



## A STUDY OF LEADERSHIP QUALITY IN THE HEADMASTERS OF PRIMARY SCHOOLS

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### ABSTRACT

*Who is the winner of leadership quality, Male or Female? This question remained a point of curiosity and discussion among researchers. Many studies have already been conducted to explore this question on **Leadership Qualities among the Headmasters of Primary Schools**. Present study tries to know the leadership quality of the Head Masters of Primary Schools of Ahmedabad Municipal Corporation (AMC). Though researcher used various parameters to investigate the school leadership quality but more or less almost all the parameters that have been used converge common competencies. In the present study, the researcher has used 4 areas of school leadership viz. **self awareness, approach, strategy and impact**. These 4 areas are spread over 13 sub-competencies of leadership areas. To investigate the leadership qualities in above mentioned areas, the researcher used a standardized tool developed by Talent Innovation UK used in around 12 countries including India. This tool has 83 statements on 5 rating scale viz. poor, fair, satisfactory, good and excellent. The study was conducted on 70 Head Masters of AMC primary schools in Ahmedabad district with two hypotheses, with assumptions that there will be no significant difference in leadership quality of Head Masters of AMC schools in respect to their sex and zone.*

**Key words:** *leadership qualities, ideas, inspiring*



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## INTRODUCTION

Leading a team or group is a real skill that takes time, thought and dedication. Leadership is the most studied aspect of business and organization because it is the one overarching topic that makes the difference between success and failure. At times it may seem overwhelmingly complex, but by focusing on some fundamentals you will find that you can lead your team with confidence and skill.

## LEADER VS. MANAGER

“Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment...strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. “The real challenge is to combine strong leadership and strong management and use each to balance the other.”- *John Kotter*. Often a distinction is made between leadership and management, although sometimes, it would seem, for the sake of it. Individuals cannot simply be classified as either one or the other - both leadership and management skills are needed for success. At times ‘leaders’ will need to manage tasks and projects, and ‘managers’ will need to influence and inspire people. Managers are not confined to management and leaders are not restricted to leadership - the critical issue is about getting the right balance for the job you do. Management is generally seen to involve overseeing day-to-day operations, accomplishing goals and achieving tasks, while leadership spans a wider remit that includes **influencing** and **inspiring** others, generating **ideas** and defining a **strategy** and **vision**. In the table below you will see a direct comparison between leadership and management activities. An individual can be a great leader, a great manager, or both, but each area requires the mastery of slightly different skills and competencies.

## OBJECTIVES

The following were the objectives of the study :

- (1) To identify the existing Leadership Quality among the Head Masters of Primary Schools of AMC in relation to their sex.
- (2) To identify the existing Leadership Quality among the Head Master of Primary Schools of AMC in relation to their Zone.

## **HYPOTHESIS**

The hypothesis were under:

**H<sub>01</sub>:** There will be no significant difference between the mean scores of Head Master's Leadership Quality in relation to their sex.

**H<sub>02</sub>:** There will be no significant difference between the mean scores of Head Master's Leadership Quality in relation to their Zone.

## **DESIGNE OF THE STUDY**

For the present study, the researcher used survey method for assessing the Leadership Quality among the Head masters of Primary School in AMC. For making the study quantitative the data is to be collected through multiple approaches. These enhances cross checking of the data and thereby ensures reliability and minimize subjectivity. Hence the researcher collected data from head Masters of Primary Schools of AMC of the sampled schools. Before finalizing the survey questionnaire, a small pilot study was done with 20% of sample size of Head Masters to collect the feedback on errors and understanding of questionnaire.

## **POPULATION AND SAMPLE**

The population selected for the study was the Head Masters/head Mistress in the Primary Schools of AMC. For the selection of an adequate sample for the investigation the researcher followed stratified random sampling techniques. Samples were collected from various schools of AMC. The sample consisted of Head Master/Head Mistress of Primary Schools of AMC. The tool was administered on 70 Head Masters/Head Mistress of AMC schools was done and primary data was collected.

## TOOLS

In the present study, the researcher used the survey method as a main technique to investigate the Leadership Qualities among the Head of Primary schools in AMC. Therefore a **Leadership Qualities Survey Questionnaire (LQSQ)** with 83 statements at a rating scale of 5 points viz. poor, fair, satisfactory, good and excellent was used. These 83 statements were representing 4 areas of school leadership and 13 sub competencies.

## STATISTICAL TECHNIQUE

The data obtained through LQSQ was analyzed using basic descriptive statistics such as mean, standard deviation and t-test. The data was also represented in frequency graphs and interpreted as quantitative aspect. Percentage analysis was carried out for the data collected through LQSQ. The results obtained through the above technique were interpreted.

## ANALYSIS AND INTERPRETATION OF THE DATA

The questionnaire was given to 70 Head Masters of AMC school of Ahmedabad city. The data collected through this tool being raw was unable to give any information regarding the variables. Therefore it was arranged systematically. The researcher classified the data representing the 6 zones (East, West, South, North, Hindi & Urdu) and sex (Male & Female) school wise. Researcher used statistical techniques like mean, standard Deviation and t-test to do the analysis of the data collected.

**Ho<sub>1</sub>:** There will be no significant difference between the mean scores of Head Master's Leadership Quality in relation to their sex.

**Table :1**  
**Analysis of average responses, (scale rating) measuring Leadership Quality in Head Masters of AMC schools of Ahmedabad City in relation to their sex.**

Sex Head Masters	Leadership Raiding Scale					Mean	SD	t- test	Level of Significance
	Poor	Fair	Satisfactory	Good	Excellent				
Male	0	3	18	32	30	17	15	0.10	N.S
Female	0	3	16	33	29	16	15		

From table No-1, it is evident that t-value which is calculated i.e.  $t_{cal}=0.10$  which is less than the  $t_{0.05 level}= 1.96$  which indicates that the t-value is not significant at 0.05 level of

significant. Therefore the hypothesis that there will be no significant difference between the mean scores of the Head Master’s leadership qualities of AMC schools of Ahmedabad city in respect to their sex will not be rejected at 0.05 level. It means that there is no significant difference between the leadership qualities of Head masters in relation to their sex.

**Ho.2:** There will be no significant difference between the mean scores of Head Master’s Leadership Quality in relation to their zone

**Table :2**  
**Analysis of average responses, ( scale rating) measuring Leadership Quality in Head Masters of AMC schools of Ahmedabad City in relation to their zone.**

Zone	Leadership Raiding Scale					Mean	SD	t-test	Level of Significance
	Poor	Fair	Satisfactory	Good	Excellent				
Male	0	4	17	35	28	17	15	0.16	N.S
Female	0	3	14	30	30	15	15		

From table No-2, it is evident that t-value which is calculated i.e.  $t_{cal}=0.16$  which is less than the  $t_{0.05 level}= 1.96$  which indicates that the t-value is not significant at 0.05 level of significant. Therefore the hypothesis that there will be no significant difference between the mean scores of the Head Master’s leadership qualities of AMC schools of Ahmedabad city in respect to their zone will not be rejected at 0.05 level. It means that there is no significant difference between the leadership qualities of Head masters in relation to their zones.

### MAJOR FINDINGS OF THE STUDY

**Findings-1 :** Out of 70 Head Masters assessed, 47% of HMs assessed themselves on Excellent, 39% on Good, 13% on Satisfactory, 1% on Fair and nobody assessed self on poor.

**Table-3**

Rating	Scale	No. of HM	% of Head Masters
Poor	1	0	0
Fair	2	1	1
Satisfactory	3	9	13
Good	4	27	39
Excellent	5	33	47

**Findings-2 :** Out of total Head Masters surveyed in leadership area of Approach, no HM assessed self on Poor while 6% HM assessed self on Fair, 27% on Satisfactory, 34% on Good and 33% on Excellent rating.

**Table-4**

Leadership Area	Rating	Scale	% of HM	No of HM
<b>APPROACH</b>	<b>Poor</b>	1	0	0
	<b>Fair</b>	2	6	4
	<b>Satisfactory</b>	3	27	19
	<b>Good</b>	4	34	24
	<b>Excellent</b>	5	33	23

**Findings-3 :** Out of total Head Masters surveyed in leadership area of Self-awareness, no HM assessed self on Poor while 3% HM assessed self on Fair, 25% on Satisfactory, 42% on Good and 30% on Excellent rating.

**Table-5**

Leadership Area	Rating	Scale	% of HM	No of HM
<b>SELF-AWARENESS</b>	<b>Poor</b>	1	0	0
	<b>Fair</b>	2	3	2
	<b>Satisfactory</b>	3	25	17
	<b>Good</b>	4	42	29
	<b>Excellent</b>	5	30	21

**Findings-4:** Out of total Head Masters surveyed in leadership area of Strategy, no HM assessed self on Poor while 4% HM assessed self on Fair, 20% on Satisfactory, 43% on Good and 33% on Excellent rating.

**Table-6**

Leadership Area	Rating	Scale	% of HM	No of HM
<b>STRATEGY</b>	<b>Poor</b>	1	0	0
	<b>Fair</b>	2	4	4
	<b>Satisfactory</b>	3	20	14
	<b>Good</b>	4	43	30
	<b>Excellent</b>	5	33	23

**Findings-5 :** Out of total Head Masters surveyed in leadership area of Impact, no HM assessed self on Poor while 1% HM assessed self on Fair, 13% on Satisfactory, 39% on Good and 47% on Excellent rating.

**Table-7**

Leadership Area	Rating	Scale	% of HM	No of HM
<b>IMPACT</b>	<b>Poor</b>	1	0	0
	<b>Fair</b>	2	1	1
	<b>Satisfactory</b>	3	13	9
	<b>Good</b>	4	39	27
	<b>Excellent</b>	5	47	33

**Findings-6 :** Out of total Head Masters surveyed in 3 sub-competencies ( Courage, Breadth and Adaptability) of Leadership area-Approach, 43% HMs rated highest in courage and 28% rated on lowest.

**Table-8**

Leadership Area	Competency		Courage		Breadth		Adaptability	
	Rating	Scale	% of HM	No of HM	% of HM	No of HM	% of HM	No of HM
<b>APPROACH</b>	<b>Poor</b>	1	0	0	0	0	0	0
	<b>Fair</b>	2	1	1	7	5	6	5
	<b>Satisfactory</b>	3	24	17	30	21	28	20
	<b>Good</b>	4	31	22	35	25	35	24
	<b>Excellent</b>	5	43	30	28	20	31	22

**Findings-7 :** Out of total Head Masters surveyed in 4 sub-competencies ( Humility, Empathy, Self-Believe, Curiosity) of Leadership area of self awareness, 41% HM reted self highest in self Believe while 23% rated lowest in Humility.

**Table-9**

Leadership Area	Competency		Humility		Empathy		Self Belief		Curiosity	
	Rating	Scale	% of HM	No of HM	% of HM	No of HM	% of HM	No of HM	% of HM	No of HM
<b>SELF-AWARENE SS</b>	<b>Poor</b>	1	0	0	0	0	1	1	1	1
	<b>Fair</b>	2	4	3	1	1	1	1	10	7
	<b>Satisfactory</b>	3	35	25	23	16	15	10	26	18
	<b>Good</b>	4	38	27	46	32	42	29	39	27
	<b>Excellent</b>	5	23	16	30	21	41	29	24	17

**Findings-8 :** Out of total Head Masters surveyed in 3 sub competencies (Add Value, Paly Long Game, Vision) of Leadership area of strategies, 41% of HM rated self highest in vision while 23% rated lowest in play long game.

**Table-10**

Leadership Area	Competency		Add Value		Play Long Game		Vision	
	Rating	Scale	% of HM	No of HM	% of HM	No of HM	% of HM	No of HM
SYRATEG Y	Poor	1	0	0	0	0	0	0
	Fair	2	1	0	7	5	4	3
	Satisfactory	3	19	13	27	19	10	7
	Good	4	45	31	43	30	44	31
	Excellent	5	36	25	23	16	41	29

**Findings-9 :** Out of total Head Masters in 3 sub competencies ( Responsibility, Resonance, Fun) of Leadership area of strategies, 56% of HM rated self highest in Responsibility while 43% rated in Resonance and Fun.

**Table-11**

Leadership Area	Competency		Responsibility		Resonance		Fun	
	Rating	Scale	% of HM	No of HM	% of HM	No of HM	% of HM	No of HM
IMPACT	Poor	1	0	0	0	0	1	1
	Fair	2	3	2	1	1	1	1
	Satisfactory	3	9	6	17	12	11	8
	Good	4	33	23	39	27	44	31
	Excellent	5	56	39	43	30	43	30

**Finding-10:** Head Masters rated themselves highest in Impact and lowest in approach area of Leadership.

**Table-12**

Rating		Poor	Fair	Satisfactory	Good	Excellent
AREAS OF LEADERSHIP	Approach	0	4	19	24	23
	Self-Awareness	0	3	17	29	21
	Strategy	0	3	13	31	23
	Impact	0	1	8	28	33



**Findings- 11 :** Head Masters themselves highest in Responsibility while lowest in Humility in sub competence of leadership areas.

**Table-13**

		Sub Competency	Rating				
			Poor	Fair	Satisfactory	Good	Excellent
<b>LEADERSHIP ARES</b>	<b>Approach</b>	<b>Courage</b>	0	1	17	22	30
		<b>Breadth</b>	0	5	21	25	20
		<b>Adaptability</b>	0	5	20	24	22
	<b>Self-Awareness</b>	<b>Humility</b>	0	3	25	27	16
		<b>Empathy</b>	0	1	16	32	21
		<b>Self-Belief</b>	0	1	10	29	29
		<b>Curiosity</b>	1	7	18	27	17
	<b>Strategy</b>	<b>Add Value</b>	0	0	13	31	25
		<b>Play Long Game</b>	0	5	19	30	16
		<b>Vision</b>	0	3	7	31	29
	<b>Impact</b>	<b>Responsibility</b>	0	2	6	23	39
		<b>Resonance</b>	0	1	12	27	30
<b>Fun</b>		1	1	8	31	30	

**SUMMARY OF THE FINDINGS:**

Summary of the findings are as under,

- (1) There is no remarkable difference in leadership quality among Male and Female Head Masters of AMC schools of Ahmedabad city measured on common parameters of leadership.
- (2) Head masters from all the six zones are closely similar when assessed on common parameters of leadership and showing no noticeable amount of difference.
- (3) Majority of the Head Masters are rating themselves in higher competencies ( Good and Excellent ), very few HMs are considering themselves in satisfactory while almost no HM is rating self in lower competencies (Poor and Fair).
- (4) Head Masters have rated themselves highest in leadership area of Impact while rated lowest in Approach.
- (5) In sub competence, Head masters have rated highest in Responsibility while lowest in Humility.

**MAJOR POINTS OF SUGGESTIONS:**

- (1) It can be good discussion topic with Head Masters to explore their understanding on leadership qualities.
- (2) None of the Head Masters have explained the reason in comment box for which he/she consider self in given rating while putting a mark on the questionnaire.
- (3) Head Masters have rated themselves highest in responsibility while self-awareness is rated somewhere in lower rating. It can be discussed with them that without self-awareness how they are considering self-highest in performing the responsibility.
- (4) School leadership is directly related with child performance in the classroom and therefore if more than 80% HMs are rating themselves higher, students of their school must perform significantly high, unfortunately which is not the case.
- (5) DIET and SSA provides food technical training to the Head Masters and no doubt result has improved but it is high time to provide leadership training and workshops to the heads of schools.
- (6) Self-imposed leadership is very different than earned leadership; means feedback of teachers, subordinates and child performance should be considered and taken into consideration while rating self on leadership parameters. It can be done though serious reflection by Head Masters on actions on daily basis.
- (7) Head teacher Aptitude Test (HTAT) is taken as cutoff merit for Head Master selection byt mere clearing aptitude test should not be considered as final selection. Head Masters must also be assessed on their track record of proven leadership quality.

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