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Problems faced by school principals in relation to their leadership quality and school environment

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Abstract

The purpose of present study was to find out the various problems faced by school principals in relation to leadership quality and school environment. The design of this study is descriptive in nature. The sample of 130 Principals were selected by using random sampling technique. The data was collected by using LES (Leadership effective scale), SES (School effective scale) and Self-made questionnaire. For analysis the collected data correlation was used as statistical technique. The findings of present study revealed that there is no significant correlation between problems of principals in relation to their leadership quality and school environment.

Introduction

Education is considered as the backbone of a society. The progress of civilization and the advancement of a nation depends upon the productive human resources. Education is considered as the most influential instrument to create human resources of a country. The development of any country depends mostly on education. Progress of any country is possible only when its citizens are dynamic, resourceful, enterprising and responsible.

In the organisation called school, the Principal is the one who is the main force behind driving it smoothly, in the right direction. He plays multiple roles for the benefit of the school as well as its teachers, students and other members. He is the key figure who guides, motivates, leads everyone in school and helps them to co-ordinate among themselves. Like every other organisation, the effective ability and skills of this educational leader directs the school system on the path to success.

School Principal is that person who leads the entire school. This has to be done with limited resources for achieving all managerial goals by following some rules and regulations in given time. In other words, besides functioning for administrative and academic tasks, the principals have to lead and motivate others for successful achievement of all organizational goals for progress and development of his/her own institution. The principal is the central figure in the school administration, as along with administering, he also has to supervise the

teachers and other workers. Everything related to a school, from curriculum to techniques of teaching method, from extra-curricular activities to the staff, has to be organised and guided by him. The efficiency, skill, personality and professional competence of the principal is the deciding factor behind a school's efficiency. He is the axis around which the planet of the educational plants revolves. He is the force that directs the tone and climate of the schools atmosphere. Everything that happens in a school is a responsibility of the principal.

Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community.

As the headmaster or principal is the leader of the school so it is expected that, he must have knowledge in the field of administration and organisation. He should be able to balance and look into different matters or complications at different point of time. The quality of leadership is related to human experience and energy in an organised group. The principal demonstrates his administrative ability in through his actions which make him recognized as the leader of a group. The principal play a very predominant role in the development of good school environment. The environment of the school is decided by his leadership behaviour. If the leadership behaviour of the principal is inefficient, then even the best of school programmes, resources, staff and students would not be able to make the school successful. Hence, the importance of good leadership quality in an organisation should be emphasized upon more and more. In this way, the leadership quality of the school head or principal is related to the environment of the school.

Leadership is an essential part of school administration and management. It plays a major role in the smooth functioning of any educational institution. Leadership is that human characteristic which lifts a man's vision and perception to higher levels and builds his personality beyond its regular boundaries. The success of the school relies on the correlation of principal's leadership quality behaviour and school environment.

Objective

- To find out the various problems faced by school principals in relation to leadership quality.
- To find out the various problems faced by school principals in relation to school environment in relation to following factors :
 - In relation to their Gender
 - In relation to their work experience

Hypothesis

- There is no significant correlation between problems of principals and leadership qualities.
- There is no significant correlation between problems of principals and school environment.
 - In relation to their gender.
 - In relation to their experience.

Review of Literature

A large body of literature available on problems of school principals in relation to leadership quality and school environment. According to **Eissa (2017)** investigate the effect of principals' leadership style on school outcome and school environment. It was found principal leadership style is found to encourage and create a cooperative school environment for better school outcome than schools with authoritative principals. The principal's leadership style was found to be very different between Kuwait and USA school. **Eunice (2016)** found that school leaders should involve staff through distributive leadership style

where leadership responsibilities can be delegated to others and that the government to provide a policy guideline stipulating conditional mandatory practice of ICT reforms in schools without which school principals would be held responsible. **Purna Prabhakar (2011)** analysed the leadership and school principals- a study and found that the democratic style of leadership was preferred by more than 75% of the school heads. Among the five traits tested, private unaided principals showed a high positive inclination towards all the traits. The school heads of others categories were good only on the trait of motivation which directly supports their preference for democratic style of functioning. **Ronald and Jennifer (2011)** were analysis the Critical issues facing school principals and found that several changes in rank order of the issues, but accountability was once again noted as the most critical issue. School safety was considered less. **Manjeet (2005)** concluded that Principals consider themselves task oriented and people oriented, as they have been rated high on both the dimensions of leadership. **Ali (2003)** found that the recruited and promoted principals differ significantly on leadership styles, in Delhi schools. The principals selected by the Union Public Service Commission (UPSC) were found preferring authoritarian style whereas the principals promoted from the post of vice-principals have been found preferring democratic style. **Indu and Srivastava (2000)** proved that the more interpersonally skilful and the gifted leadership available in a school, the more the institution performs

Research Methodology

The study was designed on descriptive research methodology. Survey method was used for the study. All the Principals up to senior secondary level (Primary, Secondary & Senior Secondary) of all type of boards have been taken as the population of the study. A sample of 130 Principals were chosen by using random sampling techniques. **Leadership Effectiveness Scale** created by Dr. Haseen Taj, **School Environment Scale** created by Dr. Shweta Agarwal and Dr. Shalini Pandey and Self-made **Questionnaire** were used to know the Problems of school principals in relation to their leadership quality and school environment. Data was analysed using statistical technique such as correlation.

Finding of the Study

Hypothesis- 1 There is no significant correlation between problems of principals and leadership qualities.

H₀ 1.1 There is no significant correlation between problems of principals and leadership qualities in relation to their gender.

Table-1.1

Correlation coefficient between problems of principals and leadership quality in relation to gender.

S.N	Group	N	Df	Spearman Rho	P-Value in table 0.05	Significance
1	Male Principals	88	86	0.13	0.20	No significance
2	Female Principals	42	40	0.24	0.30	No significance

Analysis and interpretation:- From the observation of table-1.1 it is clear that correlation coefficient between problems and leadership quality of male and female principals were calculated through the Spearman Rank Method. From which “r” value was found 0.13 for male and 0.24 for female. Which is less than the table value of “r” for degree of freedom at 0.05 significance level, it means there is no significant correlation. Hence the null hypothesis is accepted. It can be said that there is there is no significant correlation between problems of principals and leadership qualities in relation to their gender.

H₀1.2 There is no significant correlation between problems of principals and leadership qualities in relation to their experience.

Table-1.2

Correlation coefficient between problems of principals and leadership quality in relation to experience.

S.N	Group	N	Df	Spearman Rho	P-Value in table 0.05	Significance
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1	Experience less than 10 years	71	69	0.19	0.23	No significance
2	Experience more than 10 years	59	57	0.21	0.25	No significance

Analysis and interpretation:- From the observation of table-1.2 it is clear that correlation coefficient between problems and leadership quality of principals in relation to their experience were calculated through the Spearman Rank Method. From which “r” value was found 0.19 for those principals whose experience less than 10 years and 0.21 for those principals whose experience more than 10 years. Which is less than the table value of “r” for degree of freedom at 0.05 significance level, it means there is no significant correlation. Hence the null hypothesis is accepted. It can be said that there is there is no significant correlation between problems of principals and leadership qualities in relation to experience.

Hypothesis- 2 There is no significant correlation between problems of principals and school environment.

H₀ 2.1 There is no significant correlation between problems of principals and school environment in relation to their gender.

Table-2.1

Correlation coefficient between problems of principals and school environment in relation to gender.

S.N	Group	N	Df	Spearman Rho	P-Value in table 0.05	Significance
1	Male Principals	88	86	0.16	0.20	No significance
2	Female Principals	42	40	0.27	0.30	No significance

Analysis and interpretation:- From the observation of table-2.1 it is clear that correlation coefficient between problems of male and female principals and school environment were calculated through the Spearman Rank Method. From which “r” value was found 0.16 for male and 0.27 for female. Which is less than the table value of “r” for degree of freedom at 0.05 significance level, it means there is no significant correlation. Hence the null hypothesis is accepted. It can be said that there is there is no significant correlation between problems of principals and school environment in relation to their gender.

H₀2.2 There is no significant correlation between problems of principals and school environment in relation to their experience.

Table-2.2

Correlation coefficient between problems of principals and school environment in relation to experience.

S.N	Group	N	Df	Spearman Rho	P-Value in table 0.05	Significance
1	Experience less than 10 years	71	69	0.15	0.23	No significance
2	Experience more than 10 years	59	57	0.12	0.25	No significance

Analysis and interpretation:- From the observation of table-2.2 it is clear that correlation coefficient between problems of principals and school environment in relation to their experience were calculated through the Spearman Rank Method. From which “r” value was found 0.15 for those principals whose experience less than 10 years and 0.12 for those principals whose experience more than 10 years. Which is less than the table value of “r” for degree of freedom at 0.05 significance level, it means there is no significant correlation. Hence the null hypothesis is accepted. It can be said that there is there is no significant correlation between problems of principals and school environment in relation to experience.

Conclusion-

After a detailed analysis of collected data, it was found that there is no significant correlation between problems of principals and leadership qualities and there is no significant correlation between problems of principals and school environment in relation to their gender and their experience. It means various problems faced by principals was not related to their leadership quality and school environment.

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