

CHAPTER -1

INTRODUCTION

1.1 INTROUCTION :

Schools from time immemorial have been the beckons of light to the society and one cannot deny the role of teachers in it. The ultimate aim of any school is to produce students of quality so that they will be fit enough to lead themselves and others as they graduate out from the school. The onus of producing quality students into the society lies in the hands of teachers in schools. It is in these formative years, students learn to be mentally strong, physically alert and emotionally stable and spiritually elevating. The leadership behavior of teachers reflect the leadership quality of students in the demanding situation prevailing today.

In a nutshell, the school education is given a new fillip once teachers who interact with the students on a daily basis, are equipped with skills such as Interpersonal, Intellectual operations, Behavioral and emotional stability, Ethical moral strength, adequacy of communication, operations as a citizen etc., to eventually become teacher-leaders. Needless to say a teacher preserves the past, reveals the present and creates the future and hence leadership skills are a must for them.

Thus education that children receive in schools must aim towards a progressive change in themselves and towards in creating a better a society as said by Nelson Mandela, "Education is the most powerful weapon you can use to change the world". Any Nation can be spoken highly of, only

when it has a large number of intellectuals who think on the welfare of the nation and its development. Human resource is the greatest asset and the role of schools is paramount in nurturing it. The journey of intellectual expression begins in schools. Schools, which identify teachers as their primary Human resource and train their potential towards quality leadership, stand tall in the education circle by producing leaders of tomorrow from their portals.

Ever Since the establishment of Schools to impart formal education to children, people are selected and trained to be teachers. People concerned with selecting and training teachers often wondered as to what makes the most effective teachers. We are passing through a very exciting and challenging period in the teaching profession. Education today has become more complex than before rather the simple process of educating the young, to develop his cognitive abilities, the effective objectives and the psychomotor skills has become very complex. The present day teacher faces more challenges than he faced in earlier times.

Cataclysmic changes are occurring in the socio-economic and political scenario in India. On one hand is the advanced technology like computers and satellite and on the other, there are problems like illiteracy, population, unemployment, environment, urbanization, terrorism, community clashes, alienation of youth etc. In this increasingly difficult environment, it becomes more vital to prepare teachers to meet these

challenges. It is often said, 'as are the teachers so is the standard of education in the words of rynos (1960) if competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. Schools may have excellent material resources in the form of equipments, building and textbooks and although curriculum may be appropriately adapted to community requirements, if the teachers are misfit or are indifferent to their responsibilities the whole program is likely to be ineffective and largely wasted'.

There can be no substitute for a competent teacher. Successful teaching requires not just subject knowledge and appropriate teaching methods, but also affective skills. Broadly speaking, we know this as a combination of thinking and feeling of head and heart. Teaching by its nature demands that teachers demonstrate or display emotion they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are even unwilling to learn. Competent teachers possess vital knowledge about student's performance and behavior because of their knowledge they can provide much needed leadership for the changes needed to improve their education.

▪ 1.1.1 The Concept Of Leadership

'Leadership' occupies an important place in education. Leadership can be described as the "process of social influence in which one person can enlist

the aid and support of others in the accomplishment of a common task". Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen or we can say "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals." It is not the same as "dominance". Dominance implies when one man commands and other obey. On the other hand, in leadership, a person may exercise his authority because he is accepted as a model by others. Leadership is a process of mutual stimulation where the leader influences the group and the group influences the leader. It may be used effectively or ineffectively, by individuals or by groups. Many of research workers have studied about the terms 'leadership' from different view points. Some workers used it as an administrative, executive or supervisory behavior and some others used it in a mere limited sense. It occupies an Important place in any kind of group. The group may be an educational institution or an industry or a company etc. There is a universal assumption that even a small subpart of an organization can operate successfully only if someone has been formally designated as a Leader. Leadership is the ability of a Leader to influence a group towards he achievement of common goals or it is the process of influencing and supporting others to work enthusiastically towards achieving objectives. There are three important elements to fulfill the meaning of leadership; they

are influence or support, voluntary effort and common goals achievement.

▪ **1.1.2 Types of leadership**

- **Institutional Leaders:** The institutional leader is the head of the group. The priest attached to a place of worship the head in the school, office or factory, the district collector, the president of a country or of a company etc. all are institutional leaders. Their orders are obeyed through the hierarchies which have long been established.
- **Dominant or Authoritative Leaders:** In authoritative leadership, the dominance is at its maximum. An authoritative leader is extrovert, aggressive and dominant. He is a director of the group. He exercises his authority on his members.
- **Persuasive or Democratic Leader:** Persuasive or democratic leader is very close to the members of his group. He is full of warmth and affection. According to Krech and Crutchfield - "He seeks to evoke the maximum involvement and participation of every member in the group activities and the determination of objectives; he seeks to spread responsibilities rather to concentrate it, he seeks to encourage and reinforce interpersonal contacts and relations throughout the group structure so as to strengthen it, he seeks to reduce inter group tension and conflict and to avoid hierarchical group structure in which special privileges and status differentials predominate."

- **Expert:** An expert is the best authority in his field. He specializes in an area. Anything which has to be done in that field needs his expert advice and leadership. But his sphere of influence is very narrow; it is limited to those who seek his advice. Some people have their own style of leadership which is fine if they can find a situation that requires that style of leadership. Flexible leadership, however involves being able to adapt your leadership style according to the situation and the state of the team e.g. taking charge when a team is forming but playing the role of coach when a team is managing itself well. In the 1940s, under the direction of Hemphill, the Ohio State Leadership Studies Suggested that "consideration" is an important aspect of effective leadership. More specifically, this research suggested that leaders who are able to establish "mutual trust, respect and a certain warmth and rapport, with members of their group will be more effective.

1.1.3 Leadership Styles

Leadership style refers to a leader's behavior. It is the result of the philosophy, personality and experience of the leader:

- **Autocratic or authoritarian style**

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictator leaders. They do not entertain any suggestions or initiatives from subordinates. The

autocratic management has been successful as it provides strong motivation to the manager. It permits quick decisionmaking, as only one person decides for the whole group and keeps each decision to himself until he feels it is needed to be shared with the rest of the group.

- **Participative or democratic style**

The democratic leadership style favors decision-making by the group as shown, such as leader gives instruction after consulting the group. They can win the co-operation of their group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them.

- **Laissez-faire or free rein style**

A free-rein leader does not lead, but leaves the group entirely to itself as shown; such a leader allows maximum freedom to subordinates, i.e., they are given a free hand in deciding their own policies and methods. Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team

with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

- **Toxic leadership**

A toxic leader is someone who has responsibility over a group of people or an organization, and who abuses the leader-follower relationship by leaving the group or organization in a worse-off condition than when s/he first found them.

- **1.1.4 Teacher Leadership**

Today more than ever, a number of interconnected factors argue for the necessity of teacher leadership in schools. Unlike other professions, opportunities to exercise greater responsibilities and assume more significant challenges are high in other professions. This challenge was not there for teachers for some time. The twenty year veteran responsibilities in schools are more or less the same as that of a newly licensed novice. The only way for a teacher to become an administrator is to undergo training on leadership. This desire for greater responsibility, if left unfulfilled, can lead to frustration and even cynicism. In many ways, teachers stay long as teachers only. Any long range plans include to become heads of institutions if not tapped will remain a dream only. Denied chances, in spite of the

capability may have an adverse effect on the performance elsewhere in a school as many may be unaware of till the end. School leaders are those peoples, occupying various roles in the school, who provide direction and exert influence in order to achieve the schools goals (Leithwood & Riehl 2003).The demands of the modern practicality are nearly impossible to meet. Principals are expected to be visionaries who execute the same with the eyes of the teacher leaders. While the principal is the point person for accountability, it is the teacher leader's support which makes his accountability meaningful to the society. Principals have limited domains to cover; like most principals some have their own areas of specialisation which is not enough to run the school effectively. Given these factors, school improvement depends a great deal on the active involvement of teacher leaders. Teacher leaders must enlist colleagues to support their vision, build consensus among diverse groups of educators and convince others of the importance of what they are proposing and the feasibility of their general plan for improvement.

▪ 1.2 NEED AND SIGNIFICANCE OF STUDY

The present study is taken to make out that how much Leadership behavior are possessed by the secondary school teachers of C.B.S.E affiliated and M.P. Board schools. The answer is best provided by the comparative study of leadership the secondary school teachers of C.B.S.E affiliated and M.P. Board schools, which becomes all the more important as it helps us to

understand not only the concept of leadership vis-a-vis it also gives valuable information about teaching competencies adopted by the existing teachers in the present information driven era. studies in the area have brought out very clearly that at one level, societal change and transformation of the family has multiplied the physical and mental pressures for teachers everywhere. Teachers find that besides being instructors, they also have to be parents, counselors, nurses and even police in the classroom over and above this. The purpose of the current study is to compare the leadership behavior of teachers of secondary schools of C.B.S.E affiliated and M.P. state board.

1.3 STATEMENT OF THE PROBLEM

The title of the present research study is “A Comparative Study Of Leadership Behavior Of C.B.S.E. Affiliated And M.P. State Board School Teachers.”

1.4 DEFINITIONS OF KEY TERMS

Definitions of key terms in the title of the study are given below:

▪ 1.4.1 Leadership

Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House et al, 2004).

▪ 1.4.2 Leadership Behavior

Leadership behavior is the traits and actions that make an individual effective as a leader. This behavior is the process by which a person can

guide, direct and influence the work of others to meet specific goals. These actions and strategies can be learned to increase the effectiveness of those around them.

▪ **1.4.3 C.B.S.E. Affiliated School Teachers**

C.B.S.E. Affiliated school teachers represents teachers working in Any school which has granted C.B.S.E. affiliation has to run according to CBSE guidelines. These schools also have to follow 10 + 2 system of curriculum of study as suggested by C.B.S.E.

1.4.4 M.P. State Board School Teachers

M.P. State Board school teachers represents teachers working in Madhya Pradesh Board of Secondary Education and is the main education board of Madhya Pradesh which is responsible for conducting Secondary and Higher Secondary.

1.5 VARIABLES OF THE STUDY

The variables used for the present study are:

- Gender of school teachers.
- Leadership behavior of school teachers

1.6 OBJECTIVES OF THE STUDY

the main objective of the study have been as under:

- To examine the Leadership behavior of Male and female teachers of C.B.S.E. Affiliated school.

- To examine the Leadership behavior of Male and female teachers of M.P. State board school.
- To Compare leadership behavior of Male and female teachers of C.B.S.E affiliated and M.P. state board school.

1.7 HYPOTHESES

There is no significant difference in leadership behavior of male and female teachers of C.B.S.E affiliated and M.P. state Board schools.

1.8 METHOD OF RESEARCH

The researcher used survey method for research study.

1.9 SAMPLE

The study was conducted on 4 C.B.S.E affiliated board school and 4 M.P. state board schools of Harda districts of Madhya Pradesh. In this study researcher used the random sampling method. In random sampling method, each unit of the population is given and equal chance of being selected.

To make the study viable the sample size for the present investigation is confined to 40 secondary school teachers of C.B.S.E affiliated and 40 secondary school teachers of M.P. state Board schools. Sampling procedure provides generalizations on the basis of relatively small portion of population called a sample.

1.10 SURVEY TOOL

Leadership behavior Scale (LBS) by Dr. Asha Hinger (Jaipur).

1.11 STATISTICAL TECHNIQUE

An array of classification, coded and tabulated data has been analyzed by using statistical technique like One Way Anova.

1.12 DELIMITATIONS OF THE STUDY

Research being a never-ending process makes the ground for more researches. That is, how, new disciplines come into being, flourish over the time and ultimately develop into more disciplines. Obviously, all studies and researches have their own limitations and this study is no exception as such. Despite of its theoretical and practical significance, the study does suffer from the following limitations.

1. Since the study is based on survey method where the possibilities of personal bias cannot be ruled out in the responses.
2. The study was restricted to as all the teachers in the selected Harda districts of Madhya Pradesh schools were taken for the study.
3. The researcher had a very tough time while collecting the data where a good number of the respondents were hesitant in lending the desired information and many times the researcher had to convince them about the purpose of study. In spite of the researcher's repeated requests some of the respondents straightforwardly refused to fill the questionnaire on one pretext or the other.