

A STUDY OF RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR AND MANAGERIAL EFFECTIVENESS OF PRINCIPAL'S OF DURG DISTRICT.

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Abstract- The purpose of this research was to understand whether there is a significant correlation between principal leadership behavior and management effectiveness. If yes, what are the key drivers of success for the principal's performance and the school's performance? This survey method has been carried out to investigate the relationship between leadership behaviour and managerial effectiveness of principals of the Durg district. This study correlates with leadership behaviour and managerial effectiveness of principals of higher secondary schools. The researcher visited the higher secondary schools of the Durg district for data collection from principals. One hundred thirty-two principals (66 male and 66 female) were selected through stratified random sampling technique to measure principals' leadership behaviour and managerial effectiveness. The leadership behaviour scale constructed by **Dr. Asha Hinger** was employed to assess the principal's leadership behaviour and Managerial Effectiveness Scale by **Dr. Upinder Dhar, Santosh Dhar, and Preeti Jain (2006)** to determine the managerial effectiveness of the Principal's. The data were examined by using Pearson correlation coefficient. The studies showed a significant and positive correlation between leadership behaviour with managerial effectiveness. The findings suggest that managerial effectiveness is positively related to the Principal's leadership behaviour. The results of this study are substantive for academia, principals, decision-makers, and future educational executives. Should undertake the future research in different contexts or by increasing the sample size by expanding the research situation to ensure validity and reliability of the results. The Ministry of Education would use this study to empower principals to improve performance in higher secondary schools.

Keywords: leadership behaviour, gender, type of institution, managerial effectiveness and

school principal.

Introduction

Principal In any educational organization plays a vital role in his institution. The principal is responsible for all the school's affairs and makes decisions about the school is known as the principal. In recent years, it has been a lack of professionalization of the education system at the national/state level administration of education departments and the professional of schools or colleges. Leadership & management are necessarily linked and complementary. They are not the same thing. Any effort to distinguish the two will likely cause more problems than it resolves. Still, there has been much ink spent delineating the differences. The leader's occupation is to inspire and motivate. The manager's job is to plan, organize and coordinate. Leaders and managers require practical access to leadership and management to influence and encourage their followers to raise their performance to achieve managerial objectives.

Leadership is a process of influencing, motivating, and supporting others to work effectively towards achieving the organization's objectives or goal. Organizational psychologists are particularly interested in leadership as it affects subordinates' job performances and satisfaction. The leader of an educational institution is the principal. The principal is directly responsible for directing the teachers/staff toward the goal of an organization. His attitude with teachers/team creates a positive relationship with each other. Leadership also involves being open-minded and utilizing positive leadership behavior to help everyone feel at ease. Leadership that addresses problems quickly, professionally, and reasonably gets more respect from their employees.

The ability of the management to make decisions and inspire others to perform wellspring is known as leadership. It is the progress of directing the behavior of others towards accomplishing a common goal. In short, Leadership is about making progress through others. Leadership skills can comfort you in all aspects of your career. A successful leader is honest and expects their employees to be direct. If employees feel like their leader is frank with them, they are much more likely, to be honest in return. It is an essential element for excellent company culture and organizational success. In recent years, honesty and integrity were the marks of organizational success; now, as standards slacken, honesty in business is more valuable than ever.

Leadership behaviour will be the research as the driving force of an organization; their essential function is autocratic, democratic, free rein, good communicator, counselor, and representative

of subordinates. It is critical in an organizational function as a school in the education system. Their impact on teachers/staff work culture is where most of the working days of life are spent interacting with other people. Leadership behaviour is the attribute and actions that make an individual effective as a good leader. This behaviour is how a person can guide, direct, and influence others' work to meet specific goals; they can learn actions and strategies to increase their effectiveness. When you think of great leaders today and throughout history in business, politics, sports, or the arts, certain traits and capabilities tend to make them stand out. They practice leadership behaviours that go well beyond what we typically expect from managers and administrators. Leadership behaviour consists of faith, respect, friendly nature, cooperation & wellness of employees. Outstanding leadership may not be born that way, but the behaviours mark the best and lead to success that can be developed and refined over time. The leaders in organizations with high-quality leadership teams follow leadership behaviors such as: Solving problems effectively, seeking different perspectives, operating with a strong outcome, and Supporting others.

Management can be defined as:

According to **Stanley Vance (1959)** - "Management is just the process of decision making and control over the behaviour of human beings for the express purpose of attaining predetermined goals."

Managerial effectiveness could mean achieving organizational goals, increasing productivity, profit, workers' satisfaction, growth, diversification, etc. Managerial effectiveness aims at optimum allocation and utilization of scarce corporate resources to achieve the goals at minimum cost. Successful managers keep the organization going in the present and future. An organization must be capable of performance, growth, and change in the future. Soft skills training the integral and unique responsibility of a manager is to extract the best possible of his employees, who possess different and diversified ideas and differ in their mode of conduct and operation, yet making them work towards one common goal. Managerial effectiveness would be defined as 'to manage self and others most effectively.' However, an individual has managerial effectiveness: recognizing one personality type, achieving goals effectively while synchronizing leadership relationships, dealing with difficult colleagues while maintaining a healthy team Training atmosphere, facilitating ownership by exploring alternatives and generating solutions, and demonstrating sensitivity while retaining objectives. Managerial effectiveness is the degree

wherein management actions are achieving agreed-upon goals and objectives for a protected area. The evaluation of managerial effectiveness helps attain the given objectives of the organization and bring the success and ultimate survival of the organization. The need for managerial effectiveness is as strong in public sector organizations as in private enterprise organizations. Managerial effectiveness depends on the manager themselves, the people manager is working with, and the organization.

Managerial leadership combines the competencies of a leader and the qualities of a manager. The concept of managerial leadership is essential because the term suggests the necessity to gather the managerial and leadership roles for greater organizational effectiveness, effective task performance, effectiveness, satisfaction. Then, the managerial leader is generally evaluated on formal task accomplishment and informal basis of personal and group goal accomplishment. It is suggested that a manager should look upon three series of strengths before choosing a leadership style: Forces in the manager, Forces in the subordinates, and forces in the situations. This approach sees best effective managers as flexible able to select leadership behaviours as needed in a given time and place. A manager will be mainly affected by his background, knowledge, values, and experience (forces in the manager).

OPERATIONAL DEFINITIONS OF THE VARIABLES

Leadership Behavior

Leadership Behaviour is operationally defined as the total scores obtained by the individual on the **Leadership Behaviour scale (LBS)** developed by **Dr. Asha Hinger (2005)**, which includes six dimensions, namely:

- a) Emotional stabilizer (ES) b) Team builder (TB) c) Performance orientor (PO)
- d) Potential extractor (PE) e) Socially intelligent (SI) f) Value inculcator (VI)

This scale consists of 30 items measuring six different areas. The reliability coefficient of this tool is 0.69 & the validity coefficient is 0.49.

Managerial effectiveness

Managerial effectiveness is operationally defined as total scores obtained by the individual on the **Managerial effectiveness scale (MBS)** developed by **Dr. Upinder Dhar, Santosh Dhar, and Preeti Jain (2006)**, which includes three dimensions, namely as:

- a) Functional effectiveness (FE)
- b) Interpersonal effectiveness (IE)

c) Personal effectiveness (PE)

This scale consists of 29 items measuring three different areas. The reliability coefficient of this tool is 0.96 & the validity coefficient is 0.98.

Objectives of the Study

To study the relationship of leadership behaviour with managerial effectiveness of Principals of Durg district.

Hypotheses of The Study

Leadership behaviour would not be positively related to the managerial effectiveness of Principals of the Durg district.

Delimitations of the study

This study will be limited to Principals of Government and private Higher Secondary schools of only Durg district.

Educational Implication of The study

In this study, leadership behaviour and managerial effectiveness variables are significant in any organization's growth and development. The study's findings revealed that leadership behaviour had a significant and positive relationship with managerial effectiveness performance in schools' principal's. This research is helping to improve the quality of schools/colleges and the education system.

Methodology

Population: This study will be performed on Principals of Government and Private Higher Secondary Schools of Durg district. Total numbers of higher secondary schools selected in the Durg district are shown in table no. 1 below-

Table No: - 1

GOVERNMENT SCHOOLS	PRIVATE SCHOOLS	TOTAL
125	133	258

Sample: Sample will be collected by stratified random sampling. Fifty percent of Principals from the total population will comprise the selection for the present study. School wise

distribution of the sample is presented in Table no. 2 below-

Table No: - 2

GOVERNMENT SCHOOLS				PRIVATE SCHOOLS				TOTAL
66				66				132
RURAL AREA SCHOOLS		URBAN AREA SCHOOLS		RURAL AREA SCHOOL		URBAN AREA SCHOOLS		
33		33		33		33		132
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
16	17	17	16	17	16	16	17	132

Tools: Tools used for the study will be as follows: -

1) **Leadership behaviour scale (LBS)** constructed by **Dr. Asha Hinger**.

The dimensions are:

- a) Emotional stabilizer (ES) b) Team builder (TB) c) Performanceorientor (PO)
d) Potential extractor (PE) e) Socially intelligent (SI) f) Value inculcator (VI)

This scale consists of 30 items measuring six different areas. The reliability coefficient of this tool is 0.69 & the validity coefficient is 0.49.

2) **Managerial Effectiveness Scale (MES)** are, constructed by **Dr. Upinder Dhar, Santosh Dhar, and Preeti Jain (2006)**, was used to measure the managerial effectiveness of the managers on different factors of the construct of managerial effectiveness. This scale contains 29 items.

The scale measures three dimensions of managerial effectiveness such as;

- a) Functional effectiveness (FE)
b) Interpersonal effectiveness (IE)
c) Personal effectiveness (PE)

They were correlated with the scales of reliability determined by the split-half method for full length by applying the Spearman-Brown Prophecy Formula on the data collected from the sample. The reliability coefficient was found to be 0.96. Besides face validity, Scale items related to the concept of Managerial Effectiveness; the scale has high content validity on account of being 0.98.

Statistical Analysis

Data Analysis was done through SPSS, and Pearson's correlation coefficient was performed.

Discussion

Data collected concerning this hypothesis was analyzed by employing Pearson's Product moment coefficient of correlation between leadership behaviour(Six dimensions, namely as Emotional stabilizer (ES), Team builder (TB), Performance orientor (PO), Potential extractor (PE), Socially intelligent (SI) and Value inculcator (VI)) and managerial effectiveness(three dimensions namely as Functional effectiveness (FE), Interpersonal effectiveness (IE) and Personal effectiveness (PE)). The result of this analysis has been provided in table no. 3

Summary of Correlation between Leadership Behaviour with Managerial Effectiveness and its dimension.

Table No: - 3

Leadership Behaviour and its dimensions	Managerial effectiveness and its dimensions			
	Functional Effectiveness (FE.)	Interpersonal Effectiveness (IE)	Personal Effectiveness (PE)	Overall Managerial Effectiveness
Emotional Stabilizer (ES)	.267**	.313**	.238**	.286**
Team Builder (TB)	.324**	.352**	.320**	.342**
Performance Orientor (PO)	.441**	.450**	.377**	.446**
Potential Extractor (PE)	.522**	.535**	.418**	.521**
Socially Intelligent (SI)	.408**	.420**	.338**	.410**
Value Inculcator (VI)	.383**	.369**	.349**	.383**
Overall Leadership Behaviour	.533**	.555**	.465**	.543**

**** It has a significant correlation at the 0.01 level (2-tailed), NS= Not significant and N=132**

The Pearson correlation coefficient was determined to find out the correlation between leadership behaviour (and its dimension) and managerial effectiveness (and its dimension). The correlation coefficient between emotional stabilizer, team builder, performance orientor, potential extractor, socially intelligent, value inculcator, and overall leadership behaviour with the dimension of managerial effectiveness, functional effectiveness, interpersonal effectiveness, personal effectiveness, and managerial effectiveness was found to be positively correlated at the

.01 level of significance. Thus, it can be inferred that there is a positive and significant correlation between all the dimensions mentioned above. The leadership behaviour was significantly correlated with managerial effectiveness ($r=.543$, $P = 0.00$, Table 3). The relationship between leadership behaviour (and its dimension) and managerial effectiveness (and its dimension) was found to be positive and significant. This reveals that as the level of leadership behaviour of the principals increases, the principals' managerial effectiveness also increases, and the the level of leadership behaviour of the Principal decreases, their managerial effectiveness also decreases. Therefore, the null hypothesis, "leadership behaviour would not be positively related to the managerial effectiveness of Principals of the Durg district." is not rejected.

CONCLUSION

The results of this research are derived from the higher secondary schools in the Durg district. It supports the existence of a relationship between leadership behaviour and managerial effectiveness. The research study was conducted to examine the relationship between leadership behaviour with managerial effectiveness of principals in the Durg district. This research indicates that principals' leadership behaviour and managerial effectiveness are positively correlated. Data tend to get higher correlation levels with managerial effectiveness. This research help principals to achieve their target on time and complete their work in the educational system. This type of principal will affect the smooth running of the school. Therefore, the principals get the best result in their administrative undertaking. Secondly, the leadership behaviour with managerial Effectiveness skills of principals contributes positively to the performance of teachers, which means the better managerial ability of principals will improve the performance of teachers. Researchers have no previous experience and need to increase the sample to represent more principles. In case the future researchers include other educational sectors for study, the result can be generalized to all principals, giving an accurate picture of the topic.

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