as a part of intensive research.

Prior to 1945, the majority of researches were psychological studies of leadership. They were marked by a search for a type



of leadership that would distinguish between leaders and non-leaders.

After the First World War, the concept of leadership has received further exploration and enrichment from psychology which is nothing but the logical development of the philosophical foundations. It puts emphasis on the pattern of personal characteristics of leader with reference to the characteristics, activities and the goals of the followed. Leadership is perceived in terms of the interaction of variables which are continuously changing. Stodgily, therefore concluded saying, "A person does not become a leader by virtue of some combination of traits, but the pattern of the personal characteristics of the leader must bear some relationship to the characteristics activities, and goals of the followers. Thus, leadership must be perceived flux and change

- 1) Viscidity- the feeling of togetherness.
- 2) Homogeneity- the similarity o group members to each other.
- 3) Flexibility- the degree to which the group adheres to fixed modes of behavior.
- 4) Permeability- the degree to which the group maintains an exclusive membership.
- 5) Polarization- the degree to which the group goals are clear and definite.

Approaches to the study of leadership:

The success of a leader in getting the work done through others depends to a great extend on his knowledge of the Head Masters, concepts and techniques of human relations and his ability to apply knowledge in proper perspective and spirit. The knowledge of leadership as

such is critically related to the art of influencing human behavior. In order to understand the nature if leadership in its entirety, it is essential to study and understand its components and the process of its functioning. With this end in view, the following brief reviews of some of the approaches have been undertaken by the investigator here.

Model of Leadership Behavior:

Miles and porter (1966) have given different models of leadership behavior. There are three model based on leadership and followership relationships. They are given as under

Traditional Model:

This is nothing but close supervision and tight control over subordinates. Subordinates are deprived of participating in decision-making procedures and they are simply to obey the masters.

Human – Relationship Model:

This is better style as it allows some limited participation of the lower staff in the decision-making procedures and thus paves the way for the democratization slowly and slowly.

Human Resource Model:

This is fully democratic in nature; as such it is based on the principle of self-direction and self-control. Moreover, high degree of subordinate- participation is involved in administrative procedures. This is the best style of leadership, but it should not lapse into the laissez-faire style of leadership.

Effective Leadership:

From the above exposition of leadership style, it appears that a school Head Master may have to choose the



participation style of leadership behavior. A purely task-oriented style or a purely relationship-oriented style may not contribute to the effectiveness of a school administrator's leadership style.

The best leadership style, type or model depends upon the situation. In some instances the authoritarian upon leadership is important, in other, the democratic style is appropriate. The approach used will be determined by forces within the individual leader, his subordinates and the specific situation.

The individual leader needs to analyze administrative situation and to identify which style of leadership is appropriate. He seeks to create situations where the growth and development of individual personality is enhanced.

Satisfaction of organizational expectations and satisfaction of personnel needs are not antithetical. Leadership style can contribute significantly to the achievement of both the objectives.

Summarizing the work of several research bowers and seashore show that the effectiveness of a permissive, participatory and democratic style of a leader behavior is conditioned by the degree to which a leader can exert influence upward in the organization. The democratic style of a leadership seems to build expectations among subordinates regarding appropriate rewards for their commitment and involvement in organizational affairs. Thus, it must be coupled with influence. Of course, if participatory managerial styles are utilized at all levels, in their organization, the problem is likely to arise.

Principal and Decision-Making Function:

The principal is formally charged with responsibility for the organization's accomplishment. He himself functions as a problem-solver and the decision-maker as well as a group leader.

The task of decision-making controls the entire activities of an organization. It has to take decisions regarding its goals, policies and objective. It has to decide what programs should be undertaken. It has to fix certain procedures and to decide how the chalked out programs can be implemented. In fact, central function of an organization's is decision-making which determines in activities.

The acts of decision-making revolve around the three basic responsible and influencing factors – via, the environment, individuals and groups. If there are heterogeneity, ambiguity, factorability and vagueness involved in the environment, decisions can be taken wrongly by the leader. Some decisions may urge the members of an organizations to maintain or server their connection with the organization, may affect its formal or informal structure and even change its goals and objectives. Now challenges are often helpful in taking fresh decisions, resulting in setting up new institutions rather them continuing the status 940.

Group decisions and individual decisions:

To decide means to say-yes or no-to the proposal. It is a process of selection of an act necessary for materializing the target. Decision-making is to out short, out off, to come to a conclusion. The Dictionary meaning is – the act of determining in one's mind upon an opinion or a course of action. Thus decision making means the selection based on some criteria of one behavioral alternative from two or more possible alternatives. So decisions are



made in problematic situation. It is a relative and subjective term.

Individuals as decision-makers:

In running an organization, an administrator has to do many things. It becomes necessary for him at times to make a decisions and at following suggestion for Barnard is very helpful; "The fine arts of executing decisions consists in not deciding equations that are not pertinent, in not deciding prematurely, in not making decisions that cannot be made effective, and in not making decisions which others should make". (C.J. Barnard (1938) The functions of the Executive. Op.cit. p.194)

Thus the executive should not make decisions where he feels that someone else should make it. Under the circumstances, he should let it go another or make no decisions at all.

Individual has to take his decisions by his own as there is none to guide him. This sometimes leads to dictatorial type of leadership. Once a decision is made, an individual has to convey and communication his decisions to all – why and what circumstances have forced him to take such a decision. He has to provide some kind of flexibility to the group in carrying out decisions and has to ascertain from the group that the group has understanding the need of that particular decision. Group is then requested to cooperate in its execution.

Group as decision-makers:

Groups have a great role in decision-making, and they might take the shape of a formal or informal organization. The approval or disapproval of decisions made becomes effective, if all the informal organization within it uphold its views. Its position is weakened, if there is

opposition. The maximum achievement accrue, if there is agreement in different types of organization.

Group decisions should be fair to all the members of the group. Group decisions are a means of getting together different attitudes. Group decisions means taking into confidence each and every member by telling that what he or she thinks will be done to solve a problem. Group decisions means solving problems co-operatively. It is a joint endeavor.

Group decision is not giving each individual what he or she wants. We are sacrificing our self for the Bigger self, our small interests into the larger interests of the whole institution. It is not manipulating group problems. It is not selling the ideas of the supervisor. It is not autocratic decisions. Decisions are made by keeping in mind general norms of behavior of the society or institution.

Decision-making guidelines:

Monarchy, autocracy and democracy etc. Set different guidelines for the decision-making. Head should be alert and should see the symptoms of the problems among the colleagues', staff, students, etc. He should have a foresight. He should keep his ears and eyes open and mouth shut initially. He should contemplate without any bias, subjectivity, disturbance, calmly, before he makes any decisions. His decisions should be supported by the reasoning, not by emotions.

He should set priorities for decisions once the problem is contemplated. Then arrange the decisions according to the need and situation. He should be ready with the back-up decisions to support and execute the main decisions. He should never make haste in making decisions, he should exercise reasonable maturity.



The delimitation and the scope of the study:

The investigation is restricted to the study of leadership behavior, administrator's behavior and his values. It is limited to the secondary high schools of Telangana state.

The results are also limited to the tools such as leadership behavior descriptive questionnaire, administrator behavior descriptive scale, value scale etc; used in the present work.

Limitations:

- 1) The study is limited to the socio-cultural and behavioral interactions of the school principals and the teachers in the formal school context. It does not deal with the financial or techno-economic factors that are equally important in school administrations.
- 2) The Head Master's personality characteristics are also excluded the purview of the present study.

Scope:

The study seeks to answer the question as to what is the profile of an effective leader and what is the profile of an ineffective leader.

An attempt is made in the study to conduct an in-depth study of the principals showing high score on leadership behavior description questionnaire and showing low scores on LBDQ. It was intended to find out through in-depth study as to what affect the leader to be a successful leader. In-depth study included semi structured interviews schedule. The investigator conducted two interviews of the principals and teachers.

Several "hunches" coming out from this will help to formulate the hypothesis for further studies in this area.

Objective of the study:

The purpose of the present work is as under.

- 1) To study the relation, the mean level of the leaders on the following variables: LB, AB, and values.
- 2) To study and prepare the profiles of effective leaders as well as the least effective leaders.
- 3) To study styles and patterns of leadership behavior in-
 - a) Communication-function
 - b) Conflict-relation function
 - c) Decision-making function.
- 4) To conduct an in-depth study of the characteristics of effective leadership and their school.
- 5) To identify the leadership behavior patterns of Head Master of sampled schools.
- 6) To offer suggestions for the improvement of the ineffective leaders this will help in emerging generalizations.

The sample:

The sample will consist of (60) Head Master's from (60) school and about (300) teachers from various schools of Telangana state on the basis of the theory of selective sampling.

Why selective sampling because-

- 1) Rules in Telangana state school are the same (viz: Administrative criteria, selection of staff, service conditions, pay, and examinations).



2) Management of schools is of three types: Government school, ZP schools, private school, aided schools and Missionary schools.

The research tools:

For the collection of data for the study, the following tools were adopted, and translated by the investigator.

- 1) The Leadership Behavior Description Questionnaire (LBDQ) by helping and winner.
- 2) The Administration Behavior Description scale; (ABDS) Ohio state leader studies.
- 3) Self-Rating scale.
- 4) Decision-making Questionnaire.
- 5) Conflict resolution Questionnaire.
- 6) Communication Questionnaire
- 7) Personal data-sheet for Teachers.
- 8) Personal data-sheet for Head Masters.

Collection of data:

The main instrument for the collection of data and getting information for the investigation were questionnaire discussed above and the interviews. The investigator administered these tools personally so as to get reliable data from (school Head Master and Teachers) in time, to clear their difficulties if at all they have any to get their personal support in sincere efforts to supply the required information and order to establish report between the investigator and the response.

In case of outsiders, letters are posted to them in advance. This pre intimation is given to them in order to create readiness in them.

Later on subsequent interviews and case studies are held of those Head Masters who were proved to be of HH and IL patterns in order to acquire more detailed information about them.

Analysis of the data:

It is planned to subject the data to the following procedure of analysis and interpretation. Following treatment will be made to the data.

- 1) Means if investigation structure and consideration dimension and the standard deviations will be found out and the correlations will be studied. On that basis the four leadership behavior patterns will be calculated. These patterns will be HH, LL, HL and LH
- 2) Profiles of leaders will be prepared on leadership variable.
- 3) Profiles on values will be made. T-test will be applied and r-value will be found out.
- 4) Profiles of leaders of HH and LL patterns will be made on their functions such as decision-making behavior conflict resolution between and communication between. A t-test will be applied to these data.
- 5) Personal data of Head Masters will be arranged tabulated according to the variable as age, sex, experience, qualifications etc. With a view to show the 'selective-sampling' and right representations of the society at large.

Conclusion:

It is borne in mind that although situational and temporal elements will have implementation for the type and style of effective leadership, there are



some constant factors in effective leadership which is the central goal of this investigation. The challenge to very school administration is to provide for educational experience through administrator which takes account of both-task and human dimensions of the organization.

This study reflects upon some common characteristics of behavior that seem to be common for all successful Head Masters.

- 1) Then successful Head Master is strong leaders. They are imbued with a vision, are committed to a mission and they to want to forge ahead by securing achievements for themselves and for others. They are highly ambitions and achievement – oriented. Effective Head Master require to have a certain degree of ‘clairvoyance’ and forecasting ability. They must sense the situation before hand.
- 2) On the practical level they seem to possess the ability to lead the staff in planning, implementation and evaluating processes, help them in the improvement in the school’s curricular, co-curricular and extracurricular activities.
- 3) They maintain an attitude towards their staff and pupils. They are able to meet people frequently try to get at their problems quickly and try to render solutions effectively.
- 4) It has also been found that the values that the Head M aster possesses, make positive.
- 5) Effective leader is always a highly flexible person. Depending upon the situation, he can either criticize the actions of teachers or go out of his

way to help a teacher. He possesses the flexibility to be genuine in showing control or compassion in satisfying the social needs of teachers. He is ‘all of a ‘piece’ and therefore, can function well on either direction. He does not do all the works himself because he has the ability to let appropriate leadership acts emerge from the group teachers. He is having a full-fledged control over the school situations.

- 6) Effective Head Master possesses (a) the ability to delegate, (b) capable assistance and assistants, (c)faith in the competence of others and (d)concentration upon priority goals. He used to devote his time at top priority areas which he used to recognize or reorder as per the institution’s needs.
- 7) An effective Head Master helps his new teacher adjust to the school and to the requirements of his classes, while the ineffective head adopts the casual ‘sink or swim’ attitude towards the new comer in the school.

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