

## A STUDY OF LEADERSHIP BEHAVIOUR AND PROFESSIONAL SELF ESTEEM OF HEADS IN RELATION TO ADMINISTRATIVE PROBLEMS IN HIMACHAL PRADESH

Dr. Ritu Bakshi\*

---

### ABSTRACT

*There are a number of factors influencing the poor conditions of our schools in India. One of the major factors is the Professional Self-Esteem of the Heads of the schools and their leadership quality. It cannot be denied that the teachers are politicized apart from being inadequately trained and without proper outlook. In such a situation the leadership quality of the principal becomes the vital factor for running a school and having a proper administrative atmosphere of progress and well-being. The efficiency of teachers and their contribution to education depends to a large extent, upon what kind of leadership is provided by the Heads. It is not only an important determinant but also the essential features of the Head. Therefore, it can be said that the leadership behaviour and Professional Self-Esteem of the principal only positively related to the pupil's performance, personality, morale and attitude of staff in the school. Little evidence is however available on how the administrative problems of the Heads of different types of school are related with their leadership behaviour and professional self-esteem. Thus, the present research has been undertaken to study the administrative problems perceived by the Heads of the schools in relation to their leadership behaviour and professional self-esteem.*

**Key Words: Leadership, Self-Esteem, Behaviour, Administrative Environment**

---

### INTRODUCTION

Education plays a very vital role in the overall development and successful functioning of democracy. It is the bedrock of the economy, social development, and scientific progress of a nation. With the colossal explosion of knowledge in different disciplines in the world over, the role of education has become all the more important. Today the rapid technological changes, globalization, and changing employee values have caused constant upheavals in the increasingly changing world. It is in this context that administrators must enact effective behaviours in order to bring out the best in their followers and enhance organizational effectiveness. Organizational effectiveness is no longer driven alone by the availability of capital and machines. Increasingly, administrators are beginning to realize that they need to harness the creative energies of the people that they are working with. This course will be premised upon the philosophy that leadership plays a critical role in organizational success and that effective leadership will be

able to bring out the best in every member of an institution. Moreover, do so in the context of constant change in the external environment. The Head of the institution is the major component of school administration. On his ability and skill, personality and professional competence largely depend on the tone and efficiency of the school. "Schools are good or bad, are a healthy or unhealthy mental, moral and physical condition, flourishing or perishing as the principal is capable, energetic and the high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser, principals have charge of them." Everything in the school, the plant, the staff, the curriculum, methods, and techniques of teaching, co-curricular activities, human relationships bear the impress of personality of the Principal. The school is great as the Head of the institution. The schools become great not because of the magnificent buildings but because of "magnificent" heads. Harrow, Eton and Rugby have been made famous by their great heads. As is the Headmaster so is the school. The Head of an institution occupies a

---

\*Assistant Professor, Department of Education, Central University of Jammu

pivotal position. Much of the initiative and skill are required as well as the dynamism and foresight needed for planning and appraisal of activities for day-to-day administration. Selection of the right type of individual for this important position is, therefore, of vital importance for successful functioning of an educational institution. The Head of an institution has to be able organizer, efficient administrator, tactful in handling men and matters and above all, a professionally competent person. This is true of heads of educational institutions of all levels-schools and colleges.

The school happens to be an important agency of education. It is obligatory on the part of the society to know the objectives of education are achieved by the school or not, general, personal, and social losses in terms of human and physical resources are likely to occur if schools are not subjected to periodical evaluation on scientific lines as to their performance, provision, and expectations. Although emphasis in our country is on expansion of education yet little attention is devoted for consolidation, follow up and evaluation. Secondary education is perhaps the most important stage of education system, the effective functioning of secondary schools are essential not only to satisfy the man-power demand of a developing country like ours but also to fulfill the Social and Cultural needs of our society. This is at the very base or modernization and enhancement of productivity in both the industry and agriculture. Strictly speaking, the secondary education system has made significant contribution in the overall development of the country since independence. All developmental programmes ranging from creation of infrastructure to diverse production initiatives require trained manpower and secondary education has a vital role to play in the creation of the said power.

#### **MANAGEMENT SYSTEM OF SECONDARY EDUCATION IN HIMACHAL PRADESH**

The management of the secondary education system of Himachal Pradesh is presently being carried out directly by the Government and by the private agencies whose activities are subjected to inspection by the Director of Secondary

Education appointed by the Government. These schools are affiliated to the H.P. Board of School Education or Central Board of Secondary Education. There are some schools, which are affiliated to the Council for the I.C.S.E. and I.S.C. Examinations, New Delhi. These Boards and Council are responsible for planning and curriculum, organizing public examination and providing guidelines for implementation within its own jurisdiction.

A number of education reforms, commissions were appointed after independence to improve the quality of secondary education along with their suggestions regarding the stages of education. The various educational schemes were also suggested. This resulted in establishment of research centres, NCERT, media centre for systematic development of the curriculum and the instructional materials and textbooks. Emphasis was given on appointment of trained teachers, provision for training the untrained teachers and facility for in-service training of teachers.

Thus, educational administration is concerned with the management of things as well as with human relationship i.e. the better working of people together. Among the human elements with which administration is concerned are students, parents, teachers, and other employees, the community in general, on the material side there are buildings, grounds, equipments, and instructional supplies. If waste of both human and non-human resources is to be minimized, the secondary schools must be administered well and efficiently.

Since the success of secondary education would ultimately depend upon the organizational climate of the secondary schools and the personality of the Principals. The various psychological variables affect the performance of Principals. Out of which Leadership Behaviour and Professional Esteem are the most important. These are directly affected by the organizational climate of the secondary schools by way of minimizing the problems faced by the Principals.

#### **NEED AND SIGNIFICANCE OF THE STUDY**

The important role of the principal in leading the school is well established. "The key role of the

principal in schools is well documented and acknowledged”(Taylor, 1994, p.1). Delaney (1997) stated that the leadership style of the principal is the key to establishing positive school relationships. Srivastava (1987) observed that the emphasis on instructional leadership has caused school programmes to focus on learning experiences that help future school administrators”... oversee the teaching-learning activities in their schools as the primary area of attention and responsibility”

Much improvement has though taken place in a number of other aspects such as curriculum, development of instructional materials, training of teachers and infrastructural facilities; the quality of teaching-learning is very marginally affected.

The many problems and issues that face the Schools education today relate to absence of an efforts and mechanisms to produce required numbers and quality of instructional resources, lack of building, equipment and other facilities, obsolescence of laboratory equipment and lack of funds for their replacement, absence of policy on staff development and its linkage with career growth, inadequate mechanism for organizing staff development at school, District and State level, lack of flexibility in the system and poor linkage between different boards of education.

The teaching and learning practices in most of our schools remains largely chalk and talk with minimum attention being paid to the aptitude of the individual and the social need. Teachers and staff lack motivation in their career. School education system as such suffers from various crises, which hamper proper training and development of students, and they become unsuitable for jobs in their future life.

An analysis of the situation has revealed a number of factors influencing the above stated conditions of our schools. The major factors are the Self-Esteem of the Heads of the schools and their leadership quality. It cannot be denied that the teachers are politicized apart from being inadequately trained and without proper outlook. In such a situation, the leadership quality of the principal becomes the vital factor for running a school and having a proper administrative atmosphere of progress and well-being.

The efficiency of teachers and their contribution to education depends largely, upon what kind of leadership is provided by the Heads. It is not only an important determinant but also the essential features of the Head. Bannis (2008) in his leadership theory defines leadership as a process, which is an agent, induces a subordinate to behave in the desired manner.

The result of many researches on leadership behaviour shows that effectiveness in respect to one criterion of leadership is not necessarily connected with effectiveness concerning the other criteria. In short, leadership behaviour varies from one organizational climate to another. Vanmeir (2007) found that the female principals as compared to the male principals were perceived by their teachers as exhibiting a higher pattern of leadership behaviour. Singh (2004) found no significant difference between elementary school principals in high and low socio-economic setting in the overall frequency of educational activities during a normal working day. A research on leadership styles of secondary school principals were conducted by Dhansobhan in 1982. The major findings were: The principals were perceived more frequently by themselves and their teachers as utilizing leadership style. The demographic variables sex, educational background, and number of years served in the profession had no effect on the perceptions of the leadership style of secondary school principals.

Therefore, it can be said that the leadership behaviour and Professional Esteem of the Principal only positively related to the pupils, performance, personality, morale, and attitude of staff in the school. Little evidence is however available on how the administrative problems of the Heads of different types of school are related with their leadership behaviour and Professional Self-Esteem. Thus, there is a need to undertake a study on the different type schools and to study the administrative problems perceived by the Heads of the schools in relation to their Professional Self-Esteem and leadership behaviour.

Much of the research work in the field of administration has focused its attention on the study of administrative problems faced by the administrators, organizational climate of the

institution and the leadership styles of the administrators. Not many of the investigators have focused proper attention on the area of Principals, their perception of administrative problems in relation to some psychological variables.

There is almost complete lack of research on the perception of the administrative problems by the Heads of the secondary schools in relation to their leadership behaviour and Professional Self-Esteem. This study is an attempt to overcome this lack. The information should prove useful for better understanding of the administrative problems and their role in the secondary school system. If as the literature suggests that types of management, leadership behaviour and self-esteem are related to each other, then this study may shed light on the various factors that influence the effectiveness of the principals of secondary schools in carrying out their administrative duties. Thus, there is a need to study the administrative problems faced by the principal of secondary schools in relation to their type of schools, leadership behaviour and Professional Self-Esteem.

#### RESEARCH QUESTIONS

1. Is there any significant difference in the perception of the seriousness of the administrative problems between the Urban secondary school Principals and Rural school Principals.
2. Is there any significant difference in the perception of seriousness of the administrative problems in relation to the leadership behaviour of the school Principals.
3. What do the principals of secondary school perceive their administrative problems in relation to their Professional Self-Esteem.
4. Is there any inter-relationship among the variables of type of management, leadership behaviour and the Professional Self-Esteem of the secondary school principals?
5. To arrive at the solutions of the above research questions, the investigator selected and designed the present study.

#### OBJECTIVES OF THE STUDY

The present study was conducted to attain the following objectives:

1. To compare the level of seriousness in terms of total mean scores of all ten problems of Principals of Urban and Rural secondary schools of Himachal Pradesh.
2. To compare the level of seriousness of problems of Principals of urban and rural secondary schools in Himachal Pradesh in respect of the following individual problems:-
  - a) Personal Problems
  - b) Teachers Problems
  - c) Student Problems
  - d) Instructional Programme Problems
  - e) Curriculum Problems
  - f) Security Problems
  - g) Morale Problems
  - h) Supervision Problems
  - i) School & Community Problems
  - j) Financial Problems
3. To compare the seriousness of administrative problems on the basis of the leadership behaviour of Principals in respect of major groups of the problems.
4. To work out the seriousness of the major groups of administrative problems on the basis of the Professional Self-Esteem of the Principals.
5. To find out the interaction effect of the variables of management types, leadership behaviour and Professional Self-Esteem of the Principals on the perception of seriousness of total administrative problems and problems under major groups.

#### HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study:

1. There will be significant differences in the perception of the seriousness of problems between the urban secondary school Principals and Rural school Principals with regards to the following:
  - a) Total administrative problems
  - b) The major groups of problems
2. There will be significant differences in the perception of seriousness of problems on the

- basis of leadership behaviour of the school Principals.
3. Significant differences will be seen in the perception of seriousness of the administrative problems on the basis of the Professional Self-Esteem of the school Principals.

**Population:** All the Principals of Secondary schools of Himachal Pradesh comprised of total population.

**Sample:** The data were collected on the basis of random cluster technique. For conducting the present study, the sample was drawn on a stratified random basis. From the existing secondary schools, 50 urban and 50 Rural secondary schools were selected randomly. Management type wise detail of Principals selected is given in Table 1.1 below:

**TABLE 1.1**  
**Management Type Wise Sample Size of the Study**

Name of the Management Type	Principals
Urban Secondary Schools	50
Rural Secondary Schools	50
<hr/>	
Total	100

Out of 100 Principals, a sample of 96 Principals was selected for the present study on random basis. Eight groups based on 2 x 2 x 2 factorial design were formed. The distribution of sample by management style, leadership behaviour and Professional Self-Esteem variables of the study have been shown in table 1.2:

**TABLE 1.2**  
**Distribution of Sample based on 2 x 2 x 2 Factorial Design**

Variable of the Study	Number
<hr/>	
(M) : Management Style	
- Urban	48
- Rural	48
(L) : Leadership Behaviour	
- High Leadership behaviour	48
- Low leadership behaviour	48

- (S) : Professional Self-Esteem
- High Professional Self-Esteem 48
  - Low Professional Self-Esteem 48

### INSTRUMENTATION

The following tools were devised and used for conducting the present study:

1. Administrative problems questionnaire by Dr.S.C.Singh and modified by Dr. Rajesh (2004)
2. Leadership Behaviour Description Questionnaire developed by Research Board , Ohio State University 1957.
3. Professional Self-Esteem Inventory developed by Reynold R.J. (1992)

### ANALYSIS AND INTERPRETATION

For the analysis and interpretation of results, with regard to the seriousness of the problems perceived by the Principals of Urban and Rural secondary schools in Himachal Pradesh, the analysis of the obtained data have been done through analysis of variance in the major groups of administrative problems. Following tables are constructed showing the scores of urban and rural schools groups and sub-groups wise with respect to high and low leadership behaviour and high and low professional self-esteem. Summary of the complete analysis of variance has also been tabulated. The values of F have been obtained by dividing each of the mean square that is to be treated for significance by the error mean square i.e. the within treatment mean square. The interpretation of each value of F is made on the basis of the value of F as seen from the table against the given df.

The mean scores for the main effects of M (Management Type), L (Leadership Behaviour) and PSE (Professional Self-Esteem) are given below in Table 1.3

**TABLE 1.3**  
**Mean Scores of Main Effects of Total Scores**

Variable	Levels	Mean
Management (M)	Urban (M1)	263.02
	Rural (M2)	406.17
Leadership Behaviour (L)	High (L1)	347.42
	Low (L2)	321.77
Professional Self-Esteem (PSE)	High (PSE1)	354.89
	Low (PSE2)	314.29

Analysis of variance was calculated and the summary of the same is given in Table 1.4 below:

**TABLE 1.4**  
**Summary Analysis of Variance among Means and within Conditions**

Source of Variance	Sum of Squares	df.	Mean Square	F-ratio
Among Means	580584.406	7	82940.629	165.773*
Within Conditions	44028.750	88	500.327	
Total	624613.156	95	-	

\* = Significant at 0.01 Level of Significance

For df. (7, 88) The value of F from the table is 2.10 and 2.82 at 0.05 and 0.01 levels respectively. Thus, the obtained F-Value of 165.773 is significant at 0.01 levels. Therefore, it may be concluded that the conditions differ significantly. The complete summary of the Analysis of Variance for the 2 Factorial Design is shown in Table 1.5:

**Table 1.5**  
**Complete Analysis of Variance for the 2<sup>3</sup> Factorial Design**

Source of Variation	Sum of Squares	df.	Mean Square	F-Ratio
<b>Main Effects</b>				
M: Management Styles	491777.510	1	491777.510	982.913*
L: Leadership Behaviour	15785.010	1	15785.010	31.549*
PSE: Professional Self-Esteem	39568.760	1	39568.760	79.086*
<b>Interaction Effects</b>				
<b>2-way Interactions</b>				
M x L	7938.844	1	7938.844	15.867*
M x PSE	20738.760	1	20738.760	41.450*
L x PSE	1.260	1	1.260	.003 NS
<b>3-way Interaction</b>				
M x L x PSE	4774.260	1	4774.260	9.542*
Explained	580584.406	7	82940.629	165.773*
Residual	44028.750	88	500.327	-
Total	624613.156	95	6574.875	-

\* Significant at .01 Level of Significance

The main effect of M represents a comparison between Urban and Rural populations and its F-Value has come to be 982.913 which is highly significant at .01 level of significance. It leads us to conclude that these two means differ significantly. The mean of the seriousness of the administrative problem scores of Rural (406.1667) is more than that of urban population (263.02). Hence the Hypothesis number 1 which states that there will be significant difference in the perception of seriousness of administrative problems between the urban secondary school Principals and Rural school Principals with regard to the total administrative problems is accepted at .01 level of significance. Further, it may be inferred that the Rural school Principals perceive the total administrative problems more seriously than the urban school Principals.

The main effect of L represents a comparison between the means of L (High Leadership Behaviour) and L (Low Leadership Behaviour), averaged over the two levels of M and two levels of PSE. The mean for L is equal to  $16676/48 = 347.42$  and corresponds to the mean for the L which is equal to  $15445/48 = 321.77$ . Because the mean square for L is significant in the analysis of variance, we conclude that the means for L and L differ significantly. Hence, the Hypothesis number 2, which states that there will be significant difference in the perception of seriousness of administrative problems between the high leadership behaviour and low leadership behaviour of school Principals with regard to the total administrative problems, is accepted at .01 level of significance. Further, it may be inferred that the school Principals possessing high leadership behaviour perceive the total administrative problems more seriously than the school Principals possessing low leadership behaviour.

The main effect of PSE represents a comparison between the means of PSE (High Self-Esteem) and PSE (Low Self-Esteem), averaged over the two levels of M and two levels of L. The mean for PSE is equal to  $17035/48 = 354.89$  and corresponds to the mean for the PSE which is equal to  $15086/48 = 314.29$ . Because the mean square for PSE is significant in the analysis of variance, we conclude that the means for PSE and PSE differ significantly.

Hence, the Hypothesis number 3, which states that there will be significant difference in the perception of seriousness of administrative problems between the high Professional self-esteem and low Professional self-esteem of school Principals with regard to the total administrative problems, is accepted at .01 level of significance. Further, it may be inferred that the school Principals possessing high self-esteem perceive the total administrative problems more seriously than the school Principals possessing low self-esteem.

### DISCUSSION OF RESULTS

Identifying the problem and the seriousness of the problem is a critical first step in developing solutions for a problem. As Cuban (1988) pointed out, school reform has failed because solutions were designed to correct different problems than those identified. Principals need to come to agreement on the seriousness of the problem relating to administration if they are to work consistently at correcting the conditions that need to be addressed. The present study has been designed to examine the seriousness of various administrative problems perceived by the school administrators in relation to their type of management, leadership behaviour and professional self-esteem.

It was revealed from the results of the study that there exists significant difference in the perception of the seriousness of problems between the urban secondary school principals and rural school principals concerning the total administrative problems and the major group of problems. The study revealed that the principals of rural schools perceived the administrative problems more seriously than the urban school principals. The findings seem to be logical because the schools located in rural areas face more problems than the schools located in the urban areas in Himachal Pradesh.

Another findings of the study revealed that there exists no significant difference in the perception of seriousness of administrative problems in relation to the leadership behaviour of the school principals with regards to the total administrative problems and the major group of problems.

The third finding indicates that no significant difference has been seen in the perception of seriousness of the administrative problems on the basis of the professional self-esteem of the school principals with regards to the total administrative problems and the major group of problems.

It can be further seen from the results of the study that the double and triple interaction effect of the variables of the management types, leadership behaviour and professional self-esteem of the school principals yield significant results with regard to the perception of the administrative problems.

The present study emerges out of the conflicting results of the earlier researchers documented in the related study. Although no parallel study, relating to the perception of seriousness of the administrative problems by the school principals is available. However, the results of the study will contribute to the understanding of the administrative problems. The results will encourage discussion about the strategies that principals and other school administrators can adopt that will ensure safe secure learning environments for our students.

### EDUCATIONAL IMPLICATIONS

The implications based on the findings of the study are given below:

1. In the present study, a significant difference in the perception of the administrative problems was found between urban and rural secondary school principals. Further, it was found that the school principals belonging to rural areas perceive the administrative problems more seriously than the school principals of the urban areas. One of the reasons, which may be accountable for this, is that there is lack of facilities in the rural areas and the learning environment is not suitable for the proper functioning of the school. It suggests that there is a need to explore the factors, which accounts for the various administrative problems faced by the school principals. Principals and teachers need to come to agreement on the seriousness of the problems relating to all major problems discussed in the study, if they are to work consistently at correcting the conditions that need to be addressed.

It was further found that there is significant difference in the perception of seriousness of administrative problems between the high leadership behaviour and low leadership behaviour of school principals with regard to the total administrative problems. The school principals possessing high leadership behaviour perceive the total administrative problems more seriously than the school principals possessing low leadership behaviour. The difference in their perception of administrative problems may be attributed to the self enhancement and self consistency needs of the principals. It suggests that there is need to provide congenial atmosphere in the secondary schools so that the principals may utilize their leadership qualities for creating learning environment.

There is significant difference in the perception of seriousness of administrative problems between the high professional self-esteem and low professional self-esteem of school principals with regard to the total administrative problems. Further, it may be found that the school principals possessing high professional self-esteem perceive the total administrative problems more seriously than the school principals possessing low professional self-esteem. In case of major group of administrative problems no significant differences were found between the school principals having high and low professional self-esteem. The study suggests that better working conditions related to job of the principals be provided so that they may be able to enhance their professional self-esteem. It has further implications that future research studies should explore the reasons of no relationship among the variables of management type, leadership behaviour and professional self-esteem of the school principals.

It can further be seen from the results of the study that very weak interaction has been found between professional self-esteem and

leadership behaviour in the perception of the administrative problems. The findings warrants that more studies be conducted on the perceptions of administrative problems by the principals / headmasters of secondary schools in order to arrive at conclusive results. The results should encourage discussions about the strategies that principals and other school administrators can adopt that will ensure safe secure learning environments for our students. The results of the study should contribute to the understanding of the administrative problems faced by the principals of the secondary schools.

### REFERENCES

- Bennis, W.J. (2008): *Organisational Development: Its nature, origin and prospects* (Reading Mass).
- Delaney, W.J. (1997): *Principal Leadership: A primary factor in school-based management and improvement*. NASSP Bulletin, 81(586), 107-111
- Singh K.K. (2004): *Some Personality factors of High and Low Intelligence of Boys and Girls of Bhagalpur*, Ph.D.Psy., Bhagalpur U.
- Srivastava, S.K. (1987): *Organisational Climate and Job-Satisfaction of Junior and Middle Level Central Govt. Offices : A Comparative Study*, Indian Psychological Review Vol., 32, No. 5-6, pp.14-19.
- Taylor, D., & Tashakkori, A. (1994, January): *Predicting teacher's sense of efficacy and job-satisfaction using school climate and participatory decision making*. Paper presented at the Annual Meeting of the Southwest Educational research Association, San Antonio, TX.
- Vermeir E.J. (2007): *Leadership Behaviour of Male and Female Elementary Principals*, E.D. Thesis. Northern Illinois University.