

Principal Leadership behavior- A study

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Abstract

Leadership styles of a leader has a very important role in an institution, it utilizes maximum resources of the institution and force them to achieve the goal of that institution. The main objective of this study is to understand leadership behavior, and to find out the difference of perception about three leadership behavior named transactional, toxic and transformational between male and female teachers. A tool named leadership style scale developed by K.S.Misra was used for data collection. The sample of 100 teachers consisting 50 male and 50 female was taken for it, and t-test was used for the analysis of data. The results were surprisingly different from as they were expected to be, there were not any difference found between male and female teachers in any type of leadership style.

The success of an organization depends on the appropriate utilization of resources of that organization. Whether those resources may be physical or human. The proper utilization of the resources of that organization depends on the ability of that of the leader of it. **Leadership** is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations. US academic environments define leadership as "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task". Now if we talk about education point of view, the role of principal is considered to be very important in the context of both teachers and students. The importance of the role of principals on the school organization cannot therefore be over looked. Principals are very unique is school organizations. This was confirmed by **Amoloye (2004)**. He called them school managers. The job of managing according to **Idowu (1998)**, involves among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals. In the school system, the principal as an administrator influences his teachers to achieve the goals and objectives of the school. **Brungardt, C. L. (1996)**

Leadership has become one of the fastest-growing academic fields in higher education At all levels, undergraduate through doctoral, an increasing number of colleges and universities have begun developing not only individual courses, but entire degree programs specifically devoted to the study of leadership . **Obiwuru(2011)** conducted a study on impact of leadership style on organizational performance, This study has investigated the effects of leadership style on organizational performance in small scale enterprises. The major objective was to determine effect of leadership styles on performance in small scale enterprises. Transformational and transactional leadership styles were considered in this study. Transformational leadership behavior sand performance/outcome considered relevant in the study were charisma, inspirational motivation and intellectual stimulation/individual consideration; and effectiveness, extra effort and satisfaction, respectively. Transactional leadership behaviors and performance/outcome variables were constructive/contingent reward and corrective/management by exception; and effort, productivity and loyalty/commitment, respectively, The result showed that while transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance. The study concluded that transactional leadership style was more appropriate in inducing performance in small scale enterprises than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises with inbuilt strategies for transition to transformational leadership style as the enterprises developed, grew and matured.

If we talk about the types of leadership behavior of principals- we will see three type of leadership behavior –

- Transactional
- Toxic
- Transformational

Transactional leadership, also known as **managerial leadership**, focuses on supervision, organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Unlike transformational leaders, those using the transactional approach are not looking to change the future, they look to keep things the same. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations.

A **toxic leader** is a person who has responsibility over a group of people or an organization, and who abuses the leader-follower relationship by leaving the group or organization in a worse-off condition than when they first found them. Their leadership style is both self-destructive and ultimately corporately harmful as they subvert and destroy organizational structures. The basic traits of a toxic leader are generally considered to be either/or insular, intemperate, glib, operationally rigid, callous, inept, discriminatory, corrupt, or aggressive by scholars

Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

Objective of the study –

- To compare the perception of transactional leadership among principals by male and female teachers.
- To compare the perception of toxic leadership among principals by male and female teachers.
- To compare the perception of transformational leadership among

principals by male and female teachers.

Hypothesis-

- There is no significant difference in male and female teacher's perception of transactional leadership of principals.
- There is no significant difference in male and female teachers' perception of toxic leadership of principals.
- There is no significant difference in male and female teacher's perception of transformational leadership of principals.

Method and sample- The researcher first reviewed all the methods and found that it is descriptive method which is most suitable in the case of the present study. The researcher has used survey and ex-post facto methods in the present study.

The basic purpose of the researcher is to discover principles that have universal application, because of the impracticability of studying the whole population; the researcher drew a sample representing the population. Firstly aided schools of male teachers and secondly aided schools of female teachers were randomly selected and from these selected schools a sample of 50 teachers was drawn total number of teachers was 100 which melded 50 male and 50 female teachers. So stratified sampling was used.

Tool- The leadership style scale constructed by K.S. Misra was used for the data collection . present leadership scale was has been designed to measure three types of leadership behavior of principals of higher education institutes. The three types of leadership were transactional, toxic and transformational.

Statistical technique used- To compare the perception of male and female teachers about principals leadership styles, t-test has been used to analyze the collected data.-

$$t = \frac{M_1 - M_2}{\sigma_D}$$

Result and discussions- the results have been tabulated and interpreted following tables-

Table-1

Mean, S.D. and t-ratio showing differences in perception of principals transactional leadership among Male and Female teachers-

	Gender	NO.	Mean	S.D.	SD_E	t
Transactional	Male	50	105.62	15.8936	2.92624	0.3692
	Female	50	106.88	13.2460		

It was hypothesized that there is no significant difference in the perception of principal's transactional leadership among male and female teachers. The observation of table 1 shows that the value of t-ratio calculated for finding out the significance of difference in perception of transactional leadership among principals in male

and female teachers is 0.3692. It is less than 1.98, the value required for significance at .05 level. So, it is not significant and the null hypothesis is accepted. It means that male and female teachers do not differ in their perception of transactional leadership behavior.

Table- 2

Mean, S.D and t-ratio showing difference in perception of principals, toxic leadership among male and female teacher-

	Gender	No.	Mean	S.D.	SD_E	t
Toxic leadership	Male	50	79.9000	19.7992	4.50229	0.9728
	Female	50	75.5200	24.9303		

It was hypothesized that there is no significant difference in the perception of principal's toxic leadership among male and female teachers. The observation of table 2 shows that the value of t-ratio calculated for finding out the significance of difference in perception of toxic leadership among principals in male female teachers is 0.9728. It is

less than 1.97, the value required for significance at .05 level. So, it is not significant and the null hypothesis can be accepted. It means that male and female teachers do not differ in their perception of toxic leadership behavior of principals.

Table-3

Mean, S.D. and t-ratio showing difference in perception of principals, transformational leadership among male and female teachers-



	Gender	No.	Mean	S.D.	SD_E	t
Transformational leadership	Male	50	102.1800	18.6609	3.25307	1.1496
	Female	50	105.9200	13.4495		

It was hypothesized that there is no significant difference in the perception of principal's transformational leadership among in male and female teachers. The observation of table 3 shows that the value of t-ratio calculated for finding out the significance of difference in perception of transformational leadership among principals in male and female teachers is 1.1496. It is less than 1.98, the value required for significance at .05 level. So, it is not significant and the null hypothesis can be accepted. It means that male and female teachers do not differ in their perception of transformational leadership behaviors of principals.

Finding- findings of the study find no difference between male and female teachers' perception of transactional, toxic and transformational leadership styles of principals.

The results were not as it was expected to be, female having more pressure including their responsibility home and schools, feels more pressure and stress than that of males. Many researches before it have proved female as a victim of occupational stress, tensions and anxiety. After all they have more responsibilities, expectations from family also in that case it may be possible to have same perception about transformational type of leadership behavior because, and thing that is good, can be a cause of goodness for everyone but toxic and transactional leadership styles should be more destructive for females than that of males, because a female can only perform better if she is getting good support of both her family, boss and staff. And as we know about transactional and toxic leadership behavior that both of them are not supportive, they can be

cause of mental pain for them. But results are totally different as they were expected to be, two reasons may be responsible for this, either the women now a days have become much and more adjective and they are able to cope with each and every circumstances, they have magical stability in their character and any other reason from outside atmosphere can not disturb them, if it so then it is really outstanding in this way we have already get the solution of the problem, and now we should only try to work as the condition remain same in future, government should try to give such type of regulations that those may be helpful to remove increasing occupational stress and work burden of teachers, and provide them security of job. But here is the another possibility, this type of results are also possible when women are working only for earning money, they are not taking any type of interest in their work and just working only to please their leader, in that condition it may be also possible that they have not given the right Information to the researcher as they had any type of fear in their mind, if it is so the condition is really critical, more researches are needed in the field.

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