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RESEARCH ARTICLE

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A STUDY ON THE EFFECTIVENESS OF LEADERSHIP BEHAVIOUR OF PRINCIPALS OF THE GENERAL DEGREE COLLEGES IN NADIA DISTRICT OF WEST BENGAL

¹Sanjit Biswas, ²Dr. Suparna Sanyal Mukherjee and ³Dr. Ruma Deb (De)

¹Research Scholar, Department of Education, Seacom Skills University, Bolpur, Birbhum, West Bengal

²Professor &HOD, Department of Education, Seacom Skills University, Bolpur, Birbhum, West Bengal

³Professor, Department of Education, Seacom Skills University, Bolpur, Birbhum, West Bengal

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*Corresponding author: Naveen Vemuri,

ABSTRACT

The principal plays an important role because he or she is the designated leader of the institution. The extents of cooperation from his colleagues as well as from other stakeholders depend to a great extent on the effectiveness of the principal's leadership behavior. The investigator conducted the present study to reveal a clear picture of the effectiveness of the leadership behavior of principals of the general degree colleges in the Nadia District. The main objective of the study is to find out the effectiveness of the leadership behaviors of the principals of the general degree colleges in the Nadia district in relation to their particular locations. The method followed in this study is the survey method. The population of the study was all the general degree college principals, faculties, and students in Nadia. The target population in this study and the sample were selected from this population. A total of 88 teachers were selected for the sample. The tool used to collect data was the Leadership Behavior Effectiveness Scale (LBES). It was developed by the investigator. The present sequel has drawn an empathic attitude from the study, that the effectiveness of the leadership behavior of the majority of the principals is slightly higher than the average and that there is no significant difference between the effectiveness of the leadership behavior of the principals of the rural and urban general degree colleges.

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INTRODUCTION

Leadership research has grown steadily in recent years. Preliminary research focused on what was considered to be an essential precursor to leadership personality and physical characteristics (Owens, 1987). Weber's (1947) separation of charismatic leadership from position-based leadership promoted the belief that leadership was more of a consequence of a set of human actions based on emotional power that solicited others' assistance (Solomon, 2003, p. 202). It is important to pay attention to these ideas in the following definition. It will become clear first with the definition of the concept of leadership. Leadership is the quality of behavior that allows people to direct others or their activities in organized efforts, according to C.I. Bernard. "Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives," assert Bernard Keys and Thomas. Leadership is the process by which an individual persuades others to carry out a task and guides the organization in a way that strengthens its coherence and cohesiveness. By putting their leadership qualities, such as beliefs, values, ethics, character, knowledge, and skills, into practice, leaders carry out this process.

The ability of an individual, group, or organization to "lead," "influence," or "guide" other people or groups, or entire organizations is referred to as leadership, both as a research field and as a practical skill. The principal is an important person in the college or educational institution, and the behavior of his or her leadership should be considered one of the keys to the achievement of the student and the improvement of the college in society. The principal who tries to create a better college learning environment for that student with the help of staff, teachers, resources, teaching materials, and methods is the principal. The development of an educational institution depends on the nature and quality of the leadership behavior of the head of the institution. The college cannot bring about any positive change without his efforts as the head of the college. Leadership is the interpersonal influence applied in a situation and directed towards achieving specific goals or objectives through communication. The leadership role of the principal is crucial to improving teachers' performance. To enhance teachers' performance, a principal as the leader must have certain behaviors to accommodate the goal-oriented teaching-learning environment. Unfortunately, it remains unknown as to what kinds of successful and effective

principal leadership behaviors will motivate teachers to improve their performance. College principals play an important role in improving the quality and accountability of education implementation in the educational unit.

LITERATURE REVIEW

Research on leadership effectiveness has been developed over time in a consistent stream. Various studies aimed to evaluate the effectiveness of the leadership style used by principals or heads of institutions. A few examples of these studies are those by Darji (1975), Prabhakar (1989), Srivastava (1999), Ali (2002), Mehrotra (2002), Nayal (2005), D'Souza (2006), Mourkani (2006), Njuguna (2006), Timilehin (2010), Olatunji and others (2011), etc. Other studies investigated the leadership effectiveness of principals or institution heads in relation to location (rural vs. urban), and management style (govt./provincialized vs. private/non-provincialized), and results varied. Some examples of these studies include those by Darji (1975), Upadhyaya (1993), Karmakar (2007), Upadhyaya (1993), Mehrotra (2002), Njuguna (2006), Kumaradas (2009), Khanna (2010), Olatunji and others (2011), Dubey (2012), Shailly (2012), Roghaiyeh & Praveena (2013), Surapuramath (2013), Chauhan (2015), Claris's (2015), etc. At least five reviews of empirical studies on the immediate and long-term impacts of leadership on student outcomes have recently been published, according to Robinson et al. (2008). (P. 636). Although there has been a great deal of research done on how the principal's effectiveness affects students' academic performance, the question of whether these influences are direct or indirect is still up for debate (Leithwood et al., 2006). Between 1980 and 1998, the main influences on students' academic achievement were the subject of a study review by Hallinger and Heck (1998).

By this, they used Pinter's framework for planning and conceptualizing studies on principals' effects to divide the results of their review into three models. The direct effect model assumes that leaders not only have an impact on academic results but that these results can be measured without taking other pertinent factors into account. Since the direct effect model's fundamental tenet is that "the leader's effects on school outcome occur primarily in the absence of intervening variables," most studies using this model have a bivariate design (Hallinger and Heck, 1996: 18). While the combined direct and indirect effects of principals on students' outcomes are small, they are educationally significant, according to these reviews (Hallinger and Heck, 1996). The authors underlined that one of the elements that had the biggest impact on students' comprehension and learning was administrative leadership, in which administrators are involved in tasks including setting expectations and staff selection. Principal leadership "does have discernible benefits on student achievement," according to Waters and Marzano (2006). We discovered a 0.25 link between leadership at the school level and typical student accomplishment in classrooms. According to the 0.25 link between principal leadership and students' academic results, highly effective school leaders have a significant impact on students' overall academic achievement (Waters et al., 2005).

Significance of the Study: Any institution's ability to achieve success depends on how well its leader leads. College principals must exhibit the proper kind of leadership behaviour. Effective principals are required because no college can fulfil its mission without someone taking on the duty of assisting the numerous individuals involved in defining goals and selecting programmes for the institution's advancement. The individual, varied efforts of those who collectively make up the college must be integrated into a meaningful whole by someone. In colleges, the role of the principal is vital. Although numerous studies on the leadership effectiveness of principals at various levels have already been conducted both domestically and abroad, no comprehensive research on this topic has ever been conducted in the general degree colleges affiliated with the Kalyani University of West Bengal, particularly in the colleges in the Nadia District. At this point, there are severe concerns about the

leadership abilities of the college principals. In order to fill this gap and provide a comprehensive image of the leadership behaviour efficacy of the principals of the General Degree Colleges in the Nadia District, the investigator undertook the current study.

Objectives of the Study

The research's goals are as follows

1. To find out the Leadership Behaviour Effectiveness of Principals of the General Degree Colleges in Nadia District as perceived by the teachers.
2. To compare Leadership Behaviour Effectiveness between the Principals of the Rural and Urban General Degree Colleges in Nadia District as perceived by the teachers.

HYPOTHESES

In order to accomplish the above-mentioned objectives, One hypothesis was formulated as follows

- There is no significant difference between the Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Nadia District as perceived by the teachers.

METHODOLOGY

Method: The method followed in this study is Survey Method.

Population: The population of the study was all the general degree college principals and general degree college faculties and students in Nadia.

Sample: The researcher in this study employs a non-proportionate stratified random sampling technique. The researcher randomly picked 8 numbers of teachers from each of the 11 colleges. As a result, 88 teachers were chosen as the sample.

Tool: The tool used to collect data for measuring Principals' leadership behavior effectiveness in the general degree colleges of Nadia District of West Bengal was Leadership Effectiveness Scale (LES). The investigator developed it. It is a very complex activity to enumerate and assess the traits that make a leader effective. Furthermore, there aren't any characteristics or abilities that define good leadership. In spite of that, specific requirements for leadership effectiveness exist across diverse situations. Keeping this in mind, with a review of related literature and available tools, the investigator incorporated six dimensions of behavior in the scale to assess the leadership effectiveness of the College Principals. The scale consisted of items covering all six dimensions of Leadership Effectiveness. The scale measures teachers' perception of the six dimensions of Principals' leadership effectiveness viz. a) Interpersonal Relations which signifies the relationship with the staff members, b) Emotional Stability which signifies the stability of emotional expressions/behavior, c) Intellectual Operations which signifies the intellectual versatility of the leader, d) Moral Strength, which denotes the leader's moral commitment and strength; e) Communication Skills, which denote the leader's capacity for information transmission, reception, and processing; and f) Social Consciousness, which denotes the leader's social maturity and consciousness.

Collection of Data: The Leadership Effectiveness Scale (LES) was administered on the sample of the study for the collection of required data. For the aforementioned objective, the investigator personally meets the responders.

Analysis and Interpretation of Data: The Leadership Effectiveness Scale (LES) was administered to the sample. This Likert-type scale consists of 36 statements. Out of these 36 statements, 11 were negative statements and the remaining 25 were positive statements.

Respondents answered each item on a five-point scale i.e. Always, Often, Sometimes, Rarely, and Never. For positive items, a score of 5, 4, 3, 2, and 1, and for negative items 1, 2, 3, 4, and 5 were awarded for each item. That is why; the maximum and minimum scores of a respondent can be 180 & 36 respectively. Objective wise analysis of the collected data is presented as follows-

Objective no. 01: To, find out the Leadership Behaviour Effectiveness of Principals of the General Degree Colleges in Nadia District as perceived by the teachers.

Table 1. Degree of Leadership Effectiveness

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Leadership Effectiveness	130.64	20.25	- 0.0044	0.3035

It is observed from table 03 that the computed value of the mean and standard deviation of the Leadership effectiveness of the Principals of the General Degree Colleges in Nadia District 130.64 and 20.25, respectively, are the values as perceived by the teachers. The computed value of skewness of the distribution is - 0.0044 which indicates that the distribution of the Leadership Behaviour effectiveness scores is skewed negatively or to the left. As a result, scores are concentrated near the top of the scale. The kurtosis value of the distribution is 0.3035. So the distribution of Leadership Behaviour effectiveness scores is platy kurta (Because $.3035 > .263$). In comparison to the normal distribution, the scores are therefore distributed more equally. From the above discussion it can be concluded that the Leadership Behaviour Effectiveness of the majority of the Principals of the General Degree Colleges in Nadia District is slightly higher than the average.



The above pie diagram is showing that the 98% of the leadership effectiveness determinant the mean value i.e. 98%, while 2% is standard deviation depicts the leadership quality as exhibits in the pie chart.

Objective no. 02: To compare Leadership Behaviour Effectiveness between the Principals of the Rural and Urban General Degree Colleges in Nadia District as perceived by the teachers. To attain objective no. 02 one null hypothesis was framed as- "There is no significant difference between Leadership Behaviour Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Nadia District as perceived by the teachers".

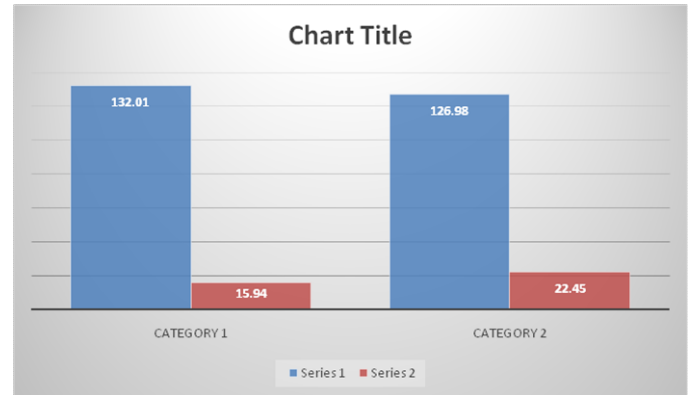
Table 2. Comparison of Rural and Urban Colleges

Type of College	N	M	SD	Critical Ratio (CR)	Accepted the NH
Rural Colleges	32	132.01	15.94	1.05	
Urban Colleges	56	126.98	22.45		

The mean and standard deviation for rural colleges and urban colleges were computed separately, and CR was then determined to test the null hypothesis, "There is no significant difference between Leadership behaviour Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Nadia District as perceived by the teachers." The CR is 1.05, which is less than both 2.58 and 1.96 (at

the 0.05 level) (at 0.01 level). In this case, both levels of the null hypothesis can be accepted. Because of this, it is safe to say that the teachers' perceptions of the leadership effectiveness of the principals of the rural and urban general degree colleges in the Nadia District are not significantly different.

Column Diagram of Mean value and SD Value



The above column is showing the exact value of mean and sd of rural and urban colleges. Mean value shows 132.01 of rural college and 15.94 is SD value. In case of urban sector mean value depicts 126.98 and Sd is enhancing 22.45. Hence the rural is higher than the urban the urban college motivations.

FINDINGS & DISCUSSION

The findings arrived at by the present investigation are of great educational significance. The main objective of the present study was to analyse the leadership behaviour effectiveness of principals of the General Degree Colleges of Nadia District in relation to the Locality of the colleges. The following is an overview of the study's findings:-

1. The Leadership behaviour Effectiveness of the majority of the Principals of the General Degree Colleges in Nadia District as perceived by the teachers is slightly higher than the average. This result conforms to the findings of Darji (1975), Prabhakar (1989), Srivastava (1999), Ali (2002), Nayal (2005), D'Souza (2006), Mourkani (2006), Njuguna (2006), Timilehin (2010), Olatunji and others (2011), etc.
2. There is no significant difference between the Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers. This outcome is consistent with those of Rajeswari (2005), Kumaradas (2009), and Clarisd'sa (2015), etc. But; Upadhyaya (1993), Njuguna (2006), Dubey (2012), Surapuramath (2013), and Chauhan (2015) found significant differences between the Leadership Effectiveness of the Principals of the Rural and Urban educational institutions.

CONCLUSION

The present study is a survey type of research on the leadership behaviour effectiveness of the principals of General Degree Colleges in the Nadia District of West Bengal. The present research work thus helps in understanding the leadership behavior effectiveness of College principals in General Degree Colleges of the District in the context of Interpersonal Relations, Emotional Stability, Intellectual Operations, Moral Strength, Skill of Communications, and Social Consciousness. Here, an attempt was made to analyse the leadership behaviour effectiveness of principals in General Degree Colleges of Nadia District in relation to Locality (Rural-Urban). This micro-level study reveals many significant conclusions. The investigator hopes that this study will be helpful for the Educational Administrators, Policymakers, and the concerned. Authorities while taking decisions

at the College level relating to the issues of Principals. The researchers finally realized that there is a significant need for more research in this field while they were conducting the study. Further in-depth studies can be undertaken on the leadership behaviour effectiveness of College principals at the macro level too by taking some other considerations like Gender (Male-Female), Levels of education (Elementary, Secondary, University), etc.

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