SECONDARY SCHOOL TEACHERS LEADERSHIP BEHAVIOUR IN RELATION TO GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND

A

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Appendix-A Teacher Leadership Behaviour Scale (TLBS) by Lawrence (2010)

LIST OF ABBREVIATIONS

SPSS	Statistical Package for the Social Science
NS	Not Significant
TLBS	Teacher Leadership Behaviour Scale
LPI	Leadership Practices inventory
ALQ	Authentic Leadership Questionnaire
OCB	Organisational Citizenship Behaviour
TWS	Teachers work stress
SPSS	Statistical Package for the Social Science

ABSTRACT

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organisation. Inspires trust and confidence in other members of the group. The fact that "leadership" is not a job title or position is one of the ambiguities in defining and recognizing teacher leaders. The act of guiding a group of people or a class of students toward a common objective while taking into account their well-being and emotions is known as leadership behaviour. To be an effective leader, the most important element is knowing the appropriate leadership behaviour for the situation and understanding the results of one's actions (Ricketts, K. G., 2009).The professionals who follow through on this process to spearhead change in their schools for the good of all children are known as teacher leaders. Beyond their classroom walls, teacher leaders take on the difficulties of enhancing their practice through collaboration with peers, school administration, professional staff, and students and their families. The behaviour should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members. The present study aims to examine the leadership behaviour of secondary school teachers. The present descriptive study is quantitative in nature. The tool used in the study is a standardised tool namely Teachers Leadership Behaviour Scale by A. S. Arul Lawrence (2010). A sample of 100 secondary school teachers has been selected through stratified random sampling from both rural and urban areas of Jammu District of J&K UT. The data collected was analysed by Mean, Standard deviation & t-test. Data has been computed for testing the hypothesis and drawing out results through SPSS. Results show that i) About 80% of secondary school teachers have extremely high leadership skills, about 7% of secondary school teachers have high leadership skills and 13% of secondary school teachers have average leadership skills. ii) There was no significant difference in the leadership behaviour of secondary school teachers in relation to their gender and residential background. .iii) There was a significant difference in the leadership behaviour of secondary school teachers in relation to the type of school.

CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

The responsibilities that educators can take on are practically endless. One of the things that is expected of teachers is that they exhibit leadership qualities. Traits of teacher leaders include being perceived as excellent teachers and being respected by their peers. Demonstrating knowledge of excellent instructional practices, understanding the school culture, and having skills to lead colleagues are traits of successful teacher leaders (York-Barr & Duke, 2004). In addition to what a teacher does within the school, teacher leadership is essential for assisting a building in increasing student learning and achievement. It also plays a key role in how a teacher leader engages the community to promote engagement and support for school objectives. The following three strategies are crucial for enhancing your leadership abilities as an educator: locating a guide. finishing up projects outside of the classroom. enhancing your ability to communicate. Being a teacher leader is a procedure. The professionals who follow through on this process to spearhead change in their schools for the good of all children are known as teacher leaders. Beyond their classroom walls, teacher leaders take on the difficulties of enhancing their practice through collaboration with peers, school administration, professional staff, and students and their families. The fact that "leadership" is not a job title or position is one of the ambiguities in defining and recognizing teacher leaders. Being a "team leader" is not the same as being a teacher leader; in most schools, there are teachers who are assigned as the head of the teams or departments for their grade level (Meyer, 2009).

1.1.1 Concept of Leadership Behaviour

The capacity of a person or group of people to motivate and direct subordinates or other members of an organisation is known as leadership. Inspires trust and confidence in other members of the group (Mary K. Pratt 2010). An example of leadership is a store manager leading the team to more sales. The capacity to assume charge of a situation and mentor others is an illustration of leadership. It is an

essential management function that aids in allocating resources within an organisation for increased effectiveness and goal achievement. A clear purpose is provided by effective leaders, who also inspire and direct their teams to fulfil their missions. Creates and implements customised lesson plans in a range of academic, technical, or vocational disciplines, catering to different learning styles and employing a range of teaching strategies. Makes lesson plans, homework assignments, and test materials; assesses, rectifies, and grades student work. A teacher's main responsibility is to provide instruction in the classroom that aids in pupils' learning. Teachers need to manage classroom supplies, navigate the curriculum effectively, plan lessons that are engaging for students, grade student work and provide feedback, and work together with other staff members to achieve this. However, teaching is much more than just carrying out lesson plans. The work of a teacher is quite complex and frequently involves areas outside of academia. Teachers have a dual responsibility to see to it that pupils succeed academically and also serve as mentors, counsellors, surrogate parents, and even quasi-politicians (Mary K. Pratt). The act of guiding a group of people or a class of students toward a common objective while taking into account their well-being and emotions is known as leadership behaviour.

1.1.2 Teachers as Leaders

Teachers guide their pupils through difficult tasks and in-depth education. Then they take an additional teacher leadership role inside and outside the classroom, student educational/occupational plan (SEOP, 2019). Activities, events and extracurricular programs are what built positive school culture and often require additional leadership support from teachers. There are always altruistic teachers in schools who will stop at nothing to help their students. Known to base their decisions on the needs of their students, these teachers enjoy the trust of both the staff and the students. Their dedication to improve students' academic and social experiences is proven by their willingness to dedicate lunches and after school hours with students to grow their activities and programs. The teacher leadership competencies, published by the National Board of professional Teaching standards, clearly states that "teacher leadership is no longer optional". And there is no shortage of teacher leadership roles for educators. Teachers have endless opportunities to lead initiatives and programmed on and off campus to enhance the educational experiences of their students. Although

the foregone studies suggest that teacher leadership behaviour could be influenced by their gender, experience, age and educational level. In the business world, leadership refers to a management team's ability to set and accomplish difficult objectives, act quickly and decisively when necessary, outperform the competition, and motivate employees to give their all. The phrase "teacher leadership" in K–12 education describes educators who not only work in the classroom but also take on administrative duties outside of it to help the larger educational system function. Among the duties that fall under the category of teacher leadership are managing instruction, learning, and resource distribution (Scroggins). Teacher leaders possess traits that are consistent with those listed by (Maxwell 1999), including integrity, commitment, strong communication skills, expertise, courage, discernment, focus, generosity, initiative, passion, positive attitude, and problem-solving abilities. Compared to students taught by teachers who lack leadership qualities both inside and outside the classroom, those taught by teacher leaders are more likely to succeed academically and in other areas of growth. Leadership is defining and achieving goals, facing competitors, and quickly and decisively resolving conflicts. The corporate culture tone that a company's management sets is also referred to as leadership. Some people with strong leadership skills in the business world rise to become the CEO, COO, CFO, president, or chair of their companies. Leadership gives a company and its employees direction (Tiphanie). Workers must be aware of the company's direction and the path to take in order to get there. Effective leadership is demonstrating to subordinates how to carry out their duties and monitoring their completion on a regular basis.

The teacher has authority over his class by virtue of his position. However, authority and leadership are not the same thing. Two requirements must be met by the teacher in order for him to take on the role of class leader: he must keep his distance from the students and apply the concepts of leadership to his classroom. The instructor is the class's moral and intellectual leader, not any other kind of leader.

Leadership principles are guidelines that inform the actions of leaders. These principles help people in positions of power to effectively motivate and guide others and make important decisions. They are essential because in many cases, effective leadership significantly influences the success of a team or community. They do this

by keeping morale, collaboration, and engagement high. Following are the principles of leadership from this perspective:

1. Intellectual Prestige: This calls for a teacher to possess in-depth knowledge of the subject matter they are teaching, be able to satisfactorily answer questions from students, and refrain from providing vague answers. Possessing a broad range of knowledge will boost his intellectual prestige.

2. Moral Prestige: The teacher should be a model of patience, kindness, honesty et for his pupils. The pupils should find in him a man of high moral character, a character to be imitated.

3. Respect and veneration: As a result of all of this, the students will respect and revere the instructor. He won't truly be the moral and intellectual leader of his class until he has achieved all of these goals.

4. Social Activities: In the modern system of education which insists so much on social studies and social activities, the teacher should be the social leader of his class also. In addition to other qualifications, social leadership implies perception of social needs and power of organizing social work (Lawrence, 2012)

1.1.3 Dimensions of Teacher's Leadership

Following are the six dimensions of teacher's leadership behaviour:

- **Administration:** Administrators are the leaders who inspire teachers, staff, and students to create a strong culture and a love for learning. Strong administrators influence teachers to take leadership roles and make their schools encouraging, safe, empowering places for students to be.

- **Teaching skills:** the dimension asserts that a teacher leader should demonstrate excellence in instructional contexts, share effective learning with colleagues and advance the instructional skill. Terms such as teacher leadership, teachers-leaders, leadership for learning and learning leaders have been set out in professional standards for teaching.

- **Rapport:** Teacher-student rapport is a close bond between instructors and learners that enables them to work jointly in classroom contexts (Culpeper and Kan, 2020). As put forward by Weimer (2010), valuing students' ideas and viewpoints is a key to building a strong rapport with them.

- **Assertiveness:** It is a teacher-centred classroom management approach founded by Lee and Marlene Canter. The approach believes in the rights of students and teachers to work in a safe, calm and professional environment. These rights must be enforced by an assertive but calm teacher who enforces order and structure within the classroom.

- **Commitment:** It is a crucial factor in determining how employees behave at work, claim (Mowday et al., 1979). All educators should be encouraged to make a personal commitment to esteem, respect, appreciate and comprehend one another at educational institutions.

- **Moral inspiration:** Teachers' beliefs, commitment and sense of moral purpose likely were important factors in their decision to enter the profession, and such forces remain essential to their professional identities, so much so that a teacher's self-image and sense of moral mission are strongly linked with their professional self-efficacy and Identity.

1.1.4 Definitions of Leadership behaviour

- According to Terry, G. R. (1972), leadership is essentially a continuous process of influencing behaviour. A group needs a leader to give it life and inspire it to achieve its objectives. The lukewarm desires for achievements are transformed into burning passion for accomplishment.

- Stogdill (1974) identified six categories of personal factors associated with leadership: viz., capacity, achievement, responsibility, participation, status and situation but concluded that such a narrow characterization of leadership traits was insufficient. A person did not become a leader because they possessed a particular set of qualities.".

- According to Napoleon Hill (2013), “courage, spirit of harmony, self-confidence, initiative, enthusiasm, self-control, pleasing, thinking accurately, persistence, tolerance, temperance, internal honesty and strict adherence to rule are the essential qualities of the leader”.

- According to C.I. Bernard – ‘The trait of behaviour known as leadership is the ability to direct others or their activities in concerted efforts.’.

- "Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives," assert Bernard Keys and Thomas.

1.1.5 Teachers and A Leadership Mindset

Currently, only educators who exhibit 21st century leadership abilities can have a bigger influence. It is within the power of educators to truly change students' lives. Regardless of the subject or level of the course, educators provide direction and guidance, inspire their students, and so forth. It is imperative that more teachers acquire leadership competencies through leadership courses for educators in order to prepare them for the world of the future. Instructors who are educational leaders grab the opportunity to step outside of the classroom to influence the education system as a whole. They are dedicated to helping others accomplish their potential by overarching the goal of cultivating students’ learning and classroom surroundings. There are typically two types of teacher leaders: official and informal. Formal teacher leaders generally dwell in different official high-level parts, like - department chair, instructional coach or school administrator, etc. Informal leaders among teachers grow more naturally. Since teachers are inherently the leaders of their classrooms, listening and responding appropriately to circumstances is a critical leadership skill. Each educator will have the opportunity to lead in some capacity. Leadership looks completely different in every school situation. Evolving and appreciating teacher leaders depend on redefining school leadership. A teacher's journey towards becoming a leader varies based on a number of factors. Well, it can be stimulated, organic, or purposefully directed at different times. Conversely, some instructional leaders foster an environment that naturally encourages their teachers to take chances, develop as leaders, and reach their full potential. Typically, school administrators are

the ones who start the leadership mindset trend by having a plan in place for how they want to train other teachers to become leaders. A school must have enough support from its staff to substitute leadership in its teachers. The leadership courses for teachers will not only excel without the interest and reassurance of those its apprehensions.

Even as teacher leadership holds tremendous potential for positive transformation of schools, it may also carry negative perceptions that must be addressed. For instance, teacher leadership duties within school structures are sometimes perceived as negatively impacting teaching and student learning. Formally recognized teacher leaders sometimes are perceived as recipients of favouritism in their school or district. Teacher leaders within unions may be perceived as focused on adult needs at the expense of student needs (Coggins & McGovern, 2014).

Here are some additional observations about the landscape:

- While widely accepted as an important element to achieve excellent schools, "teacher leadership has not taken hold in either a strategic or a systemic way." (Coggins & McGovern, 2014)
- In some cases, teacher leadership may become an indirect pathway out of the classroom, possibly to the detriment of the perception of "teacher leader" in general, and to the loss of an excellent teacher's impact in a classroom.
- Programs such as the Teacher Leadership Initiative/Institute have found ways to empower teachers as change agents and problem solvers with profound impact on their schools and communities, even though they have no formal titles or system-conferred authority.

Teacher-leaders must effectively complete the following tasks:

- Create connections among disciplines
- Must be familiar with a range of instructional strategies
- Develop the curriculum consistently with subject correction
- They also need to embrace technology that develops learning
- They have to identify and analyze educational research.

1.2 NEED AND SIGNIFICANCE OF STUDY

The leadership behaviour is the result of the philosophy, personality, and experience of the leader. The effectiveness of a leader is determined by his actions. A "fairly enduring set of behaviour of the individual, regardless of the situation" is meant to be exhibited by a leader.". Every leader is still unique with a special combination of factors, including demographic, physical, psychological and behavioural differences (Ricketts, K. G., 2009).

To be an effective leader, the most important element is knowing the appropriate leadership behaviour for the situation and understanding the results of one's actions (Ricketts, K. G., 2009). The behaviour should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members. Though many of the leadership behaviours have their own pros and cons, it is important to determine which leadership behaviour is effective over students, so that it will help the teachers to adapt that specific behaviour in their classroom. For this reason, the investigator decided to develop this Teachers' Leadership Behaviour Scale (TLBS)

Teacher leaders are in the best position to advocate for instructors and students in the school community. Teacher leaders must be compassionate and caring in order to support their colleagues and communities in having in-depth conversations about social justice, culture, culturally responsive education, and positive classroom management. Because they are living examples of introspection and development, they can aid in growth.

This study aims to study the leadership behaviour of secondary school teachers in relation to genders, educational institutions and residential background. Also, this study would help in knowing the overall leadership behaviour of teachers in different types of institutions. This study would result in making changes in the leadership styles of secondary school teachers.

1.3 STATEMENT OF THE PROBLEM

Secondary School Teachers Leadership Behaviour in Relation to Gender, Type of School and Residential Background.

1.4 OPERATIONAL DEFINITIONS

1. **Leadership Behaviour**: leadership behaviour is the behaviour associated with the exercise of authority. Leadership is essentially a continuous process of influencing behaviour. A leader breathes life into the group and motivates it towards goals. The trait of behaviour known as leadership is the ability to direct others or their activities in concerted efforts.

2. **Secondary School Teacher:** In the present study, secondary school teachers refer to the teacher who teaches and instructs students from class 9th to 10th.

1.5 OBJECTIVES OF THE STUDY

1. To study about the overall leadership behaviour of secondary school teachers from block Dansal of Jammu district.

2. To study the difference in leadership behaviour of secondary school teachers in relation to their gender.

3. To study the difference in leadership behaviour of secondary school teachers in relation to the type of educational institution.

4. To study the difference in leadership behaviour of secondary school teachers in relation to the residential background.

1.6 HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different gender.

2. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different types of educational institutions.

3. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to residential background.

1.7 DELIMITATIONS OF STUDY

- The study has been delimited to a sample of 100 teachers only.
- The study has been delimited to secondary school teachers of Block Dansal of Jammu district only.
- The study has been delimited to only one tool for data collection namely Teacher Leadership Behaviour Scale by A. S. Arul Lawrence (2010).

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Reviewing literature is an essential aspect of every study. Review of literature research is vital pre- request to actual planning and for the execution of any research work before embarking on making a free study. Information about the findings of various research studies get accumulated over a period of time in the form of books, encyclopaedias, generals, abstracts, thesis and other forms of records when a new investigation is started the investigator gets new ideas and directions from this huge mass of research findings. Billey (1971) held that in the inception of any kind of research, it is essential that the researcher surveys the literature for research studies and authoritative writings related to the problem under investigation. In Fact, the researcher, who undertakes a research project without systematically reviewing other studies and writings related to the problem, is not only derelict in his personality as a researcher, but also endangers the successful completion and evaluation in his research. Identification of a problem, development of a research design and determination of size and scope of a problem, all depend upon to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research (Billey, 1971).

In the words of Borg, 1983 The literature in any field from the foundation upon which all future work be built. A review of previous literature on the topic is an essential component of research. It demonstrates an understanding of the existing literature pertinent to the study and investigation. Review of a good number of area-based studies can be prove to very helpful in enabling a researcher to understand how researchers in different parts would have studied various issues. A review of related literature is both essential and useful for mapping the research so that one becomes acquainted with the present status of research and be aware of the grey areas where work is either nonexistent or sparse. Following are the review that helped the researcher on her further studies:

(Best 1995) pointed out that review of related literature is a brief summary of previous research and writing of recognized experts providing the researchers familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been already and provides useful hypotheses and helpful suggestions for significant investigation. The survey of related literature implies locating, reading and evaluation reports of research as well as report of casual. observation and opinion that are related to the individual's planned research project.

2.2 REVIEWS OF RELATED LITERATURE

Tatla, Ali and Saeed (2012) investigated the behavioural approach of the leadership behaviour of school professionals. Data were obtained from 150 individuals. Results indicated that overall leadership behaviour and organisational commitment of educational professionals have a strong positive correlation. A significant effect of leadership behaviour on organisational commitment was also found through regression analysis. Moreover, it was found that initiation structure pattern of leadership behaviour is negatively related with Affiliation commitment while positively with exchange commitment; however, this has no relationship with Identification Commitment.

Sadasa, Karantiano (2013) conducted a survey using a causal technique to understand the relationship between organisational culture, leadership behaviour, and job satisfaction towards teachers' performance. The data was collected by the help of a self-constructed questionnaire from a sample of 221 teachers of Junior High Schools in Sukabumi. Survey research using a causal technique was the methodology employed. The research also used a path analysis to analyse the effect of one variable to another variable. In analysing the data, this research used SPSS software (statistical product and service solution), including descriptive statistical analysis, a prerequisite test data analysis and statistical hypothesis testing. The results showed that there is a direct and significant influence of organisational culture toward job performance, job satisfaction toward job performance, organisational culture toward job satisfaction, and leadership behaviour toward job satisfaction.

Selamat, Norden, Adnan (2013) examined the relationship of perceived transformational leadership behaviour and organisational commitment of secondary school teachers. 186 secondary school teachers in the district of Klang who were selected based on two-stage random sampling. Survey data were gathered, and both descriptive and inferential statistics were used to analyse the results. Based on the data collected, the findings showed that secondary school teachers in the Klang district have a high level of organisational commitment and perceive their principals practising strong transformational leadership behaviour. The findings also revealed that there was a positive and strong linear relationship between transformational leadership behaviour and organisational commitment.

Iqbal, Muhammad, Quraishi (2014) investigated the effect of leadership behaviour of secondary school leaders on the academic achievement of the 10th grade students from public and private sector schools in Punjab, Pakistan. The Leadership Practices Inventory Self and Observers were used to conduct a survey. These inventories consisted of 30 items separately. LPI-Self served over 64 secondary school leaders/principals and LPI-Observer served over 128 secondary school teachers who were the observers of the prevailing practices. The Board of Intermediate & Secondary Education released the annual examination results, from which the students' achievement score was derived. T statistics was used to determine whether there was a difference between the two perceptions, and regression analysis was used to determine the impact of leadership behaviour. A significant contrast between the observations regarding the effect of leadership behaviour on students' achievement as described by the principals themselves and as described by the observers was noted.

Tesfaw (2014) determined the relationship between transformational leadership of government secondary school principals and teachers' job satisfaction. A three-part instrument consisting of a transformational leadership questionnaire, a teacher's job satisfaction questionnaire, and a demographic section was completed by 320 randomly selected teachers. The data were analysed using stepwise regression analysis, Pearson correlations, means, and standard deviations. The results showed that overall transformational leadership and teachers' job satisfaction have a moderately strong, positive relationship.

Harris, Jones & Ismail (2017) proposed this article to explore the development of the knowledge base on middle leadership in schools. There hasn't been a modern scan of the academic literature on middle leaders or leadership in schools since Bennett's groundbreaking reviews. Thus, research papers indexed in SCOPUS and Web of Science between 2003 and 2017 are examined in this article to examine outputs related to this topic. This review's main goal is to provide some insights into how the empirical foundation for middle leadership in schools has evolved since 2003 and to draw attention to some of the implications for further study. The paper concludes that middle leadership in schools is still a topic of ongoing research in an increasing number of nations, but it makes the case that more thorough empirical research and in-depth theoretical analysis would enhance the body of knowledge.

Kareem, Norden & Bing (2017) investigated the relationship between Principal Change Leadership Competencies, Teacher Change Beliefs and Teacher Attitudes toward Change. The survey was completed by 936 teachers from 47 Malaysian High Performing Secondary Schools. Firstly, the results showed that Principal Change Leadership Competencies were significantly related to Teacher Change Beliefs and implied that if school principals equipped themselves with sufficient Principal Change Leadership Competencies, Teacher Change Beliefs can certainly be enhanced. Second, there was a significant relationship between Teacher Change Beliefs and Teacher Attitudes toward Change; the stronger the relationship, the higher the improvement in Teacher Attitudes toward Change. Thirdly, the relationship between teacher attitudes toward change and principal change leadership competencies was in fact completely mediated by teacher change beliefs.

Oqvist & Malmstrom (2017) explored what determines students' educational motivation. Building on the self-determination theory, modelled the influence of teachers' leadership and self-efficacy on student's educational motivation. Survey data from a sample of upper secondary school students in Sweden was done. A total of 993 answers were received, equal to a response rate of 74%. The findings indicate that student self-efficacy and teacher leadership are critical factors in determining students' motivation for learning, and that highly efficacious students become less motivated to learn when their teachers exhibit poor leadership. Thus, the outcomes validate how crucial teacher leadership is in promoting student learning.

Srivastava and Dhar (2017) studied attempts to analyse the effect of authentic leadership on extra role behaviour through the mediating role of academic optimism. Data for the study was gathered from pairs of primary school teachers in Uttar Pradesh, India, and their immediate principals. Hierarchical linear modelling and confirmatory factor analysis were adopted to analyse the hypotheses and model fit respectively. The results supported the hypotheses and proposed positive influence of authentic leadership on extra role behaviour through the partial mediation of academic optimism. The results also supported the moderating role of training comprehensiveness in strengthening the link between academic optimism and extra role behaviour. Further, the study provides relevant implications findings of this study can have on school teacher's extra role behaviour and the whole psychological process.

Alsaleh (2018) explored the practices of Kuwaiti school principals acting as instructional leaders during education reforms, using qualitative content analysis of standardised open-ended interviews with 28 randomly selected school principals. The results showed that principals faced obstacles related to the deeply-ingrained centralised structure in the Ministry of Education, whose mandates conflicted with the stated goal of building principals' capacity. The aspects of instructional leadership that varied included establishing the mission of the school, overseeing the curriculum, and fostering an environment that is conducive to learning. A gradual, planned decentralisation is recommended to improve educational leadership practices in Kuwait.

Raza, Ali & Asma (2018) conducted a study on the impact of a teacher's leadership style on the performance of students in the light of Hersey and Blanchard situational models. Using a pretest-posttest experimental design, data were gathered from 80 eighth grade students in Lahore city using an achievement test and a readiness level scale. For data analysis, both descriptive and inferential statistics were used. It was revealed that the posttest performance of the experimental group was significantly higher than their pretest performance as compared with the control group. Results also showed that the readiness level of students can be changed through the leadership style of the teacher which has a direct impact on students' performance. The results showed a substantial improvement in the performance of students, especially those

with low readiness levels, when comparing the achievement scores of "telling" and "selling" intervention techniques to "participating" and "delegating" styles

Ismail, Noor, Abdullah, Salwa & Kanesan (2019) conducted a study to determine the relationship and the effect of school leaders' authentic leadership towards teachers' job stress. A cross-sectional quantitative approach using a questionnaire has been used on 330 teachers from 143 excellent performance primary schools in the Eastern part of Peninsular Malaysia. Authentic Leadership Questionnaire instrument (ALQ) was adopted from Walumbwa et al., (2008) and Teachers' Work Stress instrument (TWS) by Collie et al. (2012) and Boyle, Borg, Falzon, & Jr. (1995) was used to obtain the data. A descriptive statistical analysis reveals that there is a high degree of job stress among teachers and a high degree of authentic leadership among the leaders. Additionally, the results showed a moderately significant negative relationship between teachers' job stress and the authentic leadership of school leaders.

Daniels, Hondeghem & Heystek (2020) studied the insight into school leaders and teachers' perspectives on leadership behaviour and its impact on their mutual relationships. The qualitative data used in this study came from 24 Belgian primary schools. Twenty-two focus groups with teachers and 24 interviews with school administrators were used to compile the data set. In order to allow theory to emerge, to improve upon preexisting theories in the field of education, and to gain a comprehensive understanding of the points of agreement and disagreement between teachers' and school administrators' perspectives, the research employs an inductive approach to analyse the focus groups and interviews. The findings demonstrate that teachers and school administrators primarily view school leadership as relational and task-oriented. Teachers and school administrators have different perspectives on the subcategories of relation-oriented behaviour, though.The results show that school leaders and teachers perceive school leadership principally as relation- and task-oriented. However, there are differences in the perceptions about the subcategories of relation-oriented behaviour between school leaders and teachers.

Engin & Gizem (2020) examined primary school students' academic achievement and motivation in terms of parental attitudes, teacher motivation, teacher self-efficacy and leadership perception. The study's descriptive research model was created, and data were gathered from 1476 fourth-grade primary school students as well as 60

primary school teachers who were instructing fourth-graders in the 2017–2018 school year. The study's conclusions demonstrate that a democratic family environment, highly motivated teachers, and well-educated fathers are among the variables that favorably impact student accomplishment. The results also show that high levels of teacher motivation and democratic parenting styles boost student motivation. Additionally, it has been determined that students' motivation and achievement are severely impacted by neglectful parental attitudes.

Nasra. M. A., & Arar (2020) studied to develop a model in which leadership styles (transformational or transactional leadership) directly and indirectly (through occupation perception) affect teacher performance (in-role performance and organisational citizenship behaviour (OCB)). According to the research hypothesis, teacher performance is impacted both directly and indirectly by the leadership style (transformational or transactional) (through occupation perception). 630 Arab Israeli teachers' data were used to test these hypotheses. When teachers see their principals as having a more transformational leadership style rather than a transactional one, their in-role performance improves. Furthermore, the findings show that the leadership style of transformational principals only has an indirect impact on OCB (through occupational perception).

Chen (2022) developed a paper aimed at developing and validating a Teacher Leadership Inventory (TLI). Adopting the theoretical-empirical strategy of instrument development, the procedure consisted of taking a sample of panel experts and undertaking six sequential empirical studies with sufficient samples of teacher leaders from China. After verifying content validity, structural validity, criterion validity, and cross-validity, a 25-item multi-dimensional model on teacher leadership behaviour with five factors was identified. The resulting TLI could provide a validated instrument for future research investigating the nature of teacher leadership behaviours as an independent construct and their relations with other relevant constructs. It is expected that the TLI could serve as a more robust means for promoting the research and practice of teacher leadership.

Warman, Poernomo & Januar (2022) examines the leadership style and supervision of principals in improving teacher performance in several public high schools in Kutai Kartanegara Regency, East Kalimantan Province. This study uses a qualitative

approach with a cross-sectional descriptive method. Observation and interview techniques were used to obtain data. The collected data were analysed in the form of data reduction, data presentation, and conclusion drawing, as well as checking the validity of the data using observation and triangulation. The results of this study indicate that the principals' leadership style in improving teacher performance is a leadership style democratic and authoritarian. Authoritarian style is done through observation timeliness of attendance of teachers in schools and teaching time in the classroom.

2.3 CONCLUSION

Above quoted review of related literature allowed the researcher to acquaint with current knowledge in the field in which the research is being conducted. By reviewing the related literature, the researcher avoided unfruitful, useless problems in the areas.

The review of related literature, guided the researcher up to date his work viz., stating objectives and hypotheses which others have done and thus to state the objectives clearly and concisely. The review of related literature gave the researcher an understanding of the research methodology which refers to the way the study is to be conducted. The results of the above-mentioned studies revealed that teachers of secondary school mostly have positive leadership behaviour.

CHAPTER – III

RESEARCH METHODOLOG

3.1 INTRODUCTION

Research methodology is a way to systematically solve a research problem. It may be understood as a science of studying how research is done scientifically. The proper direction in any research work yields positive and meaningful results. The direction determined by the research methodologies and strategies; the investigator has adopted for completing the task.

Research design may be referred to as the plan of the study that will answer the research objectives, Research designs are the specific procedures involved in the research process which are data collection, data analysis and report writing. Research design provides a framework for the collection and analysis of data. A research design describes in detail the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparations of the tools, the data collection process and the techniques of data analysis. In other words, it provides the blueprint of the research.

This chapter provides information about the population. Sample which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and also the statistical technique used. The chapter shows the detail of the procedure following in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of data.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions. The research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, and analysis of data. In the present study questionnaire has been

used for the collection of data in order to study developing strategies for improving the leadership behaviour of secondary school teachers through feedback.

3.2.1 Method

In view of the objectives of present study, the descriptive research method has been used.

This method aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

3.2.2 Population

Population refers to any collection of specified groups of human or non-human entities such as objects, educational institutions, time units and geographical areas.

The population of present study was 4,286 (UDISE) secondary school teachers of the Jammu district. http://www.udiseplus.gov.in

3.2.3 Sample

A sample refers to a smaller manageable version of a large population. It was a subset containing the characteristics of a large population. In the present study, a sample of 100 secondary school teachers were selected. Sample was selected through stratified random sampling technique.

Table 3.1

Distribution of sample (school)

S. No	Name of the School	No. of teachers	
		Male	Female
1	Government Higher Secondary School (Kah-Pohta)	6	12
2	Lovely Higher Secondary School (Dansal)	8	13
3	Government Higher Secondary School (Dansal)	7	7
4	Holy Trinity Convent School (Dansal)	9	10
5	Government Higher Secondary School (Jajjarkotli)	5	12
6	Government Higher Secondary School (Domail)	2	9
	TOTAL	37	63

3.2.3 Variables of the Study

The following variables have been selected for studies in the present research.

A. Dependent Variable

A dependent variable is the variable that changes as a result of the independent variable manipulation. It's the outcome you're interested in measuring, and it depends on your independent variable. In this study dependent variable used is:

1) Leadership Behaviour

B. Independent variable

An Independent variable is exactly what it sounds like. It is a variable that stands alone and isn't changed by other variables you are trying to measure. In this study, independent variables used are:

1) Gender (Male & Female)
2) Type of school (government & private)

3) Residential Background (Rural & Urban)

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

For accomplishing the objectives, a standard tool has been used by the researcher. The tool (TLBS) has been developed by Lawrence (2010).The TLBS consists of 54 statements. Each statement has 5 alternative answers such as Always, usually, sometimes, rarely and never. The tool consist of 6 dimensions such as Administration, teaching skills, rapport, assertiveness, commitment, moral inspiration.

Table 3.3(a)

Dimensions-wise items of Teachers Leadership Behaviour Scale (TLBS)

S.No.	Dimensions	Item wise S. No.	Total No.
1	Administration	1-9	9
2	Teaching Skills	10-17	8
3	Rapport	18-28	11
4	Assertiveness	29-38	10
5	Commitment	39-46	8
6	Moral Inspiration	47-54	8

3.3.1 Scoring Scheme

The scores awarded to their opted choice of response, were as follows:

Table 3.3 (b)

Scoring procedure for tool

Always	Usually	Sometimes	Rarely	Never
5	4	3	2	1

3.3.2 Reliability and Validity of the tool

RELIABILITY

A group of one hundred male and female instructors working in secondary and upper secondary education, ages 21 to 58, were given the questionnaire. After a fifteen-day break, the same sample of one hundred teachers was given the scale once more. Test-Retest methodology was used to determine the TLBS's reliability. The two sets' (before and after) coefficient of correlation was found to be +0.812, which is significant at.01 significance level.

VALIDITY

Two criteria were used to determine the validity of TLBS:

- Expert consensus on the item list.
- Two rounds of item analysis were conducted, starting with a t-test to compare groups with higher and lower scores on 115 questions in the first draft.

3.4 ADMINISTRATION OF THE TOOL

The standardised tools for the study "Secondary School Teachers Leadership Behaviour in Relation to Gender, Type of School and Residential Background" was bought from NPC, Agra. The investigator made a detailed plan to administer the test in different secondary schools. The investigator visited the school personally with the permission letter assigned by the head of the institution for the collection of data. Having once decided upon the test to be administered and the sample to be selected, the next step was how to administer the test and collect the data. The investigator visited the schools personally for the collection of data. First of all, the investigator approached the heads of the institutions and the purpose of data collection was explained to them.

The tool was first handed over to the teachers to get the responses and the next day their responses were collected by the investigator for further research. An attempt was made to explain the purpose of the study to the teachers. The investigator informed that their responses will be kept confidential and therefore, they should be frank,

honest, bold and sincere while answering the questions. In this way the test was administered through questionnaires in the schools included in the sample and thus data was collected.

3.5 DATA COLLECTION

The data collected for the study was quantitative in nature. The quantitative data has been measured by a tool namely “Teacher Leadership Behaviour Scale” by Lawrence (2010).

3.6 STATISTICAL TECHNIQUES EMPLOYED

After the collection of data, organisation and presentation of data related to different aspects, investigators have analysed data by using the following statistical techniques.

1. Percentage
2. T-test

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. It means categorising, ordering, manipulating and summarising the data to obtain answers to the research questions. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. helps businesses acquire relevant, accurate information, suitable for developing future marketing strategies, business plans, and realigning the company's vision or mission. is a process of collecting, transforming, cleaning, and modelling data with the goal of discovering the required information. The results obtained are communicated, suggesting conclusions, and supporting decision-making. The present chapter describes the result from quantitative analysis of data obtained through administering questionnaire "teachers leadership behaviour". The data was collected and tabulated manually and further processed using SPSS as per the research design.

4.2 ANALYSIS OF RESULTS

The resulting data was analyzed using statistical technique, t-test and percentage. Findings based on research question and followed by data analysis are given below:

Research objective 4.2.1

To find the overall leadership behaviour of secondary school teachers of block Dansal of Jammu district.

Table 4.1

Raw score range, Level of leadership behaviour, Frequency and Percentage for leadership behaviour of secondary school teachers.

Raw Score Range	Level of leadership Behaviour	Frequency	Percentage
206 and above	Extremely high	80	80%
191-206	High	7	7%
176-190	Above average	13	13%
155-177	Moderate/ average	0	0%

Table 4.1 reveals that 80% of secondary school teachers have extremely high leadership skills. 7% of secondary school teachers have high leadership behaviour .13% of secondary school teachers have above average level of leadership. No secondary school teachers have moderate or average leadership behaviour.

Research objective 4.2.2

To find the difference in leadership behaviour of secondary school teachers in relation to their gender.

Table 4.2

Values of N, Mean, SD, SEM, and t for the gender difference in the leadership behaviour of secondary school teachers.

Residential background	N	Mean	S.D.	SE_M	df	t-value	Level of significance
Male	43	231.44	18.14	2.77	98	1.11	NS
Female	57	226.68	23.14	3.07			

Table 4.2 reveals that there was no significant difference in the leadership behaviour of secondary school teachers in relation to their gender. The mean scores of male and female were 231.44 and 226.68 and the SD was 18.14 and 23.14. The calculated t value was 1.11 which was not significant at 0.05 level. Thus, hypothesis stating, there

will be no significant difference between secondary school teachers in relation to their gender stands accepted.

Research objective 4.2.3

To find the difference in leadership behaviour of secondary school teachers in relation to the residential background.

Table 4.3

Values of N, Mean, SD, SEM, and t for the residential background in the leadership behaviour of secondary school teachers.

Residential background	N	Mean	S.D.	SE	df	t-value	Level of significance
Rural	55	228.73	21.28	2.87	98	1.01	NS
Urban	45	227.68	22.24	3.17			

Table 4.3 reveals that there was no significant difference in the leadership behaviour of secondary school teachers in relation to their residential background. The mean scores of male and female was 228.73 and 227.68 and the SD was 21.28 and 22.24. The calculated t value was 0.01which was not significant at 0.05 level. Thus, hypothesis stating, there will be no significant difference between secondary school teachers in relation to their residential background stands accepted.

Research objective 4.2.4

To find the difference in leadership behaviour of secondary school teachers in relation to the type of school.

Table 4.4

Values of N, Mean, SD, SE_M, and t for different type of institutions (govt./private) in the leadership behaviour of secondary school teachers

Residential background	N	Mean	S.D.	SE_M	df	t-value	Level of significance
Govt	62	231.50	19.45	2.47	98	1.69	0.05
Private	38	224.21	23.78	3.78			

Table 4.4 reveals that there was a significant difference at 0.05 level of significance in the leadership behaviour of secondary school teachers in relation to the type of institution. . The mean scores of male and female was 231.50 and 224.21 and the SD was 19.45 and 23.78. The calculated t value was 1.69 which was significant at 0.05 level. Thus, hypothesis stating, there will be no significant difference between secondary school teachers in relation to the type of institutions is rejected.

CHAPTER – V

FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in the previous chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalised to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the future research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of the result of the study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the study have been reported in the following subsections.

5.2.1 Research Objective 1

To study about the overall leadership behaviour of secondary school teachers of block Dansal of Jammu district.

This study reveals that teachers falling under the score range of 206 and above are 80 (80%) which shows that 80% of secondary school teachers have extremely high levels of leadership behaviour. Teachers falling under the range of 191 – 206 are 7 (7%) which indicates that 7% of teachers have high leadership behaviour .13 teachers lie under the score range of 176 – 190 which reflects that 13% of secondary school teachers have above average level of leadership. No teacher lies under the score range of 155 – 177 which show that 0% of teachers have moderate or average leadership behaviour.

5.2.2 Research Objective 2

To study the difference in leadership behaviour of secondary school teachers in relation to their gender.

To study the difference in leadership behaviour of secondary school teachers in relation to their gender, t-test was used. the calculated t-value is 1.114 which is not significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different gender" is accepted. However, the mean value of male teachers is 231.44 which is higher than the mean value of female teachers (226.68)

5.2.3 Research Objective 3

To study the difference in leadership behaviour of secondary school teachers in relation to the type of educational institution.

To study the difference in leadership behaviour of secondary school teachers in relation to the type of institution, t-test was used. The calculated t-value is 1.687 which is significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different types of institutions" is rejected. However, the mean value teachers of government schools are 231.50 which is higher than the mean value of teachers of private schools (224.21)

5.2.4 Research Objective 4

To study the difference in leadership behaviour of secondary school teachers in relation to the residential background.

To study the difference in leadership behaviour of secondary school teachers in relation to their residential background, t-test was used. The calculated t-value is 0.001 which is not significant at 0.05 level. Hence hypothesis 1 stating "There will be no significant difference in the leadership behaviour of secondary school teachers in relation to their residential background" is accepted. However, the mean value of teachers having rural background is 228.73 which is equal to the mean value of teachers having urban background (228.73)

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been laid down:

1. The present study revealed that most of the teachers teaching in government and private schools at secondary level have extremely high levels of leadership behaviour. No secondary school teachers have low or average leadership behaviour. Studies by Adnan (2013), Tesfaw (2014) also reported similar results stating that mostly the teachers have positive and high leadership qualities and behaviour.

2. There is no significant difference in leadership behaviour of secondary school teachers in relation to their gender.

3. There is a significant difference at 0.05 level of significance in leadership behaviour of secondary school teachers in relation to the type of educational institution.

4. There is no significant difference in leadership behaviour of secondary school teachers in relation to the residential background.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Most of the teachers in government and private school teachers at secondary level have extremely high levels of leadership behaviour. The principals, administrators should take effective measures to maintain the leadership behaviour of teachers at an extremely high level.

2. The result of the present study revealed that the mean scores of government teachers is higher than the mean score of private school teachers at secondary level. Hence, teachers teaching in private schools should try their best to increase the level of leadership behaviour. Such opportunities should be provided which would help them to increase their leadership skills.

3. The result of the present study revealed that the mean scores of male teachers is higher than the mean score of female teachers at secondary level. Hence,

female teachers teaching in schools should try their best to increase the level of leadership behaviour. Such opportunities such as opportunities for feedback, set goals for their teams, perform evaluations and use them for growth and so on should be provided which would help them to increase their leadership skills.

4. To increase the leadership skills of private secondary schools, more opportunities for increasing leadership skills, awareness programmes should be conducted.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

- A sample of 100 teachers teaching in government and private schools at secondary level of Jammu district was taken in the present study. Similar study can be conducted on a large sample to study the leadership skills among secondary schools' teachers.

- The present study is conducted on the variables of gender, type of school and residential background. A similar study can also be conducted on the variables like age & qualification.

- A similar study can be conducted at higher secondary level.

- A similar study can be conducted to compare the leadership behaviour of primary school teachers and secondary school teachers.

- A similar study can be conducted on secondary teachers of other states.

SUMMARY

TOPIC

SECONDARY SCHOOL TEACHERS LEADERSHIP BEHAVIOUR IN RELATION TO GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND.

SUPERVISOR **INVESTIGATOR**

Dr. Bharti Tandon **Susheel Bhow**

A. THE PROBLEM

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organisation. Inspires trust and confidence in other members of the group (Mary K. Pratt). An example of leadership is a store manager leading the team to more sales. An example of leadership is the ability to take control of a situation and guide people. It is a vital management function that helps to direct an organisation's resources for improved efficiency and the achievement of goals. Effective leaders provide clarity of purpose, motivate and guide the organisation to realise its mission. Designs and delivers individual lesson plans in one or more academic, technical, or vocational subjects using a variety of teaching techniques and appealing to various learning styles. Prepares materials for lessons, assignments, and tests; evaluates, corrects, and grades student performance. The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff. But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors and counselors, and even almost-politicians. Leadership behaviour is the behaviour of an individual or a teacher for directing the activities of a group or students towards a shared goal and showing consideration for their welfare and feelings.

B. NEED AND SIGNIFICANCE OF THE STUDY

The leadership behaviour is the result of the philosophy, personality, and experience of the leader. What the leader does determines how well he leads. Leadership behaviour is a "relatively enduring set of behaviour of the individual, regardless of the situation". Every leader is still unique. What makes every leader special is a combination of factors, including demographic, physical, psychological and behavioural differences (Ricketts, K. G., 2009). Different situations call for different leadership behaviour.

To be an effective leader, the most important element is knowing the appropriate leadership behaviour for the situation and understanding the results of one's actions (Ricketts, K. G., 2009). The behaviour should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members. Though many of the leadership behaviour have their own pros and cons, it is important to determine which leadership behaviour is effective over students, so that it will help the teachers to adapt that specific behaviour in their classroom. For this reason, the investigator decided to develop this Teachers' Leadership Behaviour Scale (TLBS)

Teacher leaders are in the best position to advocate for instructors and students in the school community. The caring and compassion of teacher leaders is crucial to their ability to help colleagues and communities engage in deep discussions about culture, social justice, culturally responsive teaching, and positive discipline in the classroom. They are able to facilitate growth as they model personal reflection and growth.

This study aims to study the leadership behaviour of secondary school teachers in relation to different genders, educational institutions and residential background. This study would result in making changes in the leadership styles of secondary school teachers. Also, this study would help in knowing the overall leadership behaviour of teachers in different types of institutions.

C. STATEMENT OF THE PROBLEM.

Secondary School Teachers Leadership Behaviour in Relation to Gender, Type of School and Residential Background.

D. OBJECTIVES OF THE STUDY

1. To study about the overall leadership behaviour of secondary school teachers from block Dansal of Jammu district.
2. To study the difference in leadership behaviour of secondary school teachers in relation to their gender.
3. To study the difference in leadership behaviour of secondary school teachers in relation to the type of educational institution.
4. To study the difference in leadership behaviour of secondary school teachers in relation to the residential background.

E. HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different gender.
2. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to different types of educational institutions.
3. There will be no significant difference in the leadership behaviour of secondary school teachers in relation to residential background.

F. SAMPLE OF THE STUDY

A sample refers to a smaller manageable version of a large population. It was a subset containing the characteristics of a large population. In the present study, a sample of 100 secondary school teachers were selected. Sample was selected through stratified random sampling technique.

G. VARIABLES OF THE STUDY

The following variables have been selected for studies in the present research.

A. Dependent Variable

A dependent variable is the variable that changes as a result of the independent variable manipulation. It's the outcome you're interested in measuring, and it depends on your independent variable. In this study dependent variable used is:

- Leadership Behaviour

B. Independent variable

An Independent variable is exactly what it sounds like. It is a variable that stands alone and isn't changed by other variables you are trying to measure. In this study, independent variables used are:

- Gender (Male & Female)
- Type of school (government & private)
- Residential Background (Rural & Urban)

H. TOOL EMPLOYED

For accomplishing the objectives, a standard tool has been used by the researcher. The tool - Teacher Leadership Behaviour Scale (TLBS) has been developed by Lawrence (2010).

I. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in the tables.

Table 1

Raw score range, Level of leadership behaviour, Frequency and Percentage for leadership behaviour of secondary school teachers.

Raw Score Range	Level of leadership Behaviour	Frequency	Percentage
206 and above	Extremely high	80	80%
191-206	High	7	7%
176-190	Above average	13	13%
155-177	Moderate/ average	0	0%

Table 2

Values of N, Mean, SD, SEM, and t for the gender difference in the leadership behaviour of secondary school teachers.

Residential background	N	Mean	S.D.	SE_M	df	t-value	Level of significance
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Female	57	226.68	23.14	3.07			

Table 3

Values of N, Mean, SD, SEM, and t for the residential background in the leadership behaviour of secondary school teachers.

Residential background	N	Mean	S.D.	SE	df	t-value	Level of significance
Rural	55	228.73	21.28	2.87	98	1.01	NS
Urban	45	227.68	22.24	3.17			

Table 4

Values of N, Mean, SD, SE_M, and t for different type of institutions (govt./private) in the leadership behaviour of secondary school teachers

Residential background	N	Mean	S.D.	SE_M	df	t-value	Level of significance
Govt	62	231.50	19.45	2.47	98	1.69	0.05
Private	38	224.21	23.78	3.78			

J. FINDINGS OF THE STUDY

1. The present study revealed that most of the teachers teaching in government and private schools at secondary level have extremely high levels of leadership behaviour. No secondary school teachers have low or average leadership behaviour.

2. There is no significant difference in leadership behaviour of secondary school teachers in relation to their gender.

3. There is a significant difference at 0.05 level of significance in leadership behaviour of secondary school teachers in relation to the type of educational institution.

4. There is no significant difference in leadership behaviour of secondary school teachers in relation to the residential background.

K. EDUCATIONAL IMPLICATIONS

1. Most of the teachers in government and private school teachers at secondary level have extremely high levels of leadership behaviour. The principals, administrators should take effective measures to maintain the leadership behaviour of teachers at an extremely high level.

2. The result of the present study revealed that the mean scores of government teachers is higher than the mean score of private school teachers at secondary

level. Hence, teachers teaching in private schools should try their best to increase the level of leadership behaviour. Such opportunities should be provided which would help them to increase their leadership skills.

L. SUGGESTIONS FOR FURTHER RESEARCH

- A sample of 100 teachers teaching in government and private schools at secondary level of Jammu district was taken in the present study. Similar study can be conducted on a large sample to study the leadership skills among secondary schools' teachers.

- The present study is conducted on the variables of gender, type of school and residential background. A similar study can also be conducted on the variables like age & qualification.

- A similar study can be conducted at higher secondary level.

- A similar study can be conducted with respect to other demographic variables such as age, qualification, etc.

- A similar study can be conducted to compare the leadership behaviour of primary school teachers and secondary school teachers.

- A similar study can be conducted on secondary teachers of other states.

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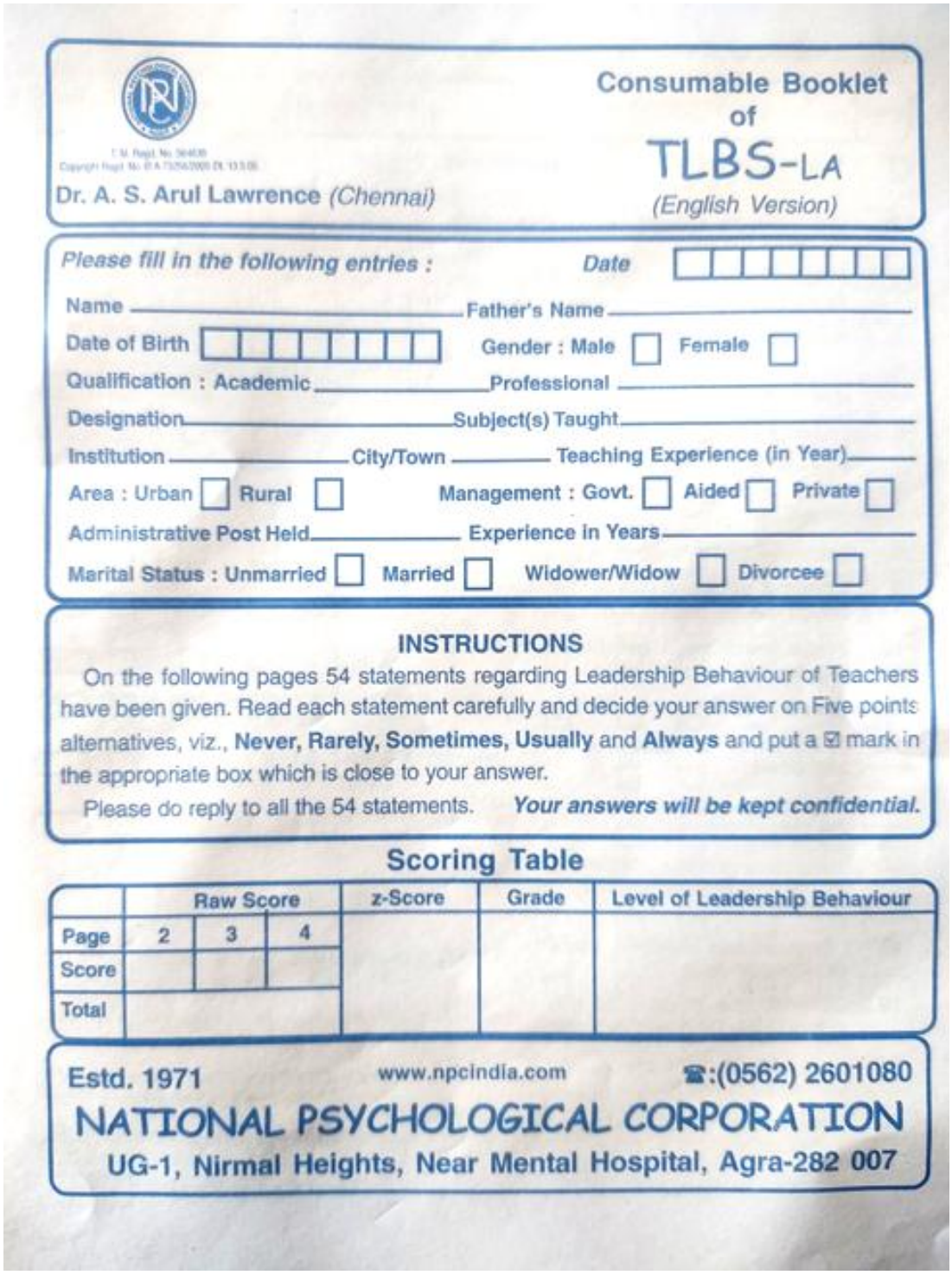
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Consumable Booklet
of
TLBS-LA
(English Version)

Dr. A. S. Arul Lawrence (Chennai)

Please fill in the following entries : Date

Name _____ Father's Name _____

Date of Birth Gender : Male ☐ Female ☐

Qualification : Academic _____ Professional _____

Designation _____ Subject(s) Taught _____

Institution _____ City/Town _____ Teaching Experience (in Year) _____

Area : Urban ☐ Rural ☐ Management : Govt. ☐ Aided ☐ Private ☐

Administrative Post Held _____ Experience in Years _____

Marital Status : Unmarried ☐ Married ☐ Widower/Widow ☐ Divorcee ☐

INSTRUCTIONS

On the following pages 54 statements regarding Leadership Behaviour of Teachers have been given. Read each statement carefully and decide your answer on Five points alternatives, viz., **Never, Rarely, Sometimes, Usually** and **Always** and put a ☑ mark in the appropriate box which is close to your answer.

Please do reply to all the 54 statements. ***Your answers will be kept confidential.***

Scoring Table

	Raw Score			z-Score	Grade	Level of Leadership Behaviour
Page	2	3	4			
Score						
Total						

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Appendix

Sr. No.	STATEMENTS	Never	Rarely	Some-times	Usually	Always	SCORE
1.	I prepare and encourage my students for good results in examinations.	☐	☐	☐	☐	☐	⬭
2.	I motivate my students with a clear vision for better future.	☐	☐	☐	☐	☐	⬭
3.	I closely monitor the schedule to ensure that a task will be completed on time.	☐	☐	☐	☐	☐	⬭
4.	I manage my time very efficiently.	☐	☐	☐	☐	☐	⬭
5.	I bring in new ideas to improve the studying environment.	☐	☐	☐	☐	☐	⬭
6.	I maintain discipline in the classroom.	☐	☐	☐	☐	☐	⬭
7.	I inform my students well in advance, if there is any change in the regular schedule.	☐	☐	☐	☐	☐	⬭
8.	I always split the class into groups to study.	☐	☐	☐	☐	☐	⬭
9.	I have a personal vision statement that brings out the best in me.	☐	☐	☐	☐	☐	⬭
10.	While teaching, I exhibit many facial expressions and tell jokes.	☐	☐	☐	☐	☐	⬭
11.	I am always thorough with my subject.	☐	☐	☐	☐	☐	⬭
12.	In my class, the students always listen attentively.	☐	☐	☐	☐	☐	⬭
13.	I try to use more microteaching skills in the classroom.	☐	☐	☐	☐	☐	⬭
14.	In my class, the students are able to easily follow my instructions by speed and content.	☐	☐	☐	☐	☐	⬭
15.	I give proper learning material to my students on time.	☐	☐	☐	☐	☐	⬭
16.	I clarify the doubts of the students immediately by giving examples.	☐	☐	☐	☐	☐	⬭
17.	In my teaching, I build upon students' previous knowledge.	☐	☐	☐	☐	☐	⬭
18.	I am always friendly and approachable to my students.	☐	☐	☐	☐	☐	⬭

Total Score Page 2 ☐

Sr. No.	STATEMENTS	Never	Rarely	Some-times	Usually	Always	SCORE
19.	I maintain cordial relationship with students.	☐	☐	☐	☐	☐	⬭
20.	I provide a high rate of opportunities to respond during my instruction.	☐	☐	☐	☐	☐	⬭
21.	I ask suggestions for improvement in my teaching from my students.	☐	☐	☐	☐	☐	⬭
22.	I facilitate interpersonal and group relationships among students.	☐	☐	☐	☐	☐	⬭
23.	I encourage my students with my words and speech.	☐	☐	☐	☐	☐	⬭
24.	I encourage goodish competition and healthy relationship among the students.	☐	☐	☐	☐	☐	⬭
25.	I hear the students' words and feelings patiently.	☐	☐	☐	☐	☐	⬭
26.	In my classroom, I accept students' strengths and weaknesses as they are.	☐	☐	☐	☐	☐	⬭
27.	I know about every student's problems and ambitions in the classroom personally.	☐	☐	☐	☐	☐	⬭
28.	I treat all the students as my equals.	☐	☐	☐	☐	☐	⬭
29.	I have the courage to talk on what I know is right, regardless of my critics.	☐	☐	☐	☐	☐	⬭
30.	When I make a mistake in the classroom, I accept it before my students.	☐	☐	☐	☐	☐	⬭
31.	I tell others frankly when their behavior creates a problem for me.	☐	☐	☐	☐	☐	⬭
32.	When I experience powerful feelings like anger, frustration, love, happiness, I can express them easily.	☐	☐	☐	☐	☐	⬭
33.	Meeting new people is something I do with ease and comfort.	☐	☐	☐	☐	☐	⬭
34.	I believe that most students are capable and can be trusted.	☐	☐	☐	☐	☐	⬭
35.	When correcting others' mistakes, I do not worry about affecting relationships.	☐	☐	☐	☐	☐	⬭
36.	I handle complicated classroom problems efficiently.	☐	☐	☐	☐	☐	⬭

Total Score Page 3 ☐

Sr. No.	STATEMENTS	Never	Rarely	Some-times	Usually	Always	SCORE
37.	I find it easy to carry out several complicated tasks at the same time.	☐	☐	☐	☐	☐	⬭
38.	I have faith in myself and will "do what it takes" to ensure that I accomplish my personal goals.	☐	☐	☐	☐	☐	⬭
39.	I give guidance to the slow learners for coming up in their studies.	☐	☐	☐	☐	☐	⬭
40.	I help the students while they are in critical situations.	☐	☐	☐	☐	☐	⬭
41.	I am very happy with my career.	☐	☐	☐	☐	☐	⬭
42.	I take extra classes to my students for their better understanding of the subjects.	☐	☐	☐	☐	☐	⬭
43.	I am very alert when some problem arises to my students.	☐	☐	☐	☐	☐	⬭
44.	When I sleep, I often dream about my classroom situations.	☐	☐	☐	☐	☐	⬭
45.	I am always punctual to my school.	☐	☐	☐	☐	☐	⬭
46.	I have the responsibility to mould the perfect students for the society.	☐	☐	☐	☐	☐	⬭
47.	I have a strong sense of justice that is not directed by politics.	☐	☐	☐	☐	☐	⬭
48.	I keep the commitments I make, as a role-model to the students.	☐	☐	☐	☐	☐	⬭
49.	I never express any partiality among students.	☐	☐	☐	☐	☐	⬭
50.	I give importance to cultivate discipline among the students.	☐	☐	☐	☐	☐	⬭
51.	I inspire students by my ideas, behaviours and values.	☐	☐	☐	☐	☐	⬭
52.	I am aware that my students are observing my every move, so I behave accordingly.	☐	☐	☐	☐	☐	⬭
53.	I am honest, firm and fair minded when dealing with my students.	☐	☐	☐	☐	☐	⬭
54.	I have high moral character to know what is right and wrong and act accordingly.	☐	☐	☐	☐	☐	⬭

Total Score Page 4 ☐

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