

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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**RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLE AND TEACHING STYLE OF TEACHERS**

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**ABSTRACT**

Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences behavior s of teachers. The Present study entitled "Relationship between principals' leadership style and teaching style of teachers", aims to find out the effect of Principals' Leadership Effectiveness on Teaching Styles of Teachers. To conduct the present study, purposive sampling was done. The sample comprised of 68 subjects - 8 principals and 60 female teachers from public and private schools of Jaipur city. For data collection, two standardized tools were used- Leadership Profile Indicator (LPI-M) by Pareek and Transactional Style Inventory (TSI-Te) by Pareek. Various statistical techniques like Means, Standard Deviations, Correlations, t-test were computed to find out the results. Findings revealed that there was a significant impact of leadership effectiveness of Principals on regulating and adaptability function of teachers' teaching styles

**KEYWORDS**

Principals, Leadership styles, Teaching styles, Transactional styles.

**INTRODUCTION**

Principals play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children, but existing knowledge on the best ways to develop these effective leaders is insufficient. There are three types of people, firstly, those who make things happen, and secondly, those who watch things happen, thirdly, those who wonder what has happened. The first category is our main concern, Leadership which becomes an imperative for all social groups -small or large. Dynamic leaders are able to motivate people. Principals are the integral part of the school. They are the leading part in some action. They run the school and guide the teachers and students from time to time. They are the motivating force behind which the school functions. The quality of education provided all depends on them. If they don't work properly the school loses its name. Everything from the school building to curriculum to text books to extra curricular activities is decided by the principals. Thus, without the Principal the school cannot run and it if at all it runs, it cannot succeed.

The same is with the Teachers. It is the Teacher who is called the second parent of the child. In the school she lays down the foundation of education. The school needs hard working and devoted Teachers to build up the future of the child. Teacher should be an excellent communicator and should fulfill the demands of the students. She should be able to promote good values and behaviour in the students, because it is the teacher who makes or marks the life of the student.

**LEADERSHIP STYLE**

Psychologist, sociologist, political scientist and certainly management students are becoming interested in "Leadership". There have been spurts of indepth studies carried out, on this topic, from time to time. The more intensive research on leadership, the greater the complexity that came to light.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are (U.S. Army Handbook, 1973): Leadership style is the way in which the functions of leadership are carried out, and the way in which the leader typically behaves towards members of the group. In this sense it has a broader implication than management. Managers can effectively run the organizations, but only leaders can build them.

There are a number of different approaches, or 'styles' to leadership and management that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms which will encourage some styles and discourage others.

Most of the work regarding leadership in organization has been done on the way a leader gets results through motivating people. Does the leader order other people to get the work done (known as autocratic style) or does he/she involves them in planning how to do the job (participative style).

Hersey and Blanchard combined the grid approach and the contingency theory to propose their Situational Theory of Leadership. Combining concern for tasks and for people (from low to high), they proposed four Leadership Styles:

1. Style 1 (task concern high, people concern low)
2. Style 2 (both high)
3. Style3 (concern for people high, that for task low)
4. Style 4 (both low)

They proposed that all the four styles are functional; how ever their relevance to the situation is important. They proposed that their effectiveness is inversely related to the maturity of the followers. Later, Blanchard suggested alternative terms: like directive for task orientation and supportive for people orientation, and development level for maturity.

**Directive behaviour** - is defined as the extent to which leader engages in one-way communication, spells out the group roles and tells the group members what to do, where to do it, and how to do it, and then closely supervises the performance. Three words can be used to define directive behaviour: structure, control and supervision – that is, structure the task well, control resources, and closely supervise progress.

**Supportive behaviour**- is defined as the extent to which a leader engages in one way communication, listens, provides support and encouragement, facilitates interaction, and involves the group in decision- making. Three words can be used to define supportive behaviour: praise, listens and facilitate.

A combination of high and low directive and supportive behaviour will give four quadrants, each representing four different leadership styles. These are as following:

- ◆ **High directive/low supportive leader behaviour** (Style 1) is referred to, by Blanchard, as *directing*. The leader defines the roles of group members and tells them what tasks to do and how, when and where to do them. Problem-solving and decision-making are initiated solely by the leader. Solutions and decisions are announced; communication is largely one-way, and the leader closely supervises implementation.
- ◆ **High directive/high supportive leader behaviour** (Style 2) can be called nurturing, and is referred to as *coaching*. In this style, the leader still provides a great deal of direction and leads with his/her ideas, but in addition, he/she also attempts to get a feedback on how the group members feel about these decisions, and encourages them to give their ideas and suggestions. While two-way communication and support are increased, control over decision making remains with the leader.

- ◆ **High supportive / low directive leader behaviour** ( Style 3) can be called consultative, and has referred to as *supporting* by Blanchard. The focus of control for day to day decision-making and problem solving shifts from the leader to the group members. The leader's role is to provide recognition and to actively listen to and facilitate the group's problem-solving and decision making .
- ◆ **Low supportive / low directive leader behaviour** (Style 4) is called *delegating*. The leader discusses the problems with the group, until a joint agreement is arrived at on problem definition, and then, the decision-making process is delegated totally to the group members. It is the group that now has a significant control on deciding how various tasks are to be accomplished.

#### TEACHING STYLES

It is the Teacher who constitutes the real dynamic force in the school and the educational system. It is true that school building, curriculum, curricular, guidance activities and text books hold every important place in the educational programme but they will as such be, of no avail until intality is infused into them by the Teacher.

An effective Teacher should be balanced of all the six functions-nurturing, regulating, managing task, adaptive, creative and confronting. If any one of them is under-developed the Teacher's effectiveness will be limited.

Thus, the twelve types of Teaching Styles are:

##### 1. Rescuing Style-

This style develops a dependency relationship in which a Teacher perceives one's role as that of rescuing the student. The student or child is seen as incapable of taking care of himself or herself. The support is provided conditionally, expecting deference or a client relationship with the student. The support that is given is a reminder that one is superior and that the other cannot function independently. This is a dysfunctional style.

##### 2. Supportive Style-

In contrast, the functional style of nurturing, encourages, motivates and reinforces the other person's own efforts and is aimed at his or her continues improvement in developing an independent, confident style. The Teacher with this style shows patience in learning about the student's problem and empathises with them.

##### 3. Prescriptive Style-

In this style a Teacher will be critical of others behaviour and impose rules and regulations on them. Teachers with this style are quick to judge students on their behaviour and insist that they should follow certain norms. A Teacher will scold, give advice and prescribe solutions rather than help the child to work out alternative solutions.

##### 4. Normative Style –

In this style Teachers are concerned about developing norms of behaviour and helping the student to understand why this is important. Here, one tries to set standards by acting in a manner that will influence the student to emulate the older person as a role model.

##### 5. Task- Obsessive Style-

Teachers with this are mainly concerned with the task in hand, and matters directly concerned to it are not considered important. They are not concerned with the feelings of the students and fail to recognize them since they do not proceed as related to the task. A Task-Obsessive Teacher functions like computer, insensitive to the personal problems or apprehension of the students.

##### 6. Problem-Solving Style –

In this style Teacher is concerned with solving not merely certain aspects of a problem, but the problem in totality. The focus of the Teacher is on finding solutions to problems and in the process involving others and taking their help.

##### 7. Sulking Style –

Teachers in this style keeps the negative feelings to themselves and find difficult to share them. If a Teacher feels that he or she has not been able to fulfill a commitment, then he or she avoids meeting students and feels bad at the same time.

##### 8. Resilient Style –

In this style Teacher shows creative adaptability, learning from students accepting their ideas which appeal to them and modifying his or her approach according to the situation. The Teacher doesn't sulk or feel depressed over negative results and tackles the situation with renewed interest.

##### 9. Bohemian Style-

In this style there are lot of ideas and impatient with current practices that needs to be given shape and most of them are left unfinished as a person flits from one to another. Teachers are less concerned about the working of existing ideas and are more fascinated with new approaches, sometimes for fun. The Bohemian enjoys experimenting but does not settle at one task long enough to enjoy its completion.

##### 10. Innovative Style-

The Teachers in this style are not only able to enthuse others with new ideas but carries them along to accomplish a task. The Teacher can see concrete results in accomplishing a new idea and in internalizing the success.

##### 11. Aggressive Style-

Teachers with this style react to people and situations with aggression and a fighting spirit. They are quick to take up causes and fight for others ideas. They believe that one can achieve the goal only by fighting for it. But often, this aggression makes other people turn away from them, because they feel that the highly aggressive people are best ignored.

##### 12. Assertive Style –

In this style Teacher is firm in resolving and perseverant in tackling a goal. Such a person will explore the problem and confront the situation or the institution to get things done; he or she is not concerned with fighting for the sake of confronting , but is more inclined to seek solutions by tackling the problem with determination and persuasion and is frank, open and sensitive to others feelings.

#### REVIEW OF LITERATURE

This chapter deals with the researches and studies conducted in relation to Leadership and Teaching Styles. For better and easy understanding of the variables, each variable has been taken up separately along with the other factors related to it. Therefore this chapter is divided into the sub-sections/headings-

- I. Studies related to Leadership.
- II. Studies related to Teaching Styles.

#### STUDIES RELATED TO LEADERSHIP

The Leadership role of secondary school Principals' has a wide scope. They are responsible for activities that extend beyond the management of teaching and learning in the school to a role that encompasses a broad sphere of administrative duties and leadership role at the centre of school community. Principals' are above all, Educational Leaders. They are employed by the locally elected board of trustees and are responsible for managing the day to day operation of their school including managing curriculum, personnel, school assets & finances. They are also responsible for providing a safe, physical and emotional environment for their students and a safe work place for their staff.

**Krushell & Newton (1986)** In their study found that gender of the leader did not affect subordinate satisfaction. They analyzed the effect of gender and leadership style on subordinate satisfaction and found subjects in democratic group were more satisfied. Female subordinates, however, were more dissatisfied than were males in autocratically led groups.

**Graves and Powell's (1982)** Findings stated that men and women leaders were not described differently on leadership behaviour, i.e. male and female employee may respond equally well to a leader who is high in both structuring and consideration oriented behaviour.



Leadership as a system concept was adopted by **Tannenbaum Schmidt (1977) & Vroom (1960)**. A system oriented concept of leadership considers (i) The factors within the Principals' (ii) those within the subordinates and (iii) those related to the situation. The system approach explains employee motivation and work behaviour in terms of the fit between what person expects and what job environment provides.

**According to Vaz (1988) Leadership** qualities in any case are not a prerogative of men and there can be vastly different leadership styles. In certain situation feminine characteristics may enhance rather than diminish the ability to be successful leaders.

#### STUDIES RELATED TO TEACHING STYLES

A capable Teacher is creator of intrinsic interest and obligation of education. A Teacher who clearly understands the possibilities and limits of his or her teaching style can make more consistent judgments about how best to use his medium because teaching is a profession where Teacher should be excellent communicator. They should meet demanding criteria in terms of personal qualities and should be able to present themselves effectively.

**Cameron Lawrence James (1993)** studied relationship between Teacher characteristics and successful change by experience in public schools. It was found that there is a relationship between Teacher characteristics as identified through past research and Teacher who had a successful or unsuccessful change.

**Marland (1975)** advises as well that Teachers arrange situation so that they can make frequent but legitimate use of praise and that they observe some simple guidelines concerning the use of praise and criticism. Praise, given its effect on self-esteem & self-concept, should be public on occasion, it should be communicated to parents & others interested adults as well- criticism, in contrast, also because of its effects on self-esteem and self-concept should be given privately. In addition both praise & criticism should be specific rather than general.

**Jain.B. (1982)** studied Teacher in relation to their attitude towards professional & moral values. It was found that Teachers with a positive attitude towards student centered practices, educational process, pupils & Teachers devoted more time to asking questions in the classroom while guiding the more content oriented part of the class discussions. There was a significant positive relationship between Teachers status & Teachers questions.

**Bhandarkar, B.G (1980)** Studied Teacher attitude towards teaching profession. It was found that there was a significant and positive relationship between the age of the Teacher and their attitude towards the teaching profession. The trained Teacher mean attitude score was significantly higher than the mean attitude scores of the untrained Teachers.

#### NEED/IMPORTANCE OF THE STUDY

Any successful school has one major attribute that sets it apart from an unsuccessful project i.e. dynamic and effective leader. In nutshell, leadership plays an important role in today's world. Every group who wants to achieve success has to have a prominent leader. One who is different and has the capacity of leading people behind him. Since Principals influence Teachers to a great extent in any education system., they influence the teaching style of Teachers. The present study was taken up keeping these things in mind.

#### STATEMENT OF THE PROBLEM

The main purpose of the present investigation was to assess the relationship between **Leadership effectiveness** of Principals and **Teaching Styles** of Teachers. The data collected was processed and analyzed statistically. To find out the results various statistical procedures of means, standard deviations, correlations, t-test and were computed

#### OBJECTIVE OF THE STUDY

To find out the difference between teaching styles of Teachers having low and high Principals' leadership effectiveness.

#### HYPOTHESIS

There will be significant difference between teaching styles of Teachers with low and high Principals' leadership effectiveness.

#### RESEARCH METHODOLOGY

The sample for the present study was drawn from public & private schools of Jaipur city to ensure optimum personal contact for data collection. The sample was collected from various schools of Jaipur city. Purposive Sampling Technique was used. The sample consisted of 68 subjects, 8 Principals, and 60 Teachers. In the present study, two standardized tools were selected and administered on sample to assess the Leadership effectiveness of Principals and Teaching styles of Teachers.

For the collection of data, two tools- LPI and TSI-Te were used. Principals of Public and Private schools of Jaipur city were contacted and rapport was established with the Principal and the Teachers. First of all the aim of conducting the study was explained to them. The test of Leadership was administered on the Principals and the test of the transactional style was administered on the Teachers of secondary and senior secondary classes of the science section. To start with, the tools were distributed to the Principal and the Teachers. They were asked to fill them candidly as they were assured of maintaining confidentiality. To find out the result various statistical analysis were applied which included Mean, Standard Deviation, t-test, Correlation and factor analysis were computed.

#### RESULTS AND DISCUSSIONS

The results and their relevant discussions of the study are presented under four sections-

Result I: Descriptive statistics

Result II: t-test

Result III: Correlations

Result IV: Factor analysis

I: **Descriptive statistics**

TABLE 4.1: MEANS AND STANDARD DEVIATIONS OF TEACHING STYLES OF TEACHERS

S.No.	VARIABLES	N	MEAN	S.D
1	Nurturing	60	50.083	4.236
2	Regulating	60	51.683	5.600
3	Task-mgt	60	59.300	10.466
4	Creativity	60	76.967	15.368
5	Reactivity	60	67.950	15.9298
6	Adaptability	60	60.400	9.101

**Table 4.1** reveals the means and standard deviation of Teaching style of Teachers. The table clearly indicates that **Creativity** and **Reactivity** are more in comparison to Nurturing, Regulating, Task-mgt and Adaptability. Now a days in harmony with the modern culture and latest trends, great stress is placed upon Creativity. This Teaching style is widely learnt through magazines, books etc. Everyone wants to be creative and innovative. But the one who does it achieve success. Teaching is such a profession where a Teacher has to be creative and the Teachers were found to be creative in their ideas and thoughts. They adopted new methods of Teaching like audio-visual aids, computer graphics etc. to make chapter clear and easy to understand for the students.

Another interesting result was seen in the interpretation of **Reactivity** i.e. its mean score was 68. The reason behind is that nowadays Teachers are firm in resolving and perseverant in tackling a goal. This Teacher tackles the problem with determination, persuasion and are frank and open with the students. They resolve the student's **problem** to any extent, as they are focused.

II. t-test

TABLE 4.3: t-VALUES OF TRANSACTIONAL STYLES AMONG LOW AND HIGH LEADERSHIP EFFECTIVENESS OF GROUPS

S.No.	VARIABLES	GROUPS	MEAN	S.D	t-VALUE	LEVEL OF SIGN.
1	Nurturing	Group 1	50.5500	4.200	.10	N/S
		Group 2	50.6500	3.329		
2	Regulating	Group 1	51.6500	5.272	.79	N/S
		Group 2	52.8750	6.276		
3	Task-mgt	Group 1	55.9500	10.923	2.07	.05*
		Group 2	62.2250	11.344		
4	Creativity	Group 1	72.7500	14.994	-1.41	N/S
		Group 2	78.6250	15.511		
5	Reactivity	Group 1	66.0500	15.494	-.67	N/S
		Group 2	68.9000	15.307		
6	Adaptability	Group 1	56.3000	6.079	.300	.05*
		Group 2	62.4500	9.714		

GROUP 1. Low Leadership

GROUP 2. High Leadership

[N/S] Not significant

\*.05 level of significance

Table 4.3 indicates significant differences in the mean scores of Teachers on various dimensions with low and high Principal Leadership Effectiveness.

Significant difference is found with regards to **Task-mgt** and **Adaptability**. It can be seen that Teachers are high on these aspects. This clearly indicates that if Principals are good leaders, then concerned Teachers are having Problem-solving attitude and they are very flexible and are able to modify her approach according to the situation.

As today the woman is concerned with solving the problem, as well as keeping in mind the viewpoints of the family members. She considers all the possibilities concerned to the task and works accordingly. These findings are supported by

III. RESULTS OF CORRELATIONS

Hypothesis III: There will be significant relationship among Teaching Styles and Behavioural Styles of Teachers

TABLE 4.5: CORRELATION BETWEEN LEADERSHIP EFFECTIVENESS OF PRINCIPALS AND TEACHING STYLES OF TEACHERS

Nurturing	.5805
Regulating	.1992
Task-mgt	.3375
Creativity	(i).6780*
Reactivity	-.1414
Adaptability	-.3360
Submissiveness	.3253
Aggressiveness	.5602
Assertiveness	(ii).7000*

Table 4.5 reveals that –

It is found that when Leadership style of Principal is seen Teachers are found to be creative, they are always thinking to enthuse others with new ideas and thoughts.

IV. FACTOR ANALYSIS

As a first step in the analysis of data, intercorrelations were computed among all the variables, included in the study using Pearson’s Product Moment Method. The obtained correlational matrix was factored by Principal components method. Only those factor were retained for future rotation which had eigen value more than 1.00.

TABLE 4.7: EIGEN VALUES OF PRINCIPAL FACTORS EXTRACTED

FACTOR NO.	EIGEN VALUE	PCT OF VARIANCE	CUMULATIVE VARIANCE
1	2.44306	27.1	27.1
2	1.35394	15.0	42.2
3	1.03550	11.5	53.7
4	1.02779	11.4	65.1

Table 4.7 shows Four factors each having value more than 1.00 were extracted. These factors together accounted for 65.1 % of total variance.

TABLE 4.8: VARIMAX ROTATED MATRIX LOADINGS OF FOUR EXTRACTING FACTORS ON ALL THE ITEMS

VARIABLES	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
Nurturing	-	.69706	-	.74613
Regulating	-	-	-	.69277
Task-mgt	-	-	.56940	-
Creativity	.76242	-	-	-
Reactivity	.59096	-	-	-
Adaptability	.71547	-	-	-
Submissiveness	-	.89791	-	-
Aggressiveness	-	.58635	-	-
Assertiveness	-	-	.77677	-

Table 4.8 shows varimax rotated matrix for all the variables under study.

FACTOR 1 – CHILD EGO STATE

The scores having significant positive loadings on these factors are **creativity (.76)** **reactivity (.59)** and **adaptability (.72)**.

The loading patterns of this factor suggests that all these three variables are related to Child Ego State. All three variables are related to each other. Increase in any one will increase the other.

**FACTOR 2 – NON-ASSERTIVENESS FACTOR**

It has high loadings of (.69) on nurturing, (.90) on submissiveness (.59) aggressiveness on the behaviour aspects. Both these aspects are opposite of assertiveness. Hence this factor can be called Non-assertiveness factor.

**FACTOR 3 – ADULT EGO STATE**

It has high loadings of (.57) on task function which is task of adult. Hence this factor can be called adult ego state factor.

It also has loadings of (.78) on assertiveness, which may also be a part of the task-orientation. Hence, this factor suggests that problem-solving attitude of adults leads to assertiveness.

**FACTOR 4 – PARENT EGO STATE**

Factor 4 has high loadings of (.75) on nurturing and (.69) on regulating variables. Both of these variables are related to the parental function, hence this factor may be named as Parent Ego State.

Nurturing and regulating are related to each other so increase in any one will increase the other.

**RECOMMENDATIONS & SUGGESTIONS**

A Teacher who clearly understands the possibilities and limits of his or her teaching style can make more consistent judgments about how best to use his medium. An effective Teacher should be balanced of all the six functions – nurturing, regulating, managing task, adaptive, creative & confronting. She must set an equilibrium so as to achieve success and satisfaction in her life.

**CONCLUSIONS**

1. There was a significant difference between Teaching Styles of Teachers with low and high leadership effectiveness of Principals on Regulating and Adaptability function.
2. Correlations were found between Adaptability and Reactivity. They were also found between Nurturing and Assertive behaviour. It was also seen that if Teachers were found to be Creative and Innovative in their ideas and thoughts.
3. It was also found that where leadership effectiveness of Principal was seen Creativity of Teachers was found.

**DELIMITATION'S OF THE STUDY**

1. The study is delimited to a small sample.
2. The study is delimited to female Teachers.
3. The study is delimited to three variables.

**SUGGESTIONS FOR FURTHER STUDY**

1. Further study could be replicated on a larger sample, which could provide wider outlook.
2. Some more variables can be included for further study.

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