



## **A STUDY OF LEADERSHIP STYLE OF TEACHERS ON THE BASIS OF EXPERIENCE AT SECONDARY SCHOOLS OF THANE DISTRICT**

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### **Abstract**

*The leadership style is the result of the philosophy, personality and experience of the leader. What the leader does determines how well he leads. A style of leadership is relatively enduring set of behavior of individual, regardless of the situation. Different situations call for different leadership style. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, autocratic leadership style may be most effective; however, in a highly motivated and aligned team with homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The present paper highlights the Study of Leadership Style of Teachers on the Basis of Experience at Secondary Schools of Thane District.*

**Keywords:** *Experience, Leadership style, Secondary School Teacher.*



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### **1. Introduction:**

Leadership concerned with the role of a teacher is to create followers who in due course become responsible leader to carry forward the developmental process. As a leader, one must envision the future and personality and believe that one can make a difference. Effective leader supply a shared vision and inspire people to achieve more than they may have dreamt possible. Leadership is necessary for shaping a group of people into a team as a source of competitive business advantage. Effective leader knows how to make people function in collaborative fashion and how to motivate them to excel in their performance. Leaders also know how to balance the individual team member's quest with the goal of producing synergy-an outcome that exceeds the sum of individual inputs.

### **2. Review of related literature:**

For the present study the following review was done;

**Chow, Alice W. K.(2016)**study reveals the landscape of subject leadership orientations that shaped the collaborative practices, power relations and knowledge representations within TLCs. Variability is noted in the subject leaders' concerns for harmonious relationship, executive control, professional growth and leadership empowerment. The spectrum of knowledge structure in these communities is marked by a hierarchical relationship on one end, and a heterarchical relationship on the other. Research limitations/implications: This paper portrays the dynamics within three TLCs, and depicts a continuum of three leadership styles. The literature on subject leadership in TLCs could be enriched with further investigations into the contextual variables and sources of influence that affect the choice of leadership orientations of subject leaders who grapple with a balance between managerial imperative for control and accountability and a learning imperative for participative explorations that satisfy teachers' aspirations for autonomy and creative investments in their own professional enhancement. Practical implications: Subject leadership training should encompass reflective discourse on epistemological beliefs and assumptions on teacher learning and development, and leadership orientations that shape collaborative professional renewal practices.

**Eboka (2016)**investigated the perception of teachers on the influence of principals' leadership styles and gender on teacher morale. Four research questions and four research hypotheses guided the study. An ex-post facto research design was adopted in the study. Through the simple random sampling technique a total of 72 principals and 2,506 in 72 public secondary schools were drawn from the three education zones of Delta State. Two standardized research instruments namely the Multifactor Leadership Questionnaire and the Purdue Teacher Opinionnaire were adapted and used to obtain information on principals' leadership styles and teacher morale respectively. Teacher morale was measured with regard to five teacher morale factors which are teacher rapport with principal, rapport amongst teachers, satisfaction with teaching, teacher status and teacher load. Answers to the research questions were analyzed using the simple descriptive statistics of mean and standard deviation while the t-test was the statistical tool used to address the research hypotheses at .05 level of significance. The findings of the study revealed leadership styles of principals and gender jointly influenced teacher morale. However, the transformational leadership style and male principals had a greater influence on teacher morale. The major findings of the study were discussed, implications highlighted while recommendations were made.

**Nyenyembe,Maslowski, Nimrod and Peter(2016)**explored the relationship between leadership styles applied by school heads and teachers' job satisfaction in Tanzanian

secondary schools. Using a questionnaire, data in this study was collected from 180 teachers in ten secondary schools in Songea District in Tanzania. The most salient finding of this study revealed that teachers were more satisfied with their job when their school heads work closely with them by mentoring them as well as paying attention to their personal well-beings. This study challenges the relevance of transformational and transactional leadership in Tanzanian schools by suggesting that good leadership encompasses both "transformational" and "transactional" styles.

**Saleem (2008)** identified the existing Leadership Style among the Heads of Primary Schools in Kerala. The sample of the study comprised of Heads, Teachers and Parents of Primary Schools situated at the various revenue districts in Kerala. A Leadership Survey Questionnaire (Kalu&Saleem, 2007) and another Leadership Behaviour Descriptive Questionnaire were used. The researcher found that Female Heads were more authoritarian than Male Heads. Majority of the Heads were democratic. The author could not find any difference regarding the qualification of the Heads.

**D'Souza, R. (2006)** studied the leadership behaviour of Principals working in high and low performing secondary schools in Goa in relation to certain relevant variables. 110 schools were selected for the study representing all the 11 talukas of Goa. The sample was represented by 57 principals from high performing schools and 53 from low performing schools. In addition, 768 teaching and 179 nonteaching staff was comprised in the sample. Academic performance refers to pass percentage of students at the public examination (S.S.C.) conducted by Goa Board Secondary and Higher Secondary Education (GBSHSE). Data pertaining to academic performance of five academic sessions (the academic year 1999-2000 to 2003-2004) was taken into consideration. The researcher reported that majority of the principals from high performing schools were more effective than the principals of low performing schools. Schools' organizational climate, job satisfaction of teachers and non-teaching staff was determined by the quality of leadership behaviour of the Principals. No significant difference was found in leadership behaviour of male and female principals in the high as well as in low performing schools.

### **3. Objectives of the Study:**

- 1) To study the Demographics of the gender of Teachers at Secondary Schools of Thane District
- 2) To compare the leadership style of Teachers on the Basis of their Experience at Secondary Schools of Thane District.

#### **4. Hypothesis of the Study:**

- 1) There is no significant difference in the leadership style of five years and more than five years teaching experience at secondary school teachers of Thane district.

#### **5. Research Methodology:**

For the present study descriptive survey method was adopted. This study is ex post facto survey of one district. 1000 teachers were considered as sample from Government, aided and unaided rural and urban schools at secondary level from Thane district are part of study. Out of 1000 teachers only 843 teachers replied and returned the questionnaire. The selection of school was done using stratified sampling technique. For the present study, Leadership style was measured with the help of self reported scale developed by A.S. Arul Lawrence. Its reliability reported to be 0.817.

#### **6. Data Analysis:**

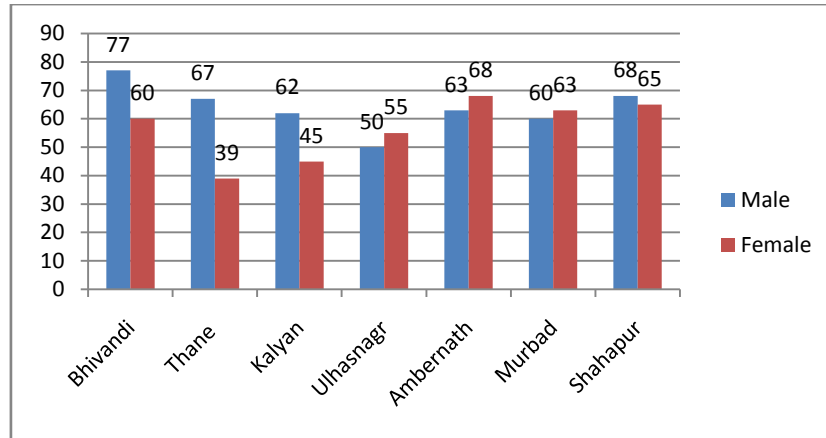
The researcher met to the secondary school teachers in Thane District personally to collect relevant data. The purpose and nature of the study and the target group were mentioned. Permission being granted, and considering the convenience of each group, the researcher visited the school. Teachers were oriented for about 10 minutes regarding objectives of research and activities involved. The questionnaire consists of 22 statements. Each statement is having 3 alternative answers which describe the three different leadership style namely: autocratic, democratic and Laisser-faire. The respondent is asked to choose any one of the answer. There is no right or wrong answer among the responses. The time given to the respondent to complete the questionnaire was 15 minutes. Total 1000 questionnaire were distributed at the Secondary Schools of Thane District. Out of which 843 (84.30%) were received.

##### **6.1 Demographics of the gender of Teachers at Secondary Schools of Thane District**

To fulfill the first objective the analysis the demographics of the gender of Teachers at Secondary Schools of Thane District has shown in the following table and graph:

**Table No. 6.1 Demographics of the gender of Teachers at Secondary Schools of Thane**

<b>District</b>			
<b>Sr. No.</b>	<b>Tahsil</b>	<b>Male</b>	<b>Female</b>
1	Bhivandi	77	60
2	Thane	67	39
3	Kalyan	62	45
4	Ulhasnagr	50	55
5	Ambarnath	63	68
6	Murbad	60	63
7	Shahapur	68	65
Total		447	395



**Graph No. 6.1 Demographics of the gender of Teachers at Secondary Schools of Thane District**

It reveals from the table no. 6.1 and graph no. 6.2 that the demographics of the Male Teachers at Secondary Schools of Thane District the total Male teachers were 447. The further analysis for the male teachers from Bhivandi 77 (17.22%), Shahapur 68 (15.21%), Thane 67 (14.98%), Ambernath 63 (16.09%), Kalyan 62 (13.97%), Murbad 60 (13.42%) and Ulhasnagar 50 (11.18%) respectively.

The demographics of the Female Teachers at Secondary Schools of Thane District the total Female teachers were 395. The further analysis for the female teachers from Ambernath 68 (17.21%), Shahapur 65 (16.45%), Murbad 63 (15.94%), Bhivandi 60 (15.18%), Ulhasnagar 55 (13.92%), Kalyan 45 (11.39%) and Thane 39 (9.87%) respectively.

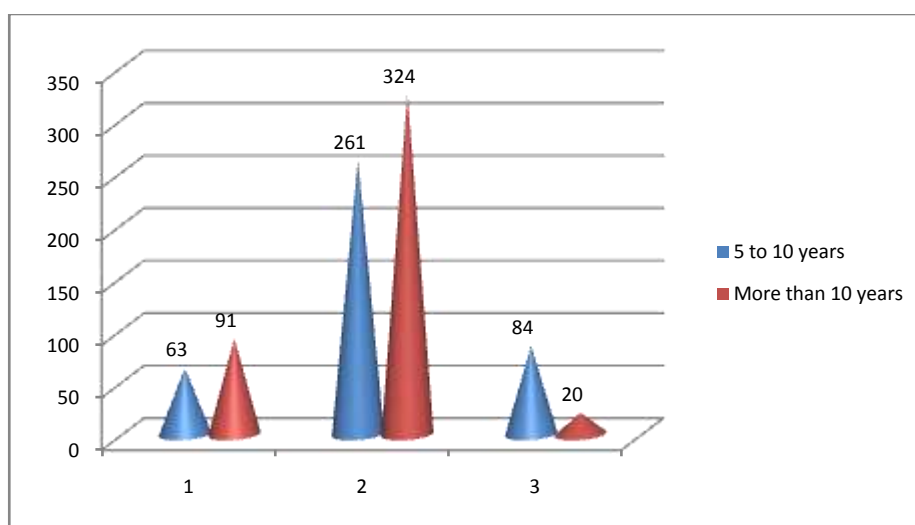
It seems that the Male Teachers at Secondary Schools of Thane District are found in Bhivandi Tahsil which can be said that the male teachers in Bhivandi are adopting the teaching profession might get the opportunity to teaching in secondary schools despite that female chooses this profession. As per the analysis it shows that the female Teachers at Secondary Schools of Thane District are found in Ambernath Tahsil.

**6.2 Comparison of leadership style on the basis of Experience:**

To fulfill the second objective i.e. to compare the leadership style of Teachers at Secondary Schools on the Basis of their Experience of Thane District as shown in the following table and graph:

**Table No.6.2 Descriptive statistic of Experience wise distribution of leadership style**

Experience	N	Leadership Style	Mean	Median	Mode	SD	Kurtosis	Skewness
5 to 10 years	63	LLS	10.571	10	10	2.175	12.236	1.972
	261	MLS	<b>12.45</b>	12	10	3.283	-0.0326	0.652
	84	HLS	9.059	9	9	0.796	0.378	0.331
More than 10 years	91	LLS	9.89	10	9	1.337	0.06	0.832
	324	MLS	<b>12.62</b>	12	12	2.918	0.217	0.806
	20	HLS	10.25	10.5	13	2.314	-0.475	0.337
Total	843							



**Graph No.6.2 Descriptive statistic of Gender wise distribution of leadership style**

It reveals from the above table no. 6.2 and graph no. 6.2 that both the teachers having the experience of 5 to 10 years and teachers having the experience of more than 10 years have the moderate leadership style whereas the teachers having the experience of more than 10 yearshaving mean of 12.62 have higher scores as compare to the teachers having the experience of 5 to 10 years having mean of 12.45 have lower scores.

**7. Hypothesis Testing:**

The hypothesis of the study tested as follows;

- 1) There is no significant difference in the leadership style of five years and more than five years teaching experience at secondary school teachers of Thane district.

**Table No. 7.1 Significance difference in Leadership style of secondary school teachers on the basis of their Experience**

Experience	N	Mean	SD	t-Value	table Value	Level of Significance
5 to 10 years	408	10.02	1.22			
More than 10 Years	435	13.68	1.82	34.00	1.64	0.05
Total	843					

**Rejected**

There is significant difference between leadership style of secondary school teachers on the basis of Gender

It is evident from the above table no. 7.1 that there is no significance difference between leadership style of secondary school teachers on the basis of experience. Hence the hypothesis is rejected as the t-value is 34.00 which is greater than the table value 1.64.

**8. Findings of the Study:**

- The demography of Male Teachers at Secondary Schools of Thane District were found in Bhivandi Tahsil while Female Teachers at Secondary Schools of Thane District were found in Ambernath Tahsil respectively.
- It is found that the teachers having the experience of 5 to 10 years and teachers having the experience of more than 10 years have the moderate leadership style whereas the teachers having the experience of more than 10 year having mean of 12.62 have higher scores as compare to the teachers having the experience of 5 to 10 years having mean of 12.45 have lower scores.

- It is found that there is significance difference between leadership style of secondary school teachers on the basis of experience. Hence the hypothesis is rejected as the t-value is 34.00 which is greater than the table value 1.64.

## **9. Conclusion:**

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. A teacher leader proves to be playing an incentive role in the concern's working. He/she motivates the students with tangible and non-tangible rewards and thereby gets the work from the students. The main aim of the research is to study the leadership style of teachers at Secondary Level School from Thane District. The findings the present study therefore, leads to the conclusion that the leadership style of the school teachers of Thane district had the moderate leadership style in Teaching experience (5 to 10 years and more than 10 years).

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