



Leadership Management

Elixir Leadership Mgmt. 75 (2014) 27756-27758

Elixir
ISSN: 2229-712X

Leadership behaviour of principals at secondary level in Khyber Pakhtunkhwa, Pakistan

Saqib Shahzad* Muhammad Amin, Safder Rehman Ghazi and Zaigham Qadeer
Awkum Mardan, Pakistan.

ARTICLE INFO

Article history:

Received: 23 April 2013;

Received in revised form:

25 September 2014;

Accepted: 20 October 2014;

Keywords

Perceived leadership behavior,
Principal-
Teacher relation,
Principal integrity,
Teachers' job performance,
Expressed job performance.

ABSTRACT

Principals' leadership behavior plays an important role in transforming societies through the best performance of their teachers. This study was focused on the investigation of leadership behavior of principals at secondary school level in southern districts of Khyber Pakhtunkhwa. The survey research design was used. The study determines leadership behavior of secondary school principals as perceived by teachers. The study was delimited to Southern Districts of Khyber Pakhtunkhwa, Pakistan and to the government boys' Secondary Schools. The population of this study was comprised all teachers of government boys' Secondary Schools of Southern Districts of Khyber Pakhtunkhwa, Pakistan. Multistage random sampling technique was used, from the population four districts i.e. Kohat, Karak, Bannu and LakkiMarwat were selected randomly and then from each district ten schools and from each school ten teachers were selected randomly and thus the sample was stood 400 teachers of 40 Secondary Schools. The data was collected through a questionnaire developed by the researcher. The collected data was analyzed using Mean and Standard deviation to provide answer to the research question. It was concluded that the perceived leadership behavior of principals was above average and was good according to the scale.

© 2014 Elixir All rights reserved.

Introduction

The concept of leadership dates back 5000 years to Egyptian hieroglyphics in which the words (seshemu) "leader" and (seshement) "leadership" are used (Bass, 1990). For a long time leaders were thought to be privileged men born to be leaders shaping history through the vision of their intellect, the beauty of their art, the prowess of their leadership, and, most important, their divine inspiration. This was the assumption behind 'The Great Man Theory' (Burns, 1978).

The human relations approach to leadership, which was developed after Mayo's studies (1933) views leadership as an interactional phenomenon depending on the interrelation of the group members pursuing common goals of the organization (Stogdill, 1948). Hence, with a humanistic perspective, leadership is defined in terms of status, interaction, perceptions, and behavior of individuals in relation to other members within an organized group.

As a result of leadership studies in the mid 1950s, at the Ohio State University, The Leadership Behavior Description Questionnaire (LBDQ) was developed to measure leaders' "consideration" and "initiation of structure" behaviors (Fleishman, Harris, & Burt, 1955) the term "consideration" describing the extent to which a leader exhibits concern for the welfare of other members of the group; and "initiation of structure" showing the extent to which a leader initiates an activity in the group, organizes it and defines how the work is to be done.

According to scholars working in the field (Stogdill & Coons, 1957), for effective leadership "consideration" and "initiation of structure" behaviors go hand in hand. According to Maslow (1954), an administrator's job is to provide possibilities for the satisfaction of employees' needs that also

support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior.

In the case of school management, Maslow's suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003). They state that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community. Lunenburg and Ornstein (2000) list seven action imperatives to help schools become learning organizations three of them, which are relevant to this study, are indispensable elements of "consideration" behavior: promoting inquiry and dialogue; encouraging collaboration and team learning; and empowering people toward a collective vision.

Gardner (1986) names the person demonstrating both "consideration" and "initiation of structure" behavior as the "leader-manager" and sums the "leader-manager's" tasks as:

- (i) envisioning the group's goals;
- (ii) affirming values for the group;
- (iii) motivating the members;
- (iv) managing the work and the group;
- (v) achieving a workable unity among the members;
- (vi) explaining what needs to be done;
- (vii) serving as a symbol;
- (viii) representing the group; and
- (ix) renewing the group.

Throughout history, the dominant paradigm for the study of leadership has evolved from research on traits and situations to something more dynamic in terms of human relations, task analysis and contextual factors together with personally favored behaviors. Thus, studies on school leadership have shown that, in order to account fully for the definition of leadership, cognitive, behavioral and interactional (humanistic) explanations are needed. Thus, when school principal ship is concerned, 'task-oriented' and 'relations-orientated' behavior

Tele:

E-mail addresses: shahzadsaqib@gmail.com

© 2014 Elixir All rights reserved

(‘consideration’ and ‘initiation of structure’) might overlap and the school principal might need to exert both leadership and management behaviors resulting in effective leadership.

In school, the school principal is the highest level of leader; his leadership affects teachers’ job performance. This study explored perceived leadership behaviors. The outcomes will provide reference to the principals to promote their leadership behaviour.

Research Objective

To explore the leadership behavior of secondary school principals as perceived by the teachers working in southern districts of Khyber Pakhtunkhwa, Pakistan.

Research Question

What kind of principals’ leadership behaviour is perceived by the teachers?

Significance Of The Study

Education is an investment and the government gets goals and for achievement and attainment of these goals good leadership is needed, because the leader behavior motivates the teachers to work well and also affect the student learning. In supervision of good leaders the subordinates work well with full energy and attention. The idea is to collect comprehensive data to be able to comment on the leadership behaviors of school principals as perceived by the teachers. Finding from this study will provide evidence to make helpful recommendations for future practices. This study will give valuable guidance to the policy makers and planner in policy making and planning for education purposes. This study will give a comprehensive data on principals’ leadership behaviour and thus it will prove an incentive for principals to improve their leadership behaviour. In light of the above significant points when the leadership behavior is improved, then the teachers’ job performance will become good it will in turn improve the school efficiency and students achievements as well. Therefore this study will be thus equally important and beneficial for policy makers, planners, principals, and teachers and as well as for students and as well as resulting in development of healthy society through good education.

Research Methodology

In order to investigate the leadership behavior of principals, a survey research design was developed to gather the necessary data and to answer the research question.

Due to cultural norms female population was inaccessible; therefore, the study was delimited to the views of the teachers of government boys’ secondary schools of southern districts of Khyber Pakhtunkhwa, Pakistan. The population of this study comprised all teachers of Government Boys’ Secondary Schools of Southern Districts of Khyber Pakhtun Khwa, Pakistan. Using multistage random sampling method, from all the seven Southern Districts of Khyber Pakhtun Khwa four districts were selected randomly. These randomly selected districts were Kohat, Karak, Bannu and Laki Marwat. From each selected District 10 Secondary Schools were selected randomly and from each sampled school 10 teachers were selected randomly and thus the sample was stood 400 teachers of 40 secondary schools. However, from each selected district, list of all the schools and teachers working in these schools were obtained from the relevant Executive District Offices (Education) and those teachers were selected who have at least one year work experience with that principal. The researchers developed an instrument for the purpose. The questionnaire Teachers’ perception of principals’ leadership behavior questionnaire (TPLBQ) was developed to know the perception of teachers about their principals’ leadership behavior. The questionnaire

was developed on the basis of six parameters (i.e. communication, flexibility, influence, relationships, teamwork and integrity) of leadership behavior. This questionnaire was comprised of 30 items and each facet was comprised of five items. The response scale was a 5-point Likert scale; strongly disagree, disagree, undecided, agree, and strongly agree. The questionnaire was validated and the reliability coefficient alpha value .78 was obtained for TPLBQ using SPSS 17 version. The researcher personally collected the data from the sampled teachers.

Analysis and Interpretation Of Data

The researcher concentrated on the perceived leadership behavior of principals. The perceptions of the teachers with respect to various dimensions were captured through the questionnaire. Based on the responses an action plan is recommended.

Categorization of Mean is as following.

1. 0.00-----2.49 = Below Average
2. 2.50-----3.49 = Average
3. 3.50-----5.00 = Above average

This Table depicts that the means of different parameters and items of leadership behavior questionnaire was in the category of above average. Thus as a whole leadership behavior level of principals was above the average and is good according to the scale mention above.

Conclusions

The leadership behavior of school principals as perceived by the teachers was good and its level was high. Principals’ communication behavior with teachers was satisfactory and was good, communicates regularly with teachers and freely shares needed information and give helpful feedback to teachers and also have responsive and sociable behaviour. The school principals were flexible and open to new ideas and creative to solve problems and honoring teachers’ suggestions in making decisions and also promote changes in their schools. Principals has influence on teachers, get support from teachers and democratic and friendly with teachers. Principals also motivate and inspire teachers and allow others to follow. Principals’ relationship with teachers was good and talks to teachers in leisure time, being a good listener showing appreciation for work done. Principals promote team work and encourage group problem solving within school and use positive consequences and praise to motivate group performance. Principals’ takes responsibility for self. Integrity in the principals’ behavior was perceived by the teachers through their truthfulness, trustworthiness, honesty and acceptance of mistakes.

Recommendations

The findings of this study may be used in the appointment and training of school principals because awareness of teachers’ perceptions and expectation could lead to better school administration and principals-teachers relations. Findings of this study may be made available to authorities responsible for making educational policies and designing staff training and development programs. Educational policy makers may offer pre-service and in-service training programs for the prospective and present school principals. Such programs would ensure that they are based on adult learning assumptions.

The staff development programs may include five component of staff development; (i) Presentation of a theory or description of a new strategy or a skill, (ii) Demonstration or modeling of the new strategy or skill, (iii) Initial practice in a protected or simulated setting, mostly in a work shop design, (iv) Providing structured and open ended feed-back about performance of the practice, and (v) Coaching, follow up

**MEAN AND STANDARD DEVIATION OF LEADERSHIP BEHAVIOR ASSESSMENT (LBA)
QUESTIONNAIRE AS PERCEIVED BY TEACHERS:
(N=400)**

S.No.	STATEMENTS	MEAN	S.DEV.
1	COMMUNICATION BEHAVIOUR		
I	My principal communicates regularly with teachers.	3.91	1.05
II	Carefully explain instructions for assignment.	3.92	1.11
III	Freely shares needed information.	3.81	1.05
IV	Offers helpful feed back on performance.	3.70	1.12
V	Is responsive and sociable.	3.72	1.13
	AS A WHOLE COMMUNICATION BEHAVIOUR	19.05	4.10
2	FLEXIBILITY BEHAVIOUR		
I	Open to new ideas in education.	3.67	1.07
II	Is creative in solving problems.	3.75	1.17
III	Seeks options for issues in the school.	3.69	1.11
IV	Promotes change in school.	3.66	1.13
V	Use others teachers suggestions when making decisions.	3.73	1.18
	AS A WHOLE FLEXIBILITY BEHAVIOUR	18.50	4.03
3	INFLUENCE BEHAVIOUR		
I	Gets support from other teachers.	3.71	1.03
II	Is democratic and friendly.	3.81	1.12
III	Motivate and inspires teachers.	3.64	1.13
IV	Knows how to sell ideas.	3.66	1.19
V	Allow others to follow him.	3.70	1.15
	AS A WHOLE INFLUENCE BEHAVIOUR	18.52	3.71
4	RELATIONSHIP BEHAVIOUR		
I	Talks to teachers in leisure time.	3.76	1.02
II	Is a good listener.	3.83	1.04
III	Has good personality.	3.65	1.16
IV	Frequently shows appreciation for work done.	3.67	1.13
V	Controls his own negative emotions.	3.67	1.18
	AS A WHOLE RELATIONSHIP BEHAVIOUR	18.57	3.76
5	TEAMWORK BEHAVIOUR		
I	Promotes team work within our group.	3.63	1.01
II	Encourages group problem solving.	3.85	1.04
III	Shares credit for joint work.	3.66	1.11
IV	Use positive consequences and praise to motivate performance of others.	3.67	1.15
V	Take responsibility for self.	3.59	1.22
	AS A WHOLE TEAMWORK BEHAVIOUR	18.38	3.77
6	INTEGRITY		
I	Has integrity and truthfulness.	3.77	0.96
II	Is trusted.	3.89	1.13
III	Is too much political.	3.63	1.14
IV	Accepts his mistake.	3.59	1.20
V	Is honest and realistic.	3.70	1.11
	AS A WHOLE INTEGRITY BEHAVIOUR	18.57	3.80

attention to help with implementation at school, with an additional component of reflection, which will allow the school principals to think critically of themselves with excreting leadership. It was found that the leadership behaviour of principals was above average, In order to function in the most effective way, school principals may attend different trainings and development programs to enhance the personal competencies for effective leadership.

References

Burns, J.M. (1978). *Leadership*. New York: Harper & Row.
 Bass, B.M. (Ed.) (1990). *Bass & Stogdill's hand book of leadership: Theory, Research, and Managerial Applications*. New York: The Free Press.
 Drysdale, L., Ford, P., Gurr, D. & Swann, R. (2003). *Successful School Leadership: an Australian perspective*. Retrieved November 24, 2005 from www.acei.org.au

Fleishman, E.A., Harris, E.F. & Burt, H.E. (1955). *Leadership and supervision in industry*. Columbus: Ohio State University Press.

Gardner, J.W. (1986). *The task of leadership* (Leadership Paper No.2) Washington D.C.: Independent Sector...

Lunenburg, F.C. & Ornstein, A.C. (2000). *Educational administration: Concepts and practices*.

Mayo, E. (1933). *The human problems of an industrial civilization*. New York: McMillan.

Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper.

Stogdill, R.M., & Coons, A.E. (1957). *Leader Behavior: Its Description and Measurement*. Columbus: Ohio State University, Bureau of Business.

Stogdill, R.M. (1948). *Personal Factors Associated with Leadership: A Survey of the Literature*. Journal of Psychology. pp 276-286.