



A STUDY ON EDUCATIONAL LEADERSHIP OF HEAD TEACHERS IN RELATION TO SOCIO- ECONOMIC STATUS

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Abstract: The purpose of this investigation is to identify the relationship between Educational Leadership of head teachers and Socio-Economic Status. Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 90 secondary school teachers are from 15 secondary schools (Each score 3 male and 3 female teachers were selected) situated in Bengaluru Rural District, Karnataka. 'Leadership Effectiveness Scale (LES) developed by Haseen Taj (2002) was used to assess the effectiveness of educational leadership and Socio-Economic Status (SES) Scale was developed and standardised by Dr. Haseen Taj (2012) was used to identify the status of the socio-economic condition of teachers. It is meant to collect responses from secondary school teachers about the leadership effectiveness of the head teachers and their socio-economic status from corresponding schools. To test the stated hypotheses, statistical analysis such as mean, standard deviation, correlation and independent t-test were applied. The findings of the research show that there was significant positive relationship between educational leadership of head teachers and socio-economic status perceived by secondary school teachers and also found that there was a significant difference in the educational leadership of head teachers perceived by teachers having different levels of socio-economic status. It was recommended for school head teachers to take some strategies steps to improving teachers' socio-economic status in order to enhance teachers' job performance. A deep study on educational leadership, it is needed to know the related to school organizational culture, job satisfaction, work life balance of teachers should be taken seriously into mind.

Index Terms - Educational Leadership, Socio-Economic Status, Effectiveness, Head, Teachers

1. INTRODUCTION

Education is a key factor in all development aspects of a nation-social, political, economical, cultural and moral. In a school set-up, the role and functions of the head teachers is multidimensional. Being the leader, the head teacher must set direction for the teachers, students and also staff. Head teacher must be sensitive to the needs of the students, teachers and other members of the school community and encourage them to perform their task effectively. Effective leadership is the key factor in the success of any educational organisation. Leadership is a basic component of education. It is a process by which a teacher connects the self-goals with the goals of education. Leaders influence the school and classroom conditions, teachers as well as the whole community.

Leadership in any sphere of activity whether it is political, social, commercial. It is always crucial. Leadership in education means directing of the educational activities towards the achievement of the set goals for carrying changes and development of an educational institution. Leadership effectiveness involves a group process with the leader as the main directive element. It means achieving a productive use of human and material resources, at or beyond potential. It contributes to organizational effectiveness, or is similar to it, but differs in its emphasis (Taj, 2001). Qualities of leadership effectiveness are not so much attributes of the leaders as they are requirements of the leader's role. Different qualities may be required for leadership effectiveness as a result of the leader's level in the organization. There are many viewpoints as possible regarding to the identifiable qualities of an effective leader, but it has already been said that there are no universal traits of an effective leader, though certain requirements for effective leadership do exist across diverse situations.

At present, education leadership becomes more significant, may be because a leader has to deal with diverse groups within the organization. According to House et al., (1999), "leadership is ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization of which they are members." Educational leadership must make the members of the school organization aware about the specific goals of the particular organization and create an atmosphere of understanding and cooperation. The maximum contribution of teachers will be seen clearly in students' learning outcomes. In order that teachers are able to contribute maximally for students success, it is necessarily that all of the facilities needed are adequate provided. Keeping on the view of the role of teachers, the researcher has tried to make a study of the prevalent factors related to conditions in which teachers performing their duties. First factor is teachers socio-economic status (SES). Teachers' SES could directly affect teachers' work morale and leadership effectiveness.

The roles of head teachers as the leaders of educational institutions are many and complex. They have to follow instructions from the superiors in the department and ministry and implement the various new policies introduced by them. They have to manage, monitor and control at every stage to ensure success of these policies. At the top of that, they have to lead and run the organizations. Educational leadership gives energies to the teachers, students and parents towards achieving common educational goals. Therefore, the leader needs to be strengthening the school under his/her supervision. Training of education leadership will help the leader to be more effective. How effectively the head teachers play their roles depends on many factors. Such factor, socio-economic status is one to gain the support of the various stakeholders.

2. SIGNIFICANCE OF THE STUDY

Doubtless, all teachers should be undertaken persons and have necessary abilities and insights to identify instructing and teaching problems. However, in addition to the above qualities, our principals should introduce coordination between all elements of school organisation and should guide the personnel too. The educational leadership role of a principal necessitates him/her to supervise all existing activities and micro-systems in school like curriculum, social communications, training accompanied by work, extraordinary activities and activities related to them; and makes firm separated micro-systems with the best way, till educational organisation be able to continue its efforts as creator to meet the person and society needs in relation to changing environment. Hence, the school principals not only should reply to the staff and attend to their needs, but also in higher level should reply requests, expectations and needs of various social groups who include the schools (Smith and Andrews, as cited in Hajari, 1995). School principal has the administrative and guidance responsibility of the school. Although s/he is not able to do all devolved affairs alone, s/he should has enough knowledge for leading the whole work aspects. Row and Dark (as cited in Hajari, 1995) suggest that organisational basic changes must be produced and a person as a services coordinator in ordinary and office affairs help the principal in order to free the principal to do educational leadership activities. James and David (2020) concluded that directive, supportive, participative and achievement oriented leadership behaviours had a significant influence on teacher's job satisfaction. Dullat and Trivedi (2019) finding of the study was that female principals possessed higher leadership effectiveness than male principals. Shah and Khan (2018) revealed no significant difference between male & female secondary school headmasters on leadership effectiveness. Thus, the studies related to leadership effectiveness of school heads with respect to their some demographic characteristics except socio-economic status. Therefore, there is need to explore and examine the relationship between educational leadership effectiveness of head teachers and socio-economic status of teachers.

3. STATEMENT OF THE PROBLEM

The topic selected for this purpose is "A STUDY ON EDUCATIONAL LEADERSHIP OF HEAD TEACHERS IN RELATION TO SOCIO-ECONOMIC STATUS"

4. OBJECTIVES OF THE STUDY

The objectives of the current investigation are as follows:

1. To find out the relationship of Educational Leadership of head teachers with Socio-Economic Status of teachers.
2. To examine the effect of different levels of Socio-Economic Status of teachers on Educational Leadership Effectiveness of head teachers.

5. STATEMENT OF HYPOTHESES

The hypotheses stated for the present investigation is as under:

1. There is no significant relationship between Educational Leadership of head teachers and Socio-Economic Status of teachers.
2. There is no significant difference in the Educational Leadership of head teachers perceived by secondary school teachers having low, moderate and high levels of socio-economic status.

6. METHODOLOGY

6.1 Variables of the Study

The following variables are considered in the present study

- I. Dependent Variable
Educational Leadership
- II. Background Variable
Socio-Economic Status

6.2 Operational Definition

- **Head Teacher:** The head teacher or principal is the head of high school and responsible for directing and running the institution. S/he has to act as leader not only of teachers but also students who all must see him/her as respected fountainhead of authority and competence (Luther, 2001).
- **Secondary School Teacher:** A secondary school teacher who teach the students of IX and X standards. This can be in government, private aided and private unaided educational institutions followed by Karnataka State Syllabus.
- **Effectiveness:** This measure of the match between stated goals and their achievement. It is always possible to achieve easy, low standard goals. (Fraser, 1994)
- **Leadership:** Leadership defined as the process of influencing the activities of an organized group toward goal achievement (Rauch and Behling, 1984)
- **Educational Leadership:** This leadership is related to principals who fulfill the leadership behaviour or characteristics in different way of educational dimensions constantly; and they will be admitted in the Leadership Effectiveness Scale by Taj (2002) and the factors were (1) interpersonal relations, (2) intellectual operations, (3) behavioural & emotional stability, (4) ethical & moral strength, (5) adequacy of communication and (6) operation as a citizen.
- **Socio-Economic Status:** In this study the Socio-Economic Status (SES) refers to educational qualification, occupation and family income. The SES Scale was developed by Taj (2012) was used to identify the status of Teacher's status of SES. It was having four dimensions, namely Income, Educational Qualification, Occupation and Material Wealth.

6.3 Sample Size and technique

Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 90 secondary school teachers from 15 secondary schools (Each score 3 male and 3 female teachers were selected) situated in Bengaluru Rural District, Karnataka.

6.4 Research Tool

Leadership Effectiveness Scale (LES): LES scale developed by Haseen Taj (2002) was used to assess the educational leadership effectiveness of head teachers. It consists of a total no. of 79 items (out of which 55 items positively and 24 items negatively worded) Each item having alternative response that is Always (5), Often (4), Occasionally (3), Rarely (2) and Never (1). Scoring was reversed ranging from 1 to 5. The total score of a respondent could range from 79 to 395. This scale consist six major areas that is interpersonal relations, intellectual operations, behavioural & emotional stability, ethical & moral strength, adequacy of communication and operation as a citizen. The scale was reliable and valid through applying appropriate techniques. Socio-Economic Status (SES) Scale was developed and standardized by Dr. Haseen Taj (2012) was used to identify the status of the socio-economic condition of teachers. It is meant to collect responses from secondary school teachers about the leadership effectiveness of the head teachers and their socio-economic status from corresponding schools.

6.5 Statistical Techniques Utilized:

In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as mean, standard deviation and independent t-test. In all the cases 0.05 level was fixed to test the hypotheses.

7. ANALYSIS AND INTERPRETATION OF DATA

The data was analyzed by computing Karl Pearson's Product Moment Coefficient of Correlation and 't' test and the results are presented in the following tables.

7.1 Percentage Analysis

Table-1: Levels of effectiveness in Educational Leadership of head teachers

Effectiveness in Educational Leadership	N	Percentage	Cumulative Percentage
Low effectiveness	4	4.5%	4.5%
Average effectiveness	84	93.3%	97.8%
High effectiveness	2	2.2%	100.0%

The table-1 illustrates that 4.50% of teachers' perceived low effectiveness in educational leadership and 93.3% of teachers uttered average effectiveness in educational leadership and only 2.2% of teachers perceived high effectiveness in educational leadership.

7.2 Correlation Analysis

Table-2: Mean scores, standard deviation, 'r' value sig. value and R² pertaining to Educational Leadership and Socio-Economic Status.

Variables	Mean	Standard Deviation	'r' value	Sig. Level	R ²
Educational Leadership	318.044	42.783	0.379	*	0.1434
Socio-Economic Status	80.955	22.705			

(N=90; df=88; *Significant at 0.05 level confidence (r table value = 0.205))

The table-1 explains the connection results between Educational Leadership of head teachers and Socio-Economic Status perceived by secondary school teachers. The obtained 'r' value 0.379 ($R^2=0.1434$) is greater than the table value 0.205 at 0.05 level of confidence, hence, the stated hypothesis is rejected and an alternative hypothesis accepted that is "there was a significant positive relationship between Educational Leadership of head teachers and Socio-Economic Status perceived by secondary school teachers." It concludes that teachers had higher socio-economic status had higher perception about educational leadership effectiveness and vice versa. The scatter diagram shows the values between raw scores of educational leadership of head teachers and socio-economic status of perceived by teachers.

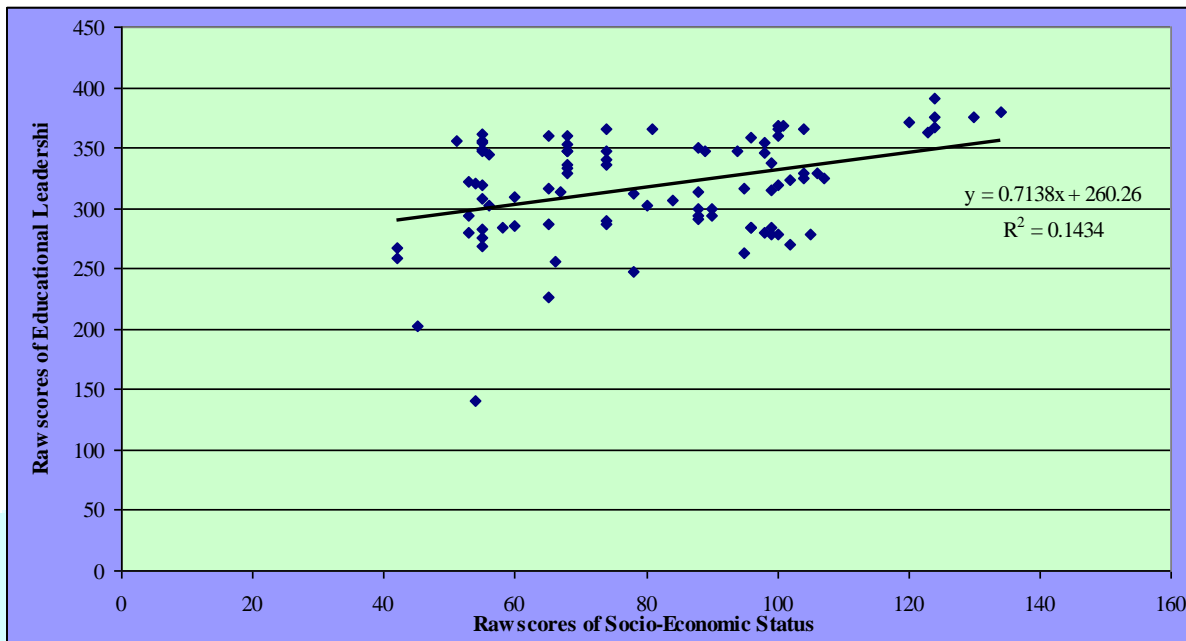


Fig.1 : Scatter diagram shows the values between Educational Leadership and Socio- Economic Status perceived by Teachers

7.3 Differential Analysis

Table-3: Table shows Educational Leadership effectiveness of head teachers with respect to different levels of Socio Economic Status by using independent 't' test analysis.

Socio-Economic Status	N	Mean	Standard Deviation	't' value	Level of Sig.
Low SES	3	242.666	35.444	3.50	*
Moderate SES	80	315.925	39.005		
Moderate SES	80	315.925	39.005	10.53	*
High SES	7	374.571	9.162		
Low SES	3	242.666	35.444	6.35	*
High SES	7	374.571	9.162		

NS=Not Significant, *Significant at 0.05 level of confidence (Tabulated 't' value is 1.99)

The Table-3 explains the results pertaining to Educational Leadership of head teachers with respect to socio-economic status by utilizing independent 't' test analysis. The table-3 further shows that the calculated 't' value of 3.50 is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted that is "There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having low and moderate levels of socio-economic status."

Further table-3 shows that the calculated 't' value of 10.53 is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted that is "There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having moderate and high levels of socio-economic status."

The table-3 further shows that the calculated 't' value of 6.35 is higher than the tabled value of 1.99 at 0.05 level of confidence. Hence, the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted that is "There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having low and high levels of socio-economic status." The secondary school teachers having high socio-economic status (M=374.571) had higher educational leadership effectiveness when compared with teachers having moderate SES (M=315.925) and low SES levels (M=242.666). The comparison of mean scores of educational leadership scores with regard to different levels of socio-economic status are graphically represented in Fig.2.

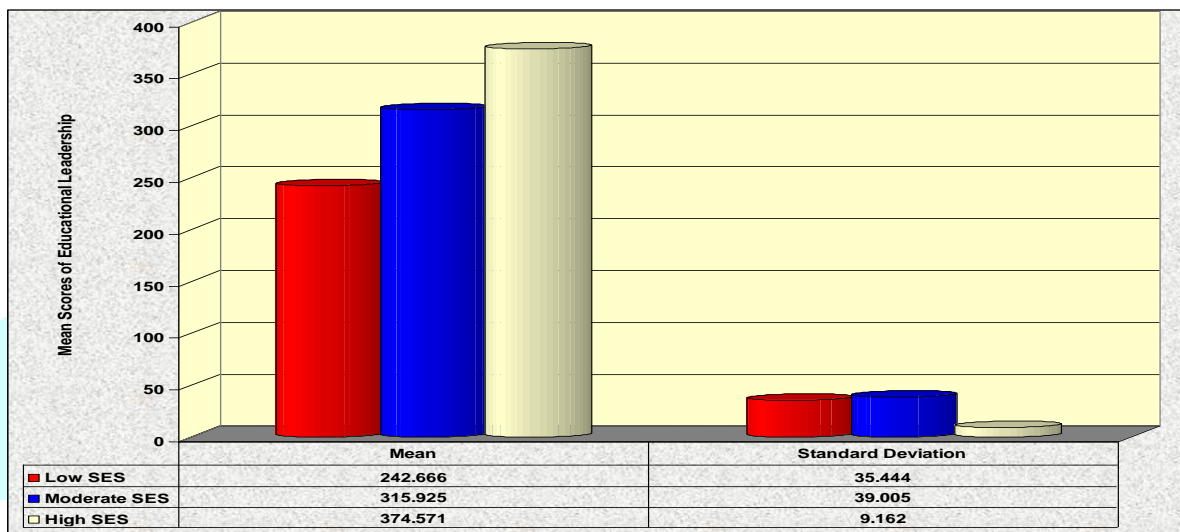


Fig-2: Bar graph shows comparison of mean scores of educational leadership of school heads perceived by teachers having in different levels of socio-economic status.

8. FINDINGS OF THE STUDY

The following were the major findings of the study:

1. There was a significant positive relationship between Educational Leadership of head teachers and Socio-Economic Status perceived by secondary school teachers. It concludes that teachers had higher socio-economic status had higher perception about effectiveness in educational leadership.
2. There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having low and moderate levels of socio-economic status.
3. There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having moderate and high levels of socio-economic status.
4. There was a significant difference in the Educational Leadership Effectiveness of head teachers perceived by secondary school teachers having low and high levels of socio-economic status.

9. CONCLUSION AND EDUCATIONAL IMPLICATIONS

The findings of the research show that there was a significant positive relationship between educational leadership of head teachers and socio-economic status perceived by secondary school teachers and also found that there was a significant difference in the educational leadership of head teachers perceived by teachers having different levels of socio-economic status. It was recommended for school head teachers to take some strategies steps to improving teachers' socio-economic status in order to enhance teachers' job performance. A deep study on educational leadership, it is needed to know the related to school culture, teachers' job satisfaction, teachers' work life balance should be taken seriously into mind.

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