SUMMARY OF THE INVESTIGATION
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Topic: “Socio-Psychological Correlates of Leadership behaviour of Headmasters of Secondary schools of Rural areas of Andhra Pradesh.”

1. Importance of Study:

Headmasters hold the key position in the school. He is the hub of the school activity. He draws the whole plan of the school, execute the plan, distribute work and co-ordinates the activities. He ensures smooth functioning and harmonious development of the whole school programme. The success of the school system depends upon his efficiency, alertness, sagacity, imagination, originality and experience. His personality carries a strong formidable impact in the school programme. Dr. Jaswanth Singh aptly remarks “The Headmaster or the principal of a school is the hub of the educational process, on his ability and skill, as a sound and effective educational leader, depends the success of a school system”. A Headmaster is the leader and centre of the whole organisation of the school.

Today there is a lot of advancement in various fields, in the same way the school ship process is also changed there is highest achievement of results of students. Now the question is the education is being given by various agencies both in urban/semi urban and rural areas. India has 75 percent of rural area where secondary schools are working as agencies of importing education to the rural students. Are these schools are properly working? Are the Headmasters of rural schools are acting as real leaders of their schools? Hence, the investigation.

The success of any organisation depends on its level of performance.
In case of school as an organisation, its success depends specifically on students' performance. Though society is demanding better education in terms of quality teaching and education for all students, many students still do not receive education that helps them reach their full potential, regardless of the reforms and efforts aimed at promoting student achievement. This at least in part can attributed to lack of effective leadership focused on teaching and learning. To raise the level of student performance the administrators, the school leader (head/principal), and teachers should take responsibility. The responsibility of the administrators is to develop vision of education, plan, organise, determine the objectives, manage the schedule, monitor the budget, ensure safety etc., Where as the Headmasters' job is to monitor priorities like developing the organisation's vision, maintaining the timetable schedule, and ensuring the school run on time, responsibilities of the teachers on the whole is to increase the success level of their students. Whether it is an administrator or a school Headmasters/principal, or a teacher, each individual needs to possess the managing or leading skills to discharge all these responsibilities. Hence, every member in the school community must possess leadership skills in the areas where he/she is competent and skilled. Certainly, effective teaching plays a role in the life of students as leadership is directly related to the success of an organisation. Many of the students today are the future leaders of tomorrow. Regard less of the subject or subjects the teachers teach, a majority of teachers are certainly effective leaders who shape the lives of their students. Thus, for any educational system to ensure quality education, leadership becomes less the function of an individual with respect to seniority, position, or job title. Every one can develop leadership skills, and every one can benefit from using them. Leadership skills cannot only contribute to the achievement of group goals but also help one to grow professionally leading to personal growth and satisfaction. Leaders make a difference in the world around them.
2. **Statement of the Problem:**

"Socio-Psychological Correlates of Leadership behaviour of Headmasters of Secondary schools of Rural areas of Andhra Pradesh."

3. **Objectives of the Study:**

The present investigation was undertaken with the following objectives:

1. To study the leadership behaviour of Headmaster of secondary schools of rural areas as perceived by their respective teachers in terms of twelve dimensions of leadership and to attempt a comparison.

2. To find out the difference between Headmasters and Asst. Headmasters of secondary schools on the twelve dimensions of leadership.

3. To study the relationship between personality factors and leadership behaviour of Headmasters and Asst. Headmasters.

4. To find out the relationship between age and leadership behaviour of Headmasters and Asst. Headmasters.

5. To explain the relationship between teaching experience and leadership behaviour of Headmaster and Asst. Headmasters.

6. To investigate the relationship between administrative experience and leadership behaviour of Headmasters and Asst. Head Masters.

7. To examine the relationship between sex and relationship behaviour of Headmasters and Asst. Headmasters.

8. To find out the relationship of Leadership behaviour of Headmasters and Asst. Headmasters with their some factors of family background.
9. To explore whether the leadership behaviour of Headmasters and Asst. Headmasters related to the teachers adjustment?

4. **Hypotheses Of The Study:**

To suit the objectives of present investigation, the following hypotheses have been framed with a view to verifying them:

1. The Headmasters and Asst. Headmasters in the various secondary schools of rural areas are normally distributed on various dimensions of leadership behaviour.

2. There is a significant difference between Headmasters and Asst Headmasters on the twelve dimensions of leadership.

3. There is a significant relationship between the personality factors and leadership behaviour of Headmasters and Asst. Headmasters.

4. There is a significant relationship between age and leadership behaviour of Headmasters and Asst. Headmasters.

5. There is a significant relationship between teaching experience, and leadership behaviour of Headmasters and Asst. Headmasters.

6. There is a significant relationship between administrative experience and leadership behavior of headmasters and Asst. Headmasters.

7. There is a significant relationship between sex and leadership behaviour of Headmasters, and Asst. Headmasters.

8. These is a significant relationship between some factors of family background and leadership behaviour of Headmasters and Asst. Headmasters.

9. Better adjusted teachers perceive a more positive leadership role of Headmasters and Asst. Headmasters than less adjusted ones.
5. **Methodology of the Study**:

The present investigation is one of the survey researches named normative survey. This method was used to study the leadership behaviour of secondary school Headmasters and Asst. Headmasters of rural areas of Kurnool District, Andhar Pradesh. and the correlational technique was applied to study the relationship between leadership behaviour and other socio-psychological variables.

6. **Sample of the Study**:

The sample for present investigation was collected from 40 secondary schools of Kurnool District. These schools are selected from Adoni, Kurnool, Dhone, and Nandyal educational divisions by restricting 10 schools from each division. From each school, data was collected from Headmaster, Asst. Headmaster and five teachers.

7. **Tools of the Study**:

1. Leadership Behaviour Description Questionnaire (LBDQ) by R.M. Stogdill
2. The Sixteen Personality Factors Questionnaire (16 P.F) by R.B. Cattell & H.M. Eber
3. Teachers Adjustment Inventory (TAI) by S.K. Mangal
4. Background Information Form (BIF) self-developed.

8. **Statistical Techniques used**:

1. Mean, Median, Standard Deviation
2. t-test
3. Product Moment Correlations Co-efficients
4. Point-Biserial-Correlation - Coefficient
9. **Findings of the Study**

1. **Leadership Behaviour of Headmasters and Asst. Headmasters as perceived by the teachers.**

   The Headmasters of the Schools included in the present study, on the average, ‘often’ act as representatives of their groups; reconcile conflicting demands and reduce disorder to system; use persuasion and argument effectively; define their own role and let followers know what is expected from them; allow their followers scope for initiative, decision and action; actively exercise the leadership role rather than surrendering leadership on others; regard the comfort, well-being, status and contributions of their followers; apply pressure for productive out-put, exhibit fore-sight and predict out-comes accurately; maintain a closely knit organisation and resolve inter-member conflicts; and lastly, maintain cordial relations with superiors.

   - But, on the average, Headmasters ‘occasionally’ are able to tolerate uncertainty and postponement without being upset.

   - The dimensions of leadership behaviour of Headmasters viz., ‘representation’, ‘tolerance of Uncertainty’, and ‘production emphasis’ were almost symmetrically distributed. The skewness and Kurtosis did not differ significantly at 0.01 level of significance.

   - The Headmasters included in the present study on the average, ‘often’ act as representatives of their groups; reconcile conflicting demands and reduce disorder to system; use persuasion and argument effectively; define their own role and let followers know what is expected from them, allow their followers scope for initiative, decision and action; actively exercise the leadership role rather than surrendering leadership on others; regard the comforts, well-being, status and contributions of their followers; apply pressure for productive out-put, exhibit foresight and predict
outcomes accurately; maintain a closely knit organisation and resolve inter-member conflicts; and lastly, maintain cordial relations with superiors.

- But on the average Asst. Headmasters 'occasionally' are able to tolerate uncertainty and postponement without being upset.
- The dimensions of leadership behaviour of Asst. Headmasters viz. 'demand reconciliation', 'initiation of structure', 'role assumption', and 'Predictive accuracy' were almost symmetrically distributed and the skewness and kurtosis was close to normality.

2. Leadership Behaviour of Headmasters as compared to Asst. Headmasters.

- The Headmasters and Asst. Headmasters differ significantly on the dimensions viz. 'representation' and 'predictive accuracy'. Further, the mean scores of Headmasters on both the dimensions are higher than mean scores of Asst. Headmasters. It shows that the Headmasters on the average, speak and act as representatives of their groups; exhibit foresight and ability to predict outcomes accurately more than Asst. Headmasters.

3. Leadership Behaviour and Personality

- Out of 16 Personality Factors, there are six factors viz. 'intelligence', 'emotional stability', 'conscience', 'apprehensibility', and 'control', come out to be significant and positive and two factors viz. 'venture' and 'tension' come out to be significant and negative relationship with total leadership behaviour of Headmasters. It revealed that the Headmasters who are high intelligent, emotionally matured, conscientious, apprehensive and controlled show more better leadership behaviour than the Headmasters who are low intelligence, emotionally less mature, expedient, self-assured and undisciplined. And the Headmasters who are venturesome, tense
and frustrated show less better leadership behaviour than shy, relaxed and unfrustrated Principals.

For Asst. Headmasters out of 16 Personality Factors there are six factors viz. 'intelligence', 'emotional stability', 'conscience', 'suspicion', 'apprehensibility', and 'radicalism' came out to be significant and positive and four factors viz. 'venture', 'imagination', 'shrewdness', and 'tension' came out to be significant and negative relationship with total leadership behaviour of Asst. Headmasters. It suggested that high-intelligence, emotionally matured conscientious, suspicious, apprehensive and free-thinking Asst. Headmasters show better leadership behaviour than less intelligence, emotionally less matured, expedient, trusting, self-assured and conservative Asst. Headmasters. And venturesome, absent-minded, shrewdness and frustrated Asst. Headmasters show less better leadership behaviour than shy, practical, srftlessness and unfrustrated Asst. Headmasters.

4. Leadership Behaviour Other Variables

The correlation between age and leadership behaviour as a whole of Headmasters and Asst. Headmasters found significant and positive relationship as perceived by their teachers. It was concluded that older and more matured Headmaster and Asst. Headmasters show better leadership behaviour than the younger and less matured Headmasters and Asst. Headmasters.

The correlation between teaching experience and leadership behaviour as a whole of Headmasters revealed significant and positive relationship as perceived by their Headmasters. It was concluded that the Headmasters having more teaching experience show better leadership role than the Headmasters having less teaching experience. But in the case of Asst. Headmasters there was found insignificant and positive
relationship between teaching experience and leadership behaviour as a whole.

➢ The correlation between administrative experience and leadership behaviour as a whole of Headmasters revealed significant and positive relationship as perceived by their Headmasters. It was concluded that the Headmasters having more teaching experience show better leadership role than the Headmasters having less teaching experience. But in the case of Asst. Headmasters there was found insignificant and positive relationship between teaching experience and leadership behaviour as a whole.

➢ The correlation between administrative experience and leadership behaviour as a whole of Headmasters and Asst. Headmasters revealed significant and positive relationship. Therefore, it was concluded that Headmasters and Asst. Headmasters who are having more administrative experience show better leadership behaviour than the Headmasters and Asst. Headmasters who are having less administrative experience.

➢ There existed no significant relationship between sex (male/female) and leadership behaviour of Headmasters and Asst. Headmasters.

➢ The correlation between caste and leadership behaviour of Headmasters as a whole as perceived by their school teachers revealed significant and positive relationship. It suggested that the Headmasters who have come from high castes show better leadership behaviour than the Headmasters coming from backward castes. But in the case of Asst. Headmasters there was found insignificant relationship between caste and leadership behaviour.

➢ The correlation between location of family and leadership behaviour of Headmasters a whole as perceived by their teachers was found significant and negative. It was concluded that the Headmasters who have come from urban family background did not show better leadership
behaviour than the Headmasters, who have come from rural family background. But in case of Asst. Headmasters there was found insignificant and negative relationship between location of family and leadership behaviour as a whole as perceived by their respective teachers.

5. Leadership Behaviour and Teacher Adjustment

- There existed no significant difference between good adjusted and average adjusted teachers on their perceptions of the leadership behaviour of Headmasters and Asst. Headmasters in different schools.
- There existed significant difference between good adjusted and poor adjusted; between average adjusted and poor adjusted teachers in perceiving the leadership behaviour of Headmasters and Asst Headmasters.
- Hence, the conclusion can be drawn that the good and average adjusted teachers have a better perceptions of leadership behaviour of Headmasters and Asst. Headmasters than the poor adjusted teachers.

10. Educational Implications

The Present research seems to be reported the implications of the 'trait theory' of leadership emphasising that personality factors constitute a syndrome underlying the effective leadership behaviour. So the study is strengthening this belief urging on personality theory of leadership.

Headmasters and Asst. Headmasters are the true administrators in the college. But, there is no formal training of any kind for them with the result that they have no sound theoretical and practical administration. Only they are more interested in exercising power and authority rather than in achieving the goals of education. Therefore, it is recommended that before appointing the Headmasters and Asst Headmasters there should have some inservice training programme. For developing requisite cognitive background and needed personality
characteristics in them such a preparation for administrative job is necessary. The job of Headship is a profession. If this proposition is accepted, it is then imperative that efforts should be made to develop professionalism in them.

The present piece of research contributes or suggests that more and matured Headmasters and Asst. Headmasters show better leadership behaviour. This finding may be implemented in selection and requirement of persons for the post of Headmasters. No distinction is found between male and female Headmasters and Asst. Headmasters performing their leadership behaviour. so there should be equal chance to both male and female becomes the Headmasters and Asst. Headmasters for developing leadership, actual experience is essential. Practice alone however, is not enough. The experience must be subjected to criterian or evaluation. Orientation-experience - critical evaluation these, in general are the requisites for effective leadership training.

11. **Suggestions for Future Research**

Some suggestions are given with regard to methodology and widening the scope of present piece of research.

1. The study may be replicated exactly in the same manner in other districts and status also. Due to socio-cultural differences in the environment it is possible that different results are obtained in other states.

2. It would be interesting to study the self-perception of Headmasters and Asst. Headmasters on various dimensions of leadership behaviour and to compare it with the perception of their subordinates.

3. It is worthwhile to study the relationship of leadership behaviour with the other variables such as, adjustment in family, health,
socio-economic status, the total academic career in terms of grades at different levels and creativity etc.

4. It would be possible by carefully selecting effective and non-effectively Headmasters and Asst. Headmasters and study various factors or correlates thoroughly.

5. It is also suggested that future research should have sufficiently large sample so that the distributions of scores become normal.

6. A study may be conducted on organisational health with leadership behaviour of Headmasters and Asst. Headmastersments to determine the extent of relationship between these two.

7. Another research can be suggested on leadership behaviour of Headmasters and Asst. Headmasters.

8. The same kind of study may be conducted among the principals of A.P. Residential schools and teachers.

9. The same type of study may be conducted among the Headmasters of elementary schools and teachers.