

**A STUDY ON RELATIONSHIP BETWEEN LEADERSHIP STYLES OF HEAD TEACHERS AND ORGANIZATIONAL CLIMATE OF SCHOOLS IN KHAGARIA**

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**ABSTRACT**

The study investigated the relationship between leadership styles of head teachers and organizational climate of schools in Khagaria Bihar. Two research objectives guided the study while a null hypothesis was tested at 0.05 level of significance in order to make decisions on the issues investigated. The data for the study were collected with the use of two questionnaires called Leadership Styles of Principle/Head (LSPH) and School Organizational Climate (SOC). These were pilot tested using schools composed of 7 Head teachers and 93 students from the same area of that study, bringing the total subjects to 105. These 105 subjects did not form part of the main study. The reliability coefficient of the instruments was ascertained through the split-half method which gave reliability coefficient of 0.78. The sample of the study was 560 subjects composed of principals, teachers and students, selected by stratified random sampling procedure. The analysis of data collected was done using mean, standard deviation and Pearson Product-Moment). The results of the study indicated low relationship (Correlation Coefficient between the organizational climate of schools and leadership roles of Head Teachers of secondary schools in Khagaria, Bihar

**KEYWORDS:** School Organizational Climate, Head, Principle, Leadership Styles.

**INTRODUCTION**

One key behaviour head teachers can practice to improve the quality of instruction in school is effective professional interaction with teachers. This interaction is best regarded as support supervision. Nonetheless, the quality and extent of support supervision teachers are provided seem to depend, to a large extent, on the kind of leadership approach a given head teacher uses, other factors notwithstanding. This paper looks at a study that investigated the correlation between head teacher's supervisor's styles and Organizational Climate in schools in Khagaria Bihar. The importance of supervisory relationship has received much attention in supervision literature. In addition to enhancing the professional functioning of counselors, supervisors have an ethical and legal responsibility to monitor the quality of care that is being delivered to the supervisee's clients (Syracus, 2013). Alberta Education (2003) defines teacher supervision as the on-going process by which an administrator (in this case head teacher supports and guides teaching. Another study examined the perceptions of participants and how they perceive instructional supervision in terms of strengths and weaknesses (Ayse, 2002). This is evidenced in the complaints parents, guardians, researchers, and teachers, students themselves including personal experience of the researcher that there is high incidence of failure of students in both internal and

external examinations. Basically, if supervision of instruction is properly undertaken by principals, there is tendency that the standard of education will be promoted in Khagaria Bihar. The need to raise the standard of education in Khagaria demands that the roles principals play in the process of guiding their teachers and the climate in which the instructional processes takes place becomes pertinent, especially in consideration of Oyedeggi's (2012) report that supervision of instruction by Principle/head Teacher's today moves beyond the concept of inspection and reporting. According to Nwankwo (1991), supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. He further added that the process involves using expert knowledge and experience to verse, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching process in schools.

### **KHAGARIA DISTRICT**

In Early days Khagaria district was a part of the district of Munger, as a subdivision. The sub-division of Khagaria was created in the Year 1943-44. It was upgraded as district, with effect from 10<sup>th</sup> May, 1981, vide Government of Bihar notification no. 7/T-1-207/79 dated 30<sup>th</sup> April, 1981. As a sub-division of the old district of Munger, Khagaria was the youngest, in terms of creation of subdivision, before independence. The other three older sub-divisions were Munger sadar, Begusarai and Jamui. The Jamui sub-division was created on 22<sup>nd</sup> July, 1864 and Begusarai sub-division on the 14<sup>th</sup> February 1870.

Khagaria was created as a separate sub-division mainly because of the difficulties arising out of a lack of easy means of communications. Railways were a very old means of communication in this district. As per the Gazetteer of 1960, this Sub-division had three railway lines - the north Eastern Railway, passing west to east had four Stations – Khagaria, Mansi, Maheshkhunt and Pasraha. One branch Line shot off from Khagaria passing through Olapur and Imli, while another branch line shot off from Mansi, which went up to Saharsa. This Mansi- Saharsa branch line, during that period was however disturbed during rains between Katyani Asthan and Koparia, a distance of 6 miles, which had to be covered by boats. Apart from railways, the other means of communication was roads, which were in a very bad shape. The only metalled road at that time was 22 mile long Maheshkhunt- Aguawani ghat road, which was still under construction. During that period Khagaria- Parihara- bakhri Road was also under construction and National Highway linking Moakamaghat to Assam were under contemplation.

Recurrence of floods was an annual affair, as five major rivers – The Ganga, The Gandak, The Bagmati, The Kamala and The Koshi passed through the area of the subdivision of Khagaria. The recurrence of floods along with water logging made communication extremely difficult in the rainy season. Before the construction of South embankment of Baghmati and Gogari- Narayanpur embankment, the vast portion of land between the railway line and three streams, namely, the Bagmati, the Kamla and The Ghaghri (the main stream of Koshi) and the various streams, as the Maria River and the Maitha river, used to abound in marshes

### **REVIEW LITERATURE**

This made it necessary to study the behavioural patterns or supervisory styles exhibited by the Primary and secondary school principals in Khagaria Bihar State as they really exist, so as to make appropriate justification or techniques to be adopted in the appointment of principals. Insofar the supervisory/leadership styles revolves around the principal for good or bad, studying the supervisory

behaviour of secondary school principals as they monitor their teachers, the assessment of the impact of such monitoring becomes necessary. It could easily be deduced from these assertions that teacher's perception of their principals and the school organizational climate will largely influence the teacher's attitude towards performing his teaching job.

Wallace's work since 2000 suggests that this entails five key responsibilities: ☐

1. Shaping a vision of academic success for all students, one based on high standards. ☐
2. Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail. ☐
3. Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision. ☐
4. Improving instruction to enable teachers to teach at their best and students to learn to their utmost.
5. Managing people, data and processes to foster school improve men

Kochlar (2005), supervision include those activities which are primarily and directly concerned with studying and improving the conditions of which surround the learning and growth of pupils. Supervision is therefore the process which principals/head adopt to help teachers achieve both qualitative and quantitative instructional delivery. It is the effort to stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively (Ashtricks, 2012).

Nwankwo (1991) identified five styles of principals' supervisory styles as democratic style, autocratic, laissez-fair, the transaction and the pseudo-democratic. Similarly, Okorie (1983) identified the same principals' styles in supervising teachers as obtained by Nwankwo (1991). However, both authors differed in their ranking of the principals' supervisory styles. This suggests that principals have rules and regulations which guide them in monitoring the quality and quantity of teaching delivered to the students by the teachers. Such supervisory relationship enables the principal to constantly monitor and receive feedback regarding students' performance. On the principal's ability or skill, as a sound and effective educational leader is dependent on the success of a school system and the school climate. For how the teachers will perform their roles will depend on how they see the school principal as a leader, and how they perceive and relate to the school climate (Okoli, 1995).

## STATEMENT OF THE PROBLEM

Today, one of the greatest complaints by the general public against the educational sector is the high incidence of failure of their students in both internal and external examinations. The researcher personally observed that the students' failure in these examinations is associated with teachers' lateness and truancy to school attendance. The principals of schools appears to be exhibiting poor leadership behaviours following their inability to check teachers' truancy, lateness and lack of commitment to duty. Furthermore, school principals are generally expected to establish a good measure of rapport with their teachers. These facilitative climate factors make for effective of teaching and learning situation. Considering high incidence of failure of students in examinations and the way principals of secondary schools are appointed, one could link these to poor school organizational climate and lack of rapport between principal and teachers. The situation appears to suggest that principals are not performing their supervisory styles effectively. The problem then is to what extent do supervisory styles of the principals/head relate with the organizational climate of the schools? The study covers khagaria

education zone. Specifically, the study covers Head teachers and organizational Climate in the education zones and did not involve non-tutorial staff of the sample schools in the zones.

### RESEARCH OBJECTIVES

The research objectives were posed as follows:

1. What are the leadership roles of school Head Teachers in Khagaria Bihar?
2. What is the organizational climate of Primary and secondary schools in Khagaria Bihar?

**Hypothesis:** The study was guided by one hypothesis. The hypothesis was tested at 0.05 significant levels.

**H0:** There is no significant relationship between school organizational climate and Leadership roles of school Head Teachers in Khagaria Bihar.

### METHODOLOGY

The descriptive survey design and the correlational design were used for the study. Both designs were considered suitable for the study because, according to Nworgu (1988:68), descriptive surveys “aim at collecting data in and describing in a systematic manner the characteristics, features or facts about a given population”. This study is concerned with description of supervisory roles of principals/head and the organizational climate of schools in Khagaria Bihar. Furthermore, Nworgu (1988:69) defined a correlational study as “one which seeks to establish what relationship exists between two or more variables”. The other part of the study seeks to find out the relationship of such variables as supervisor variables (as independent variable) and supervisor behaviour and school organizational climate as dependent variable. The target population for the study consisted of the entire 283 Principle/head currently heading 283 Primary and secondary schools in Khagaria Bihar. A random sample of used for the study. For the purpose of data collection, the researcher developed two instruments namely, Supervisory/Leadership Styles of Head Teachers composed of six (6) items measuring supervisory/leadership styles of Head Teachers and School Organizational Climate (SOC) composed of five (5) items measuring organizational climate of schools were used for the study. The LSPH and SOC were administered to 27 respondents comprising 6 principals and 21 teachers. The data obtained from these respondents (27) were used in establishing the reliabilities of the instruments. These 27 respondents were not involved in the main study. LSPH was a questionnaire instrument for measuring the supervisory/leadership roles of principals and was administered to the 112 Principle/head Teacher’s, which yielded a set of one hundred and twelve scores, representing the supervisory roles of school Head in Khagaria Bihar. The SOC was administered to all the 560 subjects, which comprises sampled teachers. The scores obtained from the principals, teachers and students on this instrument is the organizational climate score. The instruments were administered to the subjects by the researcher in collaboration with teachers; one from each sampled school who acted as research assistants.

The data obtained from the administration of the instruments was analyzed using mean ( $\bar{x}$ ), the standard deviation (S.D.) and t-test statistic.

### RESULTS

#### Table 1:

Mean ( $\bar{x}$ ) and S.D. of the types of Supervisory/leadership Styles of Head Teacher’s and Organizational Climate of Schools

Type of Supervisory Style/Org.Climate	X Response (Rating)	S.D.	Ranking	Remark
Autocratic	3.74	0.018	1	Predominant
Laissez-faire	2.53	0.091	3	Not Predominant
Democratic	3.13	0.032	2	Less Predominant
Grand Mean	41.371	10.028		Less Predominant

Table 1, it is obvious that the greatest proportion of Head Teachers in Khagaria Primary and secondary schools exhibit autocratic supervisory/leadership style in their headship affair. This has mean rating of 3.74 and S.D. of 0.018 followed by democratic which recorded mean score of 3.13 with S.D. of 0.032. The autocratic and democratic types of supervisory/leadership styles were remarked predominant and less predominant respectively. Laissez-faire type of supervisory/leadership style of head teachers recorded the mean response/rating of 2.53 with S.D. of 0.091 and was remarked as not predominant

**H0:** Research hypothesis was represented in.

**Table 2:** Mean Response of the Subjects on the Organizational Climate

Responses Mean	(x)	S.D.
Organizational climate of schools	82.07	17.13

t-test statistical analysis of data on school organizational climate and supervisory/leadership roles of Head Teachers.

Category	No. of Respondents	Mean (X)	S.D.	Difference Between Means	t-Cal Value	t-Critical Value
School org. climate(X1)	560	4.00	1.04	0.14	1.186	1.645
Supervisory/leadership styles of Head (X2)	112	3.86	1.16	0.14	1.186	1.645

**Table 2** shows that the calculated t-value of 1.186 is less than t-critical value of 1.645, the null hypothesis is therefore upheld. This means that there is no significant difference between the mean response of the respondents on the relationship between school organizational climate and supervisory/leadership roles of school Head Teachers

**H0:** Research Hypothesis was presented in.

**Table 3:** Pearson Product-Moment Correlation Coefficient (on School Organizational Climate and Supervisory/leadership roles of Head Teachers)

Pearson $\Upsilon$	Calculated Value
	0.37503

**Table 3:** shows that the calculated Pearson $\Upsilon$  value of 0.37503 indicates low (relationship between the variables; school organizational climate and supervisory/leadership roles of Head Teachers.

### DISCUSSION OF RESULTS

Based on the findings, a grand mean of leadership style score of 41.371 with standard deviation of 10.028 was obtained. This mean score (41.271) indicates that leadership style among Khagaria Head Teachers is less predominant or ineffective while the standard deviation of 10.028 indicates that the ineffectiveness of the supervisory/leadership style of the Head Teachers is relatively uniform across board. This finding confirms Ezenwaji's (2012) report that principals no longer carry out routine checks on their teachers that will create a natural and conducive atmosphere for efficiency and effectiveness. The current state of poor job performance of teachers has been linked to the ineffectiveness of the supervisory practices of the school principals over their teachers (Udebunu, 2012). Based on these reports, it appears that students' poor performance in examinations (internal and external) hinges on poor supervisory styles of the principals over their teachers' teaching activities. Furthermore, the finding of this study revealed low relationship between school organizational climate and supervisory/leadership roles of Head Teachers. This finding is consistent with earlier reports of Eboka (2008) and Ezenwaji (2012) that Principle /Head leadership styles and organizational climate are not related. Based on the foregoing, it appears that Head supervisory/leadership styles over their teachers teaching process are ineffective. The finding suggests that poor organizational climate of the school may not be due to poor supervisory/leadership styles of the Head, and vice versa. The issue of Head supervisory/leadership styles and school organizational climate appears to be inconclusive. There is needed to make further enquiry on this issue so as to clarify the notion.

### CONCLUSION

The following conclusions are made based on the findings of this study. The results of this study provided the empirical evidence that supervisory/leadership styles of Primary and Secondary school principals in Khagaria bihar are ineffective. There was no significant relationship between the supervisory/leadership styles of the Head Teachers and the organizational climate of the schools. Head Teachers of Primary and secondary schools should therefore wake up from their slumber and undertake effective supervisory styles so as to enhance the organizational climate of the schools. Consequently, there may be high relationship between the organizational climate of the schools and the Head Teacher's' supervisory styles.

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