METHODOLOGY

The present study is an attempt to investigate the Leadership Styles among the Heads of Primary Schools in Kerala. The methodology of the present study is classified and presented in the following headings.

I. Objectives of the Study
II. Design of the Study
III. Sample for the Study
IV. Tools Used for Collecting the Data
V. Data Collection Procedure
VI. Scoring and Consolidation of Data
VII. Statistical Techniques Used for Analysis

I. OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the total sample selected.

2. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the sub samples based on
   a) Gender
   b) Type of Management
   c) Teaching Experience
   d) Academic Qualification
3. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers for total sample and the relevant sub samples based on Gender, Type of Management, Teaching Experience and Qualification based on the following Twelve Dimensions Viz:

   a) Representation
   b) Demand Reconciliation
   c) Tolerance of uncertainty
   d) Persuasiveness
   e) Initiating Structure
   f) Tolerance of Freedom
   g) Role Assumption
   h) Consideration
   i) Production Emphasis
   j) Predictive Accuracy
   k) Integration
   l) Superior Orientation

4. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers in terms of Leadership as a whole for total sample and sub sample based on Gender, Type of Management, Teaching Experience and Qualification.

5. To give suggestions for implementing the better Leadership Styles among the Heads for the qualitative improvement of Primary Education.
II. DESIGN OF THE STUDY

For the present investigation the researcher used survey method for assessing the leadership style among the Heads of Primary School in Kerala.

“Survey involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of data gathered and logical and skillful reporting of the findings” (Best & Kahn, 1996)

Survey research is a method for collecting and analyzing data, obtained from large number of respondents responding a specific population collected through highly structured and detailed questionnaire, or interviews. The researcher is usually interested in describing the population he is studying.

The survey approach to educational problems is one of the most commonly used approaches. It goes beyond mere gathering and tabulation of data. It involves interpretation, comparison, measurement, classification, evaluation and generalization, all directed towards a proper understanding and solution of significant educational problems. It brings in to focus of our attention existing educational problems and also suggests ways of meeting them. Three major objectives of a survey method are;

1. What exist now
2. What we want to be
3. How to get there
Major characteristics of survey research are listed below

1. It gathers data from relatively large number of cases.

2. It is essentially cross-sectional, mostly of the ‘what exist’ type.

3. It is an important type of research involving clearly defined problem and definite objectives.

4. Surveys may be qualitative or quantitative.

5. Description may be either verbal or expressed in mathematical symbol.

For making the study qualitative the data is to be collected through multiple approaches. This enhances cross checking of the data and thereby ensures reliability and minimises subjectivity.

III. SAMPLE FOR THE STUDY

The basic purpose of any research is to discover principles that have universal application. In this process to study the total population for arriving generalization is not practicable. Hence the process of sampling makes it possible to reach reliable inferences or generalizations on the basis of systematized observation of the representative sample of the population.

According to Best (1996) “A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. A sample is a small proportion of population selected for observation and analysis”
The population selected for the present study is the Headmaster/Headmistress, Teachers, and Parents in the Primary Schools of Kerala. The dependability of any study is determined to a large extent by the selection of sample on which the test is administered. By increasing sample the error can be reduced to a minimum. So, the size of the sample is most important in research.

For the selection of an adequate sample for the investigation, the investigator followed stratified random sampling technique. Samples were collected from various revenue districts of Kerala. The sample consisted of three categories viz. a) Headmaster / headmistress of Primary Schools in Kerala, b) Teachers of Primary School and c) Parents of Primary Schools. The samples of the present study are described below:

A. Heads of Primary Schools

To identify the Leadership Styles of the Heads of Primary School, 120 Headmaster/Headmistress in the Primary Schools of Kerala were selected as a sample. They are classified according to Gender, Type of Management, Teaching Experience and Academic Qualifications.

B. Primary School Teachers

492 Teachers in the Primary Schools of Kerala were selected as a sample to gather the leadership behaviour of the heads of Primary
An average of four teachers from each school was selected to study the leadership behaviour of heads of the school.

C. Primary School Parents

To gather and analyse the Leadership Styles of the Heads of Primary School, 50 Primary School Parents were selected as a sample for interview. The data collected from parents were used to cross check the validity of the responses made by the Heads and teachers of Primary Schools. The break up of the sample for the study is detailed in Table 3.1

### TABLE 3.1
Break up of the Sample for the Study

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particulars</th>
<th>Gender</th>
<th>Management</th>
<th>Teaching experience</th>
<th>Educational qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Govt.</td>
<td>Aided</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Heads of Primary School</td>
<td>70</td>
<td>50</td>
<td>46</td>
<td>74</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>Primary School Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Primary School Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. TOOLS USED FOR COLLECTING THE DATA

In the present study, the investigator used the survey method as a main technique to investigate the leadership styles among the heads of Primary Schools in Kerala. The following tools were used for the study.
1. Leadership Style Survey Questionnaire - LSSQ (Kelu & Saleem, 2007)

2. Leader Behaviour Description Questionnaire (LBDQ)

3. Interview schedule on the Leadership Style of Heads for the Parents of Primary Schools. (Kelu & Saleem, 2007)

Leadership Style Survey Questionnaire (LSSQ) was constructed and standardised by the investigator himself. Leader Behaviour Description Questionnaire (LBDQ) is an adopted tool, which was published by Bureau of Business Research, Ohio State University Colombus. The interview schedule for parents also prepared by the investigator himself. For preparing the questionnaire and interview schedule the investigator have discussed in detail with his supervising teacher, educational experts, Administrators and Teachers of various categories.

A. Description of the Tools

A brief description of the procedure followed in the development of the tools are presented below.

1. Leadership Style Survey Questionnaire (LSSQ)

This tool composed of two parts, Part I and II. Part I was meant to collect General information regarding name, gender, and type of management, teaching experience and educational qualifications. Part II consists thirty items based on the three basic leadership style proposed by Lewin. The tool was standardized by the method suggested by Likert (1932).
Methodology

a) Preparation of Items

The first step in the preparation of questionnaire is to obtain items, that is statements, which will represent the respective dimensions and aspects. Initially, 40 items were drafted. The investigator wrote all statements by the help of his supervising teacher. The items were subjected to expert criticism. Then some statements were deleted, and some were modified. The items were prepared based on three basic styles of leadership proposed by Lewin (1939). They are Authoritarian, Democratic and Laissez-faire.

i) Authoritarian Style

In authoritarian style the leader exercises rigid control and believes in the ‘carrot and stick’ method to motivate his subordinates. He prefers only one-way communication, i.e., top-down communication. There is one advantage here—the decision making takes less time, but this may antagonize the group members and adversely affect group morale. Examples for the items included in this category are as follows,

1. In all activities, the final decision will be of mine.

2. I used to enjoy my power which I have upon my colleagues.

ii) Democratic Style

Here the leaders offer all helps to group members, and they themselves participating in the group. The leader believes in allowing participatory management and group members are free to give their opinion, decision-making is cooperative and members have a sense of belonging. Examples for the items included in this category are as follows,
1. The opinions of my colleagues or their representatives are considered when taking decisions.

2. When difference of opinion amidst of colleagues happens, I try to solve them through deliberations.

iii) Laissez-Fair Style

The leader avoids contact with the group and there is a free climate and non-interference from the leader. Though the members have freedom, there is no control and group members may try to realize their personal objectives rather than group goals, with the result that group cohesiveness is lost ultimately. Examples for the items included in this category are as follows,

1. I believe that my colleagues only have the sole responsibility in their activities.

2. I am not used to inflict my power in the decisions with regard to teaching.

The draft form of Leadership Style Survey Questionnaire (LSSQ) along with the response sheet is presented as Appendix 1

b) Preliminary Try out

The draft tool consisted of 40 items was administered among a sample of 120 Heads of Primary Schools. The draft tool includes all the guidelines and directions to respond. Respondents were asked to respond each item in a five point scale that is Always, Often, Some times, Rarely and Never. For positive items a score of 5,4,3,2, and 1
and for negative items 1, 2, 3, 4 and 5 were given respectively. Data were collected and consolidated for further analysis.

c) Item Analysis

Item analysis was done to determine the discriminating power of each item. The first step in item analysis was to identify the lower 25 percentage and upper 25 percentages of respondents. Discriminating power was calculated by finding the ‘t’ value of each item of upper and lower groups. ‘t’ value was calculated using the following formula

\[ t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}} \]

d) Selection of Items

Items having higher ‘t’ value indicates the high discriminating power. Initially, the investigator constructed 40 items and administered on a sample population. As per the item analysis, items having value greater than 2.58 were selected for the final test. Hence the investigator selected 30 items having higher ‘t’ values. The basic dimensions of the questionnaire were also taken into consideration while selecting the items.

e) Validity of the Tool

For establishing validity, the investigator subjected the items for experts’ evaluation. As per the evaluation of experts, the item covers the significant aspects of leadership and is comprehensive enough in terms of the dimensions of leadership.
f) Reliability of the Tool

Reliability of the tool was established using Test Re Test method. The tool was administered to a number of 50 samples and after an interval it was again administered. The two set of scores were correlated using Pearson’s product moment method. The reliability coefficient of the whole test was 0.82. It shows that the tool is a reliable one.

The final form of the tool LSSQ along with the response sheet is presented as appendix II

2. Leader Behaviour Description Questionnaire (LBDQ)

LBDQ (Leader Behaviour Description Questionnaire) developed by Stogdill (1963) has been used for collecting data on Leadership Behaviour of Heads of Primary Schools in Kerala as perceived by their respective teachers. The initial work for the growth of the LBDQ was started by research wing of Ohio State University. In the beginning, there were two strong dimensions of leader behaviour. They are (i) Consideration, and (ii) Initiation Structure. These two sub-scales have been commonly used for many research studies especially in the field of education. The present form of the LBDQ by Stogdill (1963) has 12 sub-scales with 100 items. It may be used to describe the behaviour of the leader of any type of organisation where there should be the provision for observing the leaders in his performance by his co-workers or subordinates. There are no norms constructed for this questionnaire.
a) Reliability of the Tool

The reliability of the sub-scale of the LBDQ was determined by Kudar Richardson Formula (KR-21). In this method split half coefficient resulting from different split of the test are taken. The average correlation obtained from all possible split half will be the result. The correlations of the subscales varied from .62 to .89 on different samples.

b) Re-establishing the Reliability of the Tool

The reliability of the LBDQ was re-established in Indian situation by using Test Re test method. The tool was administered for a sample and after an interval it was again administered. The two set of scores were correlated using Pearson’s product moment method. The re-established reliability coefficient was 0.78.

The LBDQ has been used by many scholars especially in the field of education. It is used successfully by Halpin (1954, 1955, 1958), Stogdill (1959, 1965), Marder (1960) Hemphill (1955), Day (1961) and Shartle (1956). In Indian conditions the LBDQ has been used by many researchers and found completely suitable and reliable. The LBDQ used in the present study consists of 100 questions and explains the Twelve Dimensions of Leadership Behaviour of Heads of Primary Schools. These Twelve Dimensions along with brief description are given below as Table 3.2
# TABLE 3.2

Description of Dimensions

<table>
<thead>
<tr>
<th>No</th>
<th>Dimensions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Representation.</td>
<td>Speaking and acting as the representative of the group.</td>
</tr>
<tr>
<td>2</td>
<td>Demand Reconciliation.</td>
<td>Reconciling conflicting demands and reducing disorder in the group</td>
</tr>
<tr>
<td>3</td>
<td>Tolerance of uncertainty.</td>
<td>Tolerance uncertainty and postponement of decisions without anxiety.</td>
</tr>
<tr>
<td>4</td>
<td>Persuasiveness.</td>
<td>Using persuasive arguments effectively and exhibiting strong convictions.</td>
</tr>
<tr>
<td>5</td>
<td>Initiating Structure.</td>
<td>Clearly defining own role and letting group members know what is expected of them, planning and organizing the group tasks, encouraging use of uniform procedures, trying out own ideas in the group, clarifying own attitudes to the group, deciding for the group members what they should do and how, assigning specific tasks to them, ensuring that their own role in the group is understood by the members, scheduling work and maintaining performance studies.</td>
</tr>
<tr>
<td>6</td>
<td>Tolerance of Freedom</td>
<td>Allowing group members related autonomy, encouraging them to use their own judgement in problem-solving, encouraging initiative encouraging group members to choose their own ways to task implementation, relaxation of control after task assignment, trust in group members judgement and encouraging the group to set its own pace</td>
</tr>
<tr>
<td>7</td>
<td>Role Assumption</td>
<td>Actively exercising the leadership role rather than surrendering it to others</td>
</tr>
<tr>
<td>8</td>
<td>Consideration</td>
<td>Being friendly and approachable, creating pleasant group interactions, implementing suggestions made by group members, treating them as equals, giving advance information about changes, concern for personal welfare of their respective teachers, willingness to make changes and explain</td>
</tr>
<tr>
<td>No</td>
<td>Dimensions</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>the rationale of decisions accompanied by consultative actions</td>
</tr>
<tr>
<td>9</td>
<td>Production Emphasis</td>
<td>Not encouraging overtime work, stress on performing better than any other competing group, close supervision for greater effort, maintaining work at rapid pace, urging group members to work harder, driving them hard when time-bound tasks have to be done, encouraging the group to beat its own previous record and maximum utilization of group capacity</td>
</tr>
<tr>
<td>10</td>
<td>Predictive Accuracy</td>
<td>Exhibiting foresight and ability to predict outcomes accurately</td>
</tr>
<tr>
<td>11</td>
<td>Integration.</td>
<td>Maintaining closely-knit organization and resolving inter-member conflicts</td>
</tr>
<tr>
<td>12</td>
<td>Superior Orientation</td>
<td>Maintaining cordial relations with superiors and seeking their support.</td>
</tr>
</tbody>
</table>
Dimension wise distribution of statements in the questionnaire is presented as Table 3.3

**TABLE 3.3**
Dimension wise Distribution of Statements in the Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Dimensions</th>
<th>Question Number</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Representation.</td>
<td>1, 11, 21, 31, 41</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Demand Reconciliation.</td>
<td>51, 61, 71, 81, 91</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Tolerance of uncertainty.</td>
<td>2, 12, 22, 32, 42, 52, 62, 72, 82, 92</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Persuasiveness.</td>
<td>3, 13, 23, 33, 43, 53, 63, 73, 83, 93</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Initiating Structure.</td>
<td>4, 14, 24, 34, 44, 54, 64, 74, 84, 94</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Tolerance of Freedom</td>
<td>5, 15, 25, 35, 45, 55, 65, 75, 85, 95</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Role Assumption</td>
<td>6, 16, 26, 36, 46, 56, 66, 76, 86, 96</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Consideration</td>
<td>7, 17, 27, 37, 47, 57, 67, 77, 87, 97</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Production Emphasis.</td>
<td>8, 18, 28, 38, 48, 58, 68, 78, 88, 98</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Predictive Accuracy</td>
<td>9, 29, 49, 59, 89</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Integration.</td>
<td>19, 39, 69, 79, 99</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Superior Orientation.</td>
<td>10, 20, 30, 40, 50, 60, 70, 80, 90, 100</td>
<td>10</td>
</tr>
</tbody>
</table>

Leader Behaviour Description Questionnaire (LBDQ) is presented as appendix III
3. **Interview Schedule on Leadership Style of Heads for the Parents of Primary Schools**

An Interview schedule on the leadership style of heads for the Parents of the Primary Schools is prepared to collect the opinion of parents regarding the leadership styles of heads. 15 questions are included in the schedule. It consists both YES/NO questions and open ended questions, relating to the following areas.

1. Heads and the pupil
2. Heads and the teacher
3. Heads and the society
4. Heads and the authority

The main purpose of the interview schedule was to cross validate the responses collected through LSSQ and LBDQ.

The Interview schedule on the Leadership Style of Heads for the Parents of the Primary Schools is presented as Appendix IV

**V. DATA COLLECTION PROCEDURE**

After fixing the sample, the investigator approached the Heads and teachers of Primary Schools from various districts in Kerala. After getting permission from the head, giving proper instructions the questionnaire was distributed to the heads and teachers. Enough time was given for responding. Most of the heads and teachers were not ready to fill the questionnaire on the same day; hence the investigator visited again and made arrangements to mail the same to collect the filled-up questionnaire. The investigator has attended HM conferences
and teachers cluster meetings and in-service programmes for collecting the data. And thus the data in connection with LSSQ and LBDQ were collected from heads and teachers of Primary Schools in Kerala.

Along with LSSQ and LBDQ an interview schedule was administered to the Parents of Primary Schools of Kerala where the LSSQ and LBDQ were administered. Parents were selected randomly from various districts. Interviews were conducted personally by the investigator and the responses were recorded accordingly.

Every possible step was taken by the investigator to make the data more objective by considering the same aspect through different angles.

VI. SCORING AND CONSOLIDATION OF DATA

Leadership Style Survey Questionnaire (LSSQ) administered to the Heads of Primary Schools in Kerala consist of five alternatives to each statements that is A, B, C, D and E. These letters stood for ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘Never’ respectively. The respondents were instructed to cross or tick any one of the five choices for each statement. A scoring key was used to quantify the responses. Positive statements were scored 5,4,3,2, and 1 respectively for A, B, C, D and E and the negative statements were scored in reverse direction as 1,2,3,4 and 5 respectively for A, B, C, D and E.

The Leader Behaviour Description Questionnaire (LBDQ) which was administered to the teachers of Primary Schools contains five responses to each statement, i.e., A, B, C, D and E. These letters stood for ‘Always’, ‘Often’, ‘Occasionally’, ‘Seldom’ and ‘Never’
respectively. The respondents were instructed to cross or tick any one of the five choices for each statement. A scoring key was used to quantify the responses. Positive statements were scored 5, 4, 3, 2, and 1 respectively for A, B, C, D and E and the negative statements were scored in reverse direction as 1, 2, 3, 4 and 5 respectively for A, B, C, D and E.

The responses of parents collected through interview schedule were recorded and consolidated using the standard format prepared by the investigator. These consolidated data were used for further analysis.

VII. STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyse and interpret data.

A. Basic Descriptive Statistics

The data obtained through LBDQ and LSSQ were analysed using basic descriptive statistics such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis. The data was also represented in frequency graphs and qualitatively interpreted.

B. Percentage Analysis

Percentage analysis was carried out for the data collected through LSSQ and LBDQ. The results obtained through the above technique were interpreted qualitatively. Detailed description regarding the analysis is presented in Chapter 4.