Chapter 1: INTRODUCTION OF PROBLEM

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References
1.0 Preface:

Leadership is a highly complex phenomenon. Management designated a broad function, including the responsibilities related to the school, pupils, teachers and other affairs of the school. In the past 30-35 years, educational, research on school effectiveness has been dominated by the concept of the principal as a leader (Brookover, et al., 1979; Rutter et al., 1979; Greenfield, 1982; Rutherford, et al., 1983 and De Beroise, 1984). Recent research on high school has also focused on the principal as a leader (Boyer, 1983; Sizer, 1984; Oad, 1995; Black, 2001; Madhusudan, 2002; Saiyadain, 2008). The emphasis on the principal as a leader may have added a new dimension to the traditional distinction between the dual roles of principal as educator and principal as administrator (Bower, 1983). Hence, the school principal is expected to act as a leader in the school.

The principal has now emerged as a key center of the whole process of education. Leadership has made adaptive to the leader’s ability, personality, interest, attitude, decision-making, capability, etc.; when we go deep in the process of the leadership either as a researcher, or as a teacher or as a leader of the school education of individual differences, we find that leaders have various styles of leadership. Research in school organization and administration has recently been dominated by the concept of principal as a leader. The role of the principal as a leader is critical in creating school conditions that lead to higher student academic performance. Planning and coordinating with staff having an orientation toward innovation, frequent monitoring of staff and involving parents through communicating students’ performance.

Leadership concerned with dealing and coordinating the activities of groups of people. It is the dynamic side of education because it deals with the educational practice. Psychologists, educators and researchers in the field of education have been busy in inventing new ideas, models, techniques, strategies, etc., in sensitive areas of education, which influenced greatly the process of administration and management both. Leadership style means the way the manner, the pattern or the style in which the
leader or administrator behave. An educational leader choose the style through which he/she perhaps to command or to manage or the co-ordinate effectively. These differential leadership styles are determined by the natural conditions suitable for them in the process of leadership.

In the recent years, researcher has started taking serious interest in the area of leadership styles of principals. Numerous models and theories exist to explain how the individuals differ with the leadership styles; however, there seems a wide agreement between leader and researcher supporting the existence of the individual leadership styles among principals. The development of leadership styles has assumed a specific significance and now many authorities believe that the way the principal's administrate is perhaps the single most important factor in their institutional planning and achievement.

Today many thousands men and women are entrusted with responsibilities of administering education in the country. While a majority is of professional backgrounds, a few have been nurtured in the school of experience. The total look towards educational leadership has undergone rapid changes during the recent years. Research in education in general and in particular, was practically non-existent three or four decades ago, organization like the National Council of Educational Research and Training, University Grants Commission, National University of Educational Planning and Administration, Indian Council of Social Science Research etc., have played an important role in initiating researches, documentation and discrimination of educational research through their journals, etc.

Therefore researcher considered the study a valuable one with a hope that findings of this study will help to improve our education administration. As stated earlier secondary schools in Saurashtra region of Gujarat, can be classified into two main categories i.e. government and private schools. It has been over the years that private schools are increasing in number and flourishing rapidly. Government is also encouraging the participation of private sector in education enterprise.

It is also an observed phenomenon that students are shifting from Government schools to private schools which resulted in decreasing the number of students in government schools. This situation created a competition environment between government and private schools. These changing circumstances inspired the
researcher to compare various aspects of compacting types of leadership styles. In the present study the researcher has selected an educational but challenging problem in the field of secondary school leadership.

1.1 Statement of the problem:

A problem is a question proposed for solution (Townsend, 1953:32). The Researcher has interested to do his work in the area of leadership styles of the principals. The task he wants to undertake is related with studying the principals’ leadership styles of secondary schools of more specifically the approved study reads as, “A Comparative Study of Leadership Styles of Principals of Secondary Schools.”

1.2 Applied definition of key words:

**Principal:** Principal is a work leader of the school. He decides the policy and takes the decisions for improvement of the school complex in any circumstances.

**Leadership style:** The responses of the respondents given on the leadership scale in the numbers will be the leadership style.

The leadership style of an individual is the behaviour pattern that a person exhibits while attempting to influence the activities of others. Subordinates of a leader can perceive this leadership behaviour pattern. The behavior that a leader exhibits during supervision of subordinates is known as leadership style. The term style is roughly equivalent to the manner in which the leader influence subordinates.

1.3 Objectives of the study:

Objectives of the study are the attainable goals for the attainment of the research work is directed. Following are the objectives of the present study:

1. To measure the leadership styles of principals of secondary schools of Saurashtra region of Gujarat with respect to their different groups of variables.

2. To compare the difference between the leadership of principals of secondary schools with respect to their gender.
3. To compare the difference between the leadership of principals of secondary schools with respect to their educational qualification.

4. To compare the difference between the leadership of principals of secondary schools with respect to their social category.

5. To compare the difference between the leadership of principals of secondary schools with respect to their administrative management.

6. To compare the difference between the leadership of principals of secondary schools with respect to their working experience.

7. To compare the difference between the leadership of principals of secondary schools with respect to their residential area.

8. To compare the difference between the leadership styles of principals of secondary schools with respect to their construct leadership styles.

1.4 Research questions:

1. What is the difference between leadership scores of principals of secondary schools with respect to their gender?

2. What is the difference between leadership scores of principals of secondary schools with respect to their social category?

3. What is the difference between leadership scores of principals of secondary schools with respect to their teaching?

4. What is the difference between leadership scores of principals of secondary schools with respect to their educational qualification?

5. What is the difference between leadership scores of principals of secondary schools with respect to their management?

6. What is the difference between leadership scores of principals of secondary schools with respect to their residential area?

7. What is the difference between the leadership scores of principals of secondary schools with respect to their construct leadership styles?
1.5 Hypotheses:

The hypothesis is an essential device that gives a focus on the investigation and permits researcher to reach probability and conclusion moreover hypothesis. Hypothesis is a supposed and the most probable answer to the proposed problem. To test theory, to suggest theory and describe the social phenomenon are the main functions of the hypothesis. *A hypothesis is described as a suggested answer to a problem* (Townsend, 1953:345). On the basis of predefined objectives and of the present study the following null hypotheses were formulated:-

1. There is no significant difference between the mean scores of school principals obtained on leadership scale with respect to their gender.
2. There is no significant difference between the mean scores of principals obtained on leadership scale with respect to their educational qualification.
3. There is no significant difference between the mean scores of principals obtained on leadership scale with respect to their social category.
4. There is no significant difference between the mean scores of school principals obtained on leadership scale with respect to their type of school management.
5. There is no significant difference between the mean scores of principals obtained on leadership scale with respect to their working experience.
6. There is no significant difference between the mean scores of principals obtained on leadership scale with respect to their residential area.
7. There is no significant difference between the mean scores of principals obtained on leadership scale with respect to their construct leadership styles.

1.6 Variables of the study:

Variable is a property that takes on different values. According to the Garret, (1973) variables are attributes or qualities which exhibit differences in magnitude and which vary along some dimension. There are two types of variables used in this study; an independent variable is any variable manipulated by experimenter, either directly or through selection, in order to variable. And 'A dependent variable is that
factor which appears, disappears as the experimenter introduces, removes or varies the independent variables.

In the present study the variables have been selected by the researcher on the nature of research title, the variables of this study were as follows:

(a) Independent variables of study;

   (1) Gender (2) Educational qualification (3) Social Category (4) Type of school Management (5) Working Experience (6) Residential area

(b) Dependent variables of study: (Authoritarian- Democratic- Laissez-faire).

1.7 Rationale of the study:

A review of the related literature reveals that no study has been done to examine the comparative study of the principals’ leadership styles of secondary schools. No proper knowledge is available in these references, so the researcher thinks it justifiable to venture on the proposed study will provide proper knowledge about the leadership styles of principals of secondary schools and further more, it will provide with the knowledge about the role of principals working styles.

We all know that in any educational institutions, it's not very likely assumed that any two educational leaders administrate the same thing in the same way at the same pace. Extensive data verify the existence of individual difference among the principals of various secondary schools and junior colleges. The secondary school observation reveals that the principals differ in their reaction time in the amount of administration they need to perform the managing skills. They want that the teachers and other school affairs accept and follow them. The most crucial problem of education now is that desirable behavior (planning, organizing, staffing, directing, coordinating, reporting, and budgeting) is not being achieved by the principals, so that there is qualitative decrease of education.

Leaders are found the main cause of immoral and cultural declining in educational institutions. If leadership processes of the institutions do work as a whole system, there will be no cause for creating such atmosphere. There is needed to make an education better because its demand, competition and quality where there is the best leadership, there are the best education. The autocratic control of leadership over their subordinates, to ignore their problems not to cooperate in any activities done in
school, not to take advice and suggestions in school problems, to avoid the students body, strict and straight discipline and punishing acts, partially strict relations with ministerial staff. Etc. are the abstrains of the best leadership processes. That is why the probability of good leadership is not possible.

It is a great problem of secondary schools that the principals of secondary schools or junior colleges are not providing healthy atmosphere due to their loop holes or leakages and it all depends on their working styles. Now a day there is a need for the study on leadership styles of educational leaders of secondary school administration and presenting suggestions for diagnosis of generated problems during this process, or testing about the style of principals for that it may come to know, how do the principals of Saurashtra region of Gujarat work to leadership their institutions.

1.8 Limitations of the study:

Limitations mean the boundaries of the study. The present study was conducted on the secondary school principals for their opinion about the leadership, which was appointed and governed by the Secondary Board of Education Gandhinagar. The study was limited only to 6 districts: Amreli, Bhavnagar, Jamnagar, Junagadh, Porbandar, and Rajkot, geographical area of these 6 districts is called the Saurashtra region of Gujarat.

1.9 The scope of study:

1. This study relates with a comparison of leadership styles of secondary schools.
2. Only secondary school principals are considered in this study. Other aspects of principals other than leadership styles are not considered in this study.
4. Other sections like primary and college are not the scope of this study.
6. For any other region of Gujarat or any part of any state of India, the separate study is necessary like wise for any other segment like primary or college will require separate study.
7. In short ,the scope of this study is limited to only to the leadership styles of principals of secondary schools of Saurashtra region only, but it may lead any one to conduct further research in another aspects.
5. This study relates with only Saurashtra region of Gujarat
References:


