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Purpose, Scope and
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Purpose, Scope and Significance

3.1 Introduction

The critical review of related literature along with the rationale of the study has been provided in Chapter II. In the present chapter purpose, scope and significance, objective hypotheses, delimitation and operational terms have been presented in detail under various separate captions. In national policy on Education 1986, it is rightly said “Nowadays, increased attention has been given to student growth as a major criterion for teaching effectiveness. So, in our country there is an unprecedented need for effective teachers to lead the multitude of student on the path of enrichment and progress of the existing social, political and economic condition of their thinking process.” Therefore, the present study help to modify teachers’ behaviour and recognize their strengths and weakness.

3.2 Purpose of the study

The purpose of the study is to find out that-
(i) Whether the nature and kinds of leadership behaviour among the teachers effect the teaching effectiveness.
(ii) Whether creativity of teachers yields teaching effectiveness.

3.3 Scope and Significance

The present study aims at examining the teaching effectiveness under different leadership behaviour. Further it also aims at finding out whether the teaching effectiveness has any relevance with creativity. Most of the active time of the students is spend in the classroom where they are under the constant guidance of the teachers. Therefore the teachers’ leadership behaviour is likely to have a direct impact upon the development and unfolding of their abilities, capacities and personalities. The teacher is expected to possess all the desirable qualities for effective teaching that is leadership and creativity. It is a common experience that
social climate of a class is chiefly determined by leadership behaviour of its teacher. It is the teacher who mainly exerts leadership for the weal of his class. This suggest that there is an immediate need for research in this field. It is, however noted that in India adequate attention has not so far been given to the leadership behaviour of teachers in class.

E.Paul Torrance (1962) records that “the past decade of educational research and development has brought increased recognition of the fact that man undoubtedly prefers to learn in creative ways through creative and problem solving activities. Creativity marks independent identification of teachers in teaching-learning process. Many important things are learned and uncovered more effectively and economically in creative ways rather than traditional procedure are adopted.

Masih (1979) recorded that “Society consists of individuals, but it is only few exceptionally talented individuals who contribute most to the growth of society. They create new horizons and set new standards in science, technology, literature, fine-arts, business industry and social leadership. No sooner does society become devoid of nature’s gift of talents, then it would start to stagnate and ultimately perish”. It is generally seen that our school programmes are not giving due place to the educational experiences and proper environment which are conducive to the development of creative potential. This may be due to our unawareness of creative talent in relation to development. This may also be due to inadequate understanding of the creative process on the part of teacher’s difficulties in identifying the creative children or lack of knowledge of factors which inhibit or accelerate the development of creativity”. Didar Singh (1981)

There is a strong evidence which indicates that creativity does not just happen. The condition for creative productions will have to be carefully planned. Torrance (1962), Getzels and Jackson, (1962) pointed out that there are indications that our whole educational structure is unable to assess creativity but actually is biased against. Most teachers do not care much for the unusual “off-best” child who gives answers that do not conform to some predetermined idea of what is correct.
Thus creativity needs appropriate seeds as well as soil and climate for its development and fruition. De-Hean and Havighurst (1961) after reviewing a variety of definitions of creativity state that—“Creativity is the quality which leads to the production of something new and desirable. Thus new product may be new to the society and new for the individual who creates it.

In the light of these attributes of creativity that has a greater learning on creative teaching learning process, it is essential that teachers be properly equipped with creative potentials in order to show teaching effectiveness in the class. Further leadership attributes and creative talents if combined together may function as an effective indicator of effective teaching-learning process. The present study, despite the high pedagogical significance and the great educational relevance that the topic under-study carries, lack of dependable studies on and about the core-contents, as evident from the review of literature, further supports the rationale for under-taking the present topic for this study. This, is an attempt to identify the essential factors of teaching effectiveness particularly in the field of leadership behaviour and creativity in education.

It is important to know about the leadership behaviour of teachers in terms of those traits and characteristics which goes in making them effective leaders.

A study on teaching effectiveness of teachers related to the leadership behaviour and creativity would certainly help researchers, teacher educators, educational authorities and other groups interested in the field to understand this neglected area rather closely and correctly. It would also help the principals to make self analysis of their leadership behaviour on the basis of the result of the study. Teaching effectiveness, leadership behaviour and creativity are intimately linked variables. In order to explore this relationship and to provide empirical evidence on the relationship among these three variables, the present investigation was planned.
3.4 Objectives
The main focus of the study was to fulfill the following objectives -
(i) To study the effect of leadership behaviour on teaching effectiveness.
(ii) To study the effect of leadership behaviour on creativity.
(iii) To study the effect of creativity on Teaching effectiveness.
(iv) To examine the relative effect of leadership behaviour, creative potentiality of teachers, sex-variation, locale and subject stream on teaching effectiveness.

3.5 Hypotheses
With a view to probe into the problem of this study scientifically, suitable hypothesis have been formulated.

In the present study, teaching effectiveness has been taken as a dependent variables whereas leadership behaviour and creativity have been treated as an independent variable.

PART - A. Correlational Hypotheses:
H₁ “The relationship in teaching effectiveness between Democratic versus nurturant leadership behaviour would be the highly positive whereas the relationship between democratic and Authoritarian leadership behaviour in teaching effectiveness would be the lower.”

H₂ “The relationship in teaching effectiveness between highly creative and low-creative teachers would be significantly lowest.”

PART - B. Interactional Hypothesis:
H₃ “The scores on teaching effectiveness would be significantly interacted by leadership behaviour, stream and locale where as sex would indicate moderately significant effect on teaching effectiveness.”

PART - C. Differential Hypotheses:
H₄ “There exists significant difference between the teaching effectiveness of various kind of leadership behaviour e.g.

H₄₁ “The teachers having democratic leadership behaviour would score significantly higher on teaching effectiveness than those who display authoritarian leadership behaviour.”
H_{4.2} “The teachers having democratic leadership behaviour would score significantly higher teaching effectiveness than those who display transformational leadership behaviour”.

H_{4.3} “The teachers having democratic leadership behaviour would score significantly higher teaching effectiveness than those who display nurturant leadership behaviour”.

H_{4.4} “The teachers having authoritarian leadership behaviour would score significantly higher teaching effectiveness than those who display transformational leadership behaviour.

H_{4.5} “The teachers having authoritarian leadership behaviour would score significantly higher teaching effectiveness than those who display nurturant leadership behaviour.

H_{4.6} The teachers having nurturant leadership behaviour would score significantly higher teaching effectiveness than those who display transformational leadership behaviour.

H_{4.7} “The female teachers displaying different types of leadership behaviour would score significantly higher teaching effectiveness than male teachers”.

H_{4.8} “The teachers in science stream displaying different types of leadership behaviour would score significantly higher teaching effectiveness than those Arts teachers”.

H_{4.9} “Urban teachers displaying different types of leadership behaviour would score significantly higher teaching effectiveness than those of the rural teachers”.

H_{4.10} “The highly creative teachers would score significantly higher teaching effectiveness than the low-creative teachers”.

3.6 Delimitation of the Study
The present study has been delimited in its scope and extent with respect to following levels-
• This study has been conducted only on teachers who teach 9th to 12th class of higher secondary schools in Raipur District.
• The study has been conducted on teachers having minimum ten years experience.

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The sample of the teachers has been taken from Govt. Schools, Private Schools and schools run by cooperation.

The sample for the study has been drawn from Science and Arts stream.

### 3.7 Operational Definitions

**Teaching effectiveness** - In the present study, teaching effectiveness has been operationally defined on the total score obtained by a teacher on a measure of teaching efficiency scale consisting a five components, e.g. teacher variables, pupil variables, content variables, method variables and environmental variables. Since we are concerned with the global teaching effectiveness of the teacher, the total score obtained on the teaching efficiency scale developed by Dr. V.P. Sharma and Shri P.K. Shrivastava would be an index of his global teaching.

**Authoritarian and Democratic Leadership Behaviour** - In the present study Authoritarian and Democratic leadership behaviour has been operationally defined as the scores obtained by a teacher on a Leadership Preference Scale. It is a five point Likert-type scale. The test items are in the form of statements. Each statement was related to one of the behavioural dimensions of the authoritarian or democratic leadership.

**Transformational leadership behaviour and Nurturant leadership behaviour** - Transformational Leadership behaviour and Nurturant leadership behaviour have been operationally defined by the scores obtained by a teacher on related leadership behaviour scale. Both the scales are likert-type 5 point scale. The total score which an individual would get is the sum of the scores on all the statements. Thus higher the score better will be the leadership behaviour.

**Creativity** - Creativity is operationally defined as the total scores obtained by the individual on the verbal test of creative thinking by Prof. Baquer Mehdi which include chiefly the abilities of fluency, flexibility, and originality.

In the next chapter methodology will be taken up.