

LEADERSHIP STYLES OF HIGH SCHOOL PRINCIPALS IN RELATION TO WORK MOTIVATION OF STAFF

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Abstract: The present study is to investigate the leadership styles of high school principals in relation to work motivation of staff. The sample consisted of the Government and private high schools of Moga District of Punjab, the selection of 25 schools from the urban and rural area were made. Five permanent teachers of class XI and XII with more than two years of experience in the same school were selected. The data was collected with the help of the Leadership Questionnaire for Principal the Leadership Style by Sinha (1983) and the Work Motivation Questionnaire by Agarwal (2006) was used. The data obtained were analysed statistically with the help of Mean, SD, t-ratio, ANOVA and correlation to arrive at the following conclusions: Principal leadership is a crucial factor which directly controls the institutional quality and educational standard of any educational enterprise. The Principal's vision for the educational development and student learning is to be transacted majorly through the teachers. A Principal's function involves working with human beings as a starting point (incoming students), human beings as processing entities (teachers) and human beings as the end products (outgoing students). The parent fraternity as a benefactor and the management as the resource a provider are also human beings that the Principal interacts with. Thus the Principal's role expectedly is impactful through its leadership style and is a key motivating factor for the staff directly and students, parents and management indirectly. This is confirmed in this study. However, the further contrary findings through the study confirm that the Principal genders, backgrounds and leadership styles have an insignificant influence on overall Work Motivation of staff. Nor does the Institution type, girls or boys school type or location of the Institution have any influence on work motivation of the staff. The study of the leadership style of Principal in light of its effect on staff motivation is a significant indicator which shows the success of any educational system in providing appropriate talented leadership and thereby motivation for staff to deliver the best education.

Keywords: Leadership Style, Principal, Work Motivation, High School Teacher.

1. INTRODUCTION

The current study aspires to contribute to the improvement of school education. It portrays that the efforts to improve teaching and learning in an organised institution like a school will have to primarily focus on the principal and teachers who are instrumental in reaching out to the large student population and their educational needs. As different as the approaches to school reform are, they all depend for their success on the motivations and capacities of local Leadership. (Leithwood, Louis, Anderson & Wahlstrom, 2004) The primary concern in schools should be educational excellence. To make the students become independent and creative learners in turn is entirely dependent upon the student-teacher involvement, quality of Principal Leadership, school climate and culture. To sum up, this well-researched study on school effectiveness would be of immense use and utility to learners and teachers alike (Foster, Carl, Twitchell & Wirt, 2002). Bulach (1994) examined the influence of the Principal's Leadership Style on school climate and student achievement through administering 'The Leadership Behavioral Matrix', the 'Tennessee School Climate Inventory', and the 'Group

Openness and Trust Scale' to Principals and teachers in twenty elementary schools which was based on the results of the California Test of Basic Skills administered by the district in grades 3 and 5 in the twenty schools for comparisons of school climate and leadership style. It revealed a statistically significant difference between leadership style and the involvement subscale of the school climate instruments. There were no significant differences for any of the other eight subscales of school climate for leadership style, nor were there any significant differences between school achievement and leadership style. Nagarajan (1998) found that conferment of autonomy has brought significant changes in the leadership behaviour of arts and science colleges only and not in professional colleges. Even in arts and Science colleges autonomy resulted in promoting only "human consideration" aspect of leadership behaviour and not "initiating structure". Maitra (2007) showed that women Vice Presidents had more of a multi-frame leadership orientation than a single-frame one.

Khan (2012) investigated the instructional management of a private and a government secondary school principal in the Gigit-Baltistan region of Northern Pakistan. The three important conclusions showed that eligibility of an individual to the post of principalship should not be on the basis of only the length of teaching experience, which is a standard procedure in the selection of principal in Pakistan. The Curtis and O'Connell (2011) revealed that the relevance of transformational leadership to motivation, and suggests practical ways of maintaining a motivated work environment. Eyal and Roth (2011) suggested that Leadership Styles among school Principals played a significant role in teachers' motivation and well-being.

Buble, Juras and Mati (2014) found that motivational influence on particular leadership style, considering management level, was from the aspect of extrinsic and intrinsic motivation. Soft authoritarian leadership style with significant elements of consultative leadership style, dominates in this sample, especially at the higher levels of management, as opposed to the lower levels, where an almost pure authoritarian style of leadership dominates. Schuh, Bark, Van-Quaquebeke, Hossiep, Frieg and Van-Dick (2014) found that although the proportion of women in leadership positions has grown over the past decades, women are still underrepresented in leadership roles, which poses an ethical challenge to society at large but business in particular. Women consistently reported lower power motivation than men. This in turn mediated the link between gender and leadership role occupancy. These results were robust to several methodological variations including samples from different populations (i.e., student samples and large heterogeneous samples of employees), diverse operationalisations of power motivation and leadership role occupancy (self- and other ratings), and study designs (cross-sectional and time-lagged designs). Implications for theory and practice, including ways to contribute to an equal gender distribution in leadership positions were discussed such as: (i) Leadership style is a product of the study of Leadership behaviour from personal qualities of the individual leader. Personal qualities of individuals tend to differentiate them in respect to their Leadership behaviour. (ii) Work Motivation: Commonly in the school set ups, in addition to mere compensation, the teachers feel more motivated and dedicated to the profession of teaching by seeing their students achieve, by enjoying the intrinsic respect the profession offers, in being certificated by in-service trainings, by desirable working conditions like teaching hours per week, a manageable student strength in classes, through a supportive Principal, access to good quality teaching and learning materials, parental involvement and support, clear school management policies and guidelines and healthy physical condition of the learning space along with a scope for promotion and career advancement.

Need and Significance of the Study:

The current study aspires to contribute to the improvement of school education. It believes that the efforts to improve teaching and learning in an organised institution like a school has to primarily focus on the principal and teachers who are instrumental in reaching out to the large student population and their educational needs. Therefore the investigator attempted to enquire the leadership style of school principals and work motivation of staffs.

Objectives:

- 1 To study the relationship between leadership styles of male principals and overall work motivation of staff.
- 2 To study the relationship between leadership styles of female principals and overall work motivation of staff.
- 3 To study the relationship between leadership styles and work motivation.
- 4 To compare the leadership styles of high school principals of

(i) rural and urban areas

(ii) government and private schools

(iii) single and co-educational.

5 To compare the work motivation of staff of high school principals of government and private schools.

6. To study the interaction of type of schools on leadership style and work motivation of staff.

Hypotheses:

The following hypotheses were set for the study.

H₁: There will be no significant relationship between leadership styles of male principals and overall work motivation of staff.

H₂: There will be no significant relationship between leadership style of female principals and overall work motivation of staff.

H₃: There will be no significant relationship between leadership styles and work motivation of staff.

H₄: There will be no significant difference between the leadership styles of high school principals of

(i) rural and urban areas.

(ii) government and private schools

(iii) single and coeducational schools.

H₅: There will be no significant difference between the government and private schools of work motivation of staff.

H₆: There will be no significant interaction of types of schools on leadership style and work motivation of staff.

Tools Used:

1. Leadership Questionnaire for Principal Leadership Style by Sinha (1983) was used.

2. Work Motivation Questionnaire by Agarwal (2006) was used.

Procedure:

The investigator got the permission from the Head of the Institution to conduct these tests. After permission, dates and time were fixed for administering the tests. Out of the Government and private high schools of Moga District of Punjab, the selection of 25 schools from the urban and rural area was made. 5 permanent teachers of class XI and XII with more than two years of experience in the same school were selected irrespective of subjects taught by them. In this way, 50 Principals and 250 teachers constituted the sample.

2. ANALYSIS AND INTERPRETATION OF THE RESULTS

The statistical techniques such as Mean, SD, t-test, ANOVA and correlation were applied in the study. The results are given in the following tables -1, 2, 3, 4, 5, 6, 7, 8 & 9

Table 1: The correlation between leadership styles of male principals and overall work motivation of staff

Variables	N	Value of 'r'
Leadership style of male principals and overall work motivation of staff	54	0.592**

**Significant at 0.01 level.

(Critical Value 0.256 at 0.05 and 0.340 at 0.01 levels, df 52)

Table-1 shows that a positive correlation between leadership styles of male principals and overall work motivation of staff is 0.592, which in comparison to the table value was found to be positive and significant at 0.01 levels of significance. Hence, the null hypothesis H₁: There will be no significant relationship between leadership styles of male principals and overall work motivation of staff, is rejected. The result indicates that correlation coefficients for overall work motivation of all staff members and leadership style of male principals are positive indicating overall work motivation of all staff members as moderately responsive to leadership style of male principals.

Table 2: The correlation between leadership styles of female principals and overall work motivation of staff

Variables	N	Value of 'r'
Leadership style of female principals and overall work motivation of staff	46	0.781**

**Significant at 0.01 level.

(Critical Value 0.288 at 0.05 and 0.372 at 0.01 levels, df 44)

Table-2 shows that a positive correlation between leadership styles of female principals and overall work motivation of staff is 0.781, which in comparison to the table value was found to be positive and significant at 0.01 levels of significance. Hence, the null hypothesis H_2 : There will be no significant relationship between leadership styles of female principals and overall work motivation of staff, is rejected. The result indicates that correlation coefficients for overall work motivation of all staff members and leadership style of female principals are positive thus there is positive relationship between overall work motivation of all staff members and leadership style of female principals.

Table 3: The correlation between leadership styles and work motivation

Variables	N	Value of 'r'
Leadership style and overall work motivation all staff members	100	0.685**

**Significant at 0.01 level.

(Critical Value 0.195 at 0.05 and 0.254 at 0.01 levels, df 98)

Table-3 shows that a positive correlation between leadership styles and overall work motivation of staff is 0.685, which in comparison to the table value was found to be positive and significant at 0.01 levels of significance. Hence, the null hypothesis H_3 : There will be no significant relationship between leadership styles and work motivation of staff, is rejected. The results indicate that correlation coefficients for overall work motivation of all staff members and leadership style of female principals are positive. Thus, there is positive relationship between overall work motivation of all staff members and leadership style of female principals.

Table 4: t-ratio between the leadership styles of high school principals of rural and urban area

Variable	Rural			Urban			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Leadership Styles	25	37.08	3.32	25	38.12	2.71	0.86	1.21

(Critical Value 2.01 at 0.05 and 2.68 at 0.01 levels, df 48)

A bar diagram drawn to depict the leadership styles of high school principals of rural and urban area has been presented in fig-1

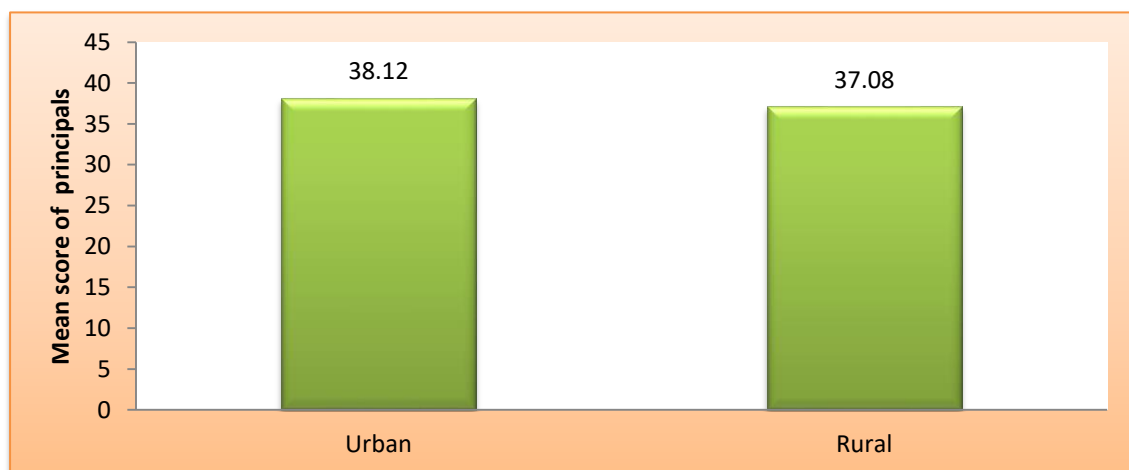
**Fig 1: Distribution of mean score of urban and rural principals of leadership style**

Table-4 and fig.-1 reveals that the mean score of urban principal are 38.12, which is higher than the corresponding means score 37.08 of ruralprincipal. The t-value testing the significance of mean difference between urban and rural principals of leadership style is 1.21, which in comparison to the table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H_4 (i): There will be no significant difference between the leadership styles of high school principals of rural and urban areas, is accepted. The results indicate that the leadership style was similar in authoritarian and democratic mode of functioning of the principals of urban and rural area.

Table 5: t-ratio between the leadership styles of high school principals of government and private school

Variable	Government School			Private School			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Leadership Styles	27	37.41	3.39	23	37.83	2.64	0.85	0.48

** Significant at 0.01 level

(Critical Value 2.01 at 0.05 and 2.68 at 0.01 levels, df 48)

A bar diagram drawn to depict the leadership styles of government and private school principalshas been presented in fig-2

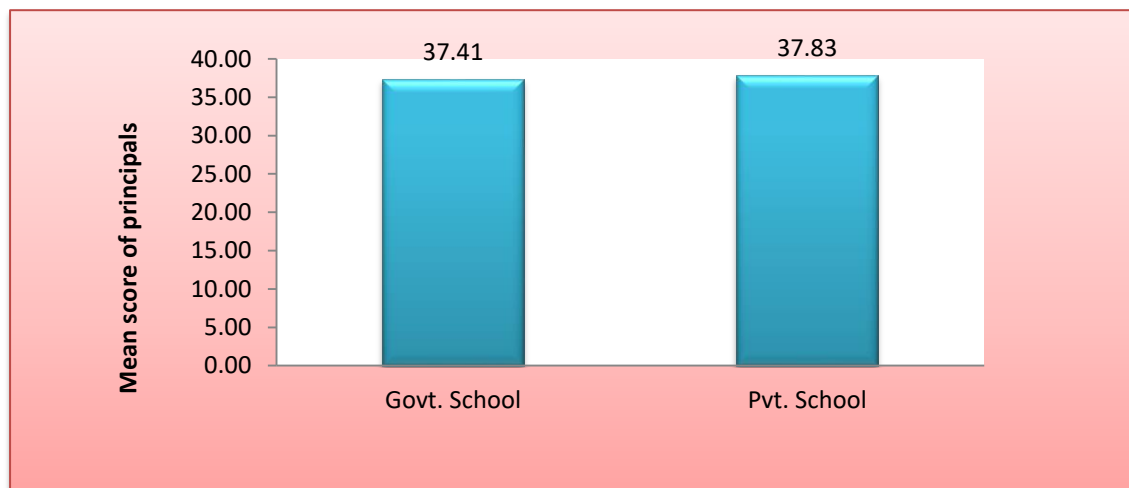


Fig 2: Distribution of mean score of government and private school principals of leadership style

Table-5 and fig.-2 reveals that the mean score of government school principal are 37.41, which is less than the corresponding means score 37.83 of private school principal. The t-value testing the significance of mean difference between government and private school principals of leadership style is 0.48, which in comparison to the table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H_4 (ii): There will be no significant difference between the leadership styles of high school principals of government and private schools, is accepted. The results indicate that the leadership style was similar in authoritarian and democratic mode of functioning of the Principals of Government and private schools.

Table 6: t-ratio between the leadership styles of high school principals of single and co-educational

Variable	Single School Principal			Co-Educational School Principal			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Leadership Styles	39	37.62	3.18	11	37.55	2.66	0.95	0.074

(Critical Value 2.01 at 0.05 and 2.68 at 0.01 levels, df 48)

A bar diagram drawn to depict the leadership styles of high school principals of single and co-educational has been presented in fig-3

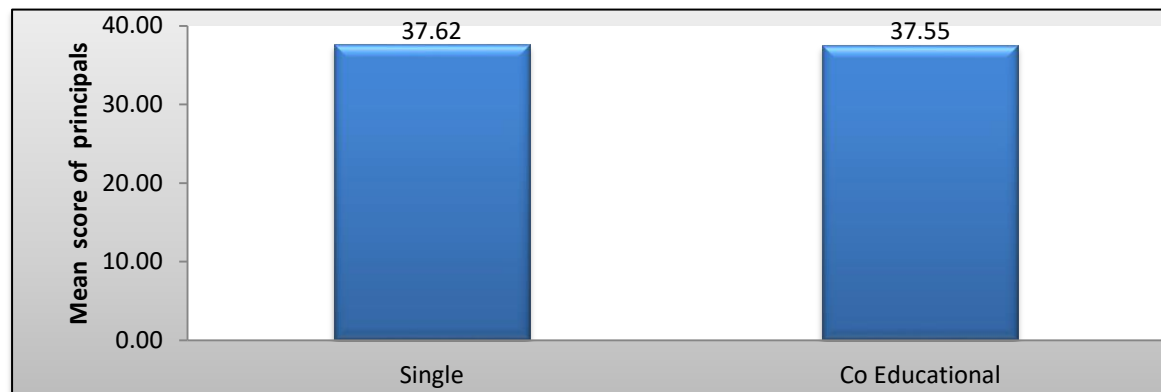


Fig 3: Distribution of mean score of single and co-educational school principals of leadership style

Table-6 and fig.-3 reveals that the mean score of single school principal are 37.62, which is higher than the corresponding mean score 37.55 of co-educational school principal. The t-value testing the significance of mean difference between single and co-educational school principals of leadership style is 0.074, which in comparison to the table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H_4 (iii): There will be no significant difference between the leadership styles of high school principals of single and co-educational schools, is accepted. The results indicate that the style was similar in authoritarian and democratic mode of functioning of the Principals of single and co-educational schools

Table 7: t-ratio between the work motivation of staffs of Government and private schools

Variable	Government Schools			Private Schools			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Work Motivation of Staff	27	118.09	4.01	23	117.51	3.10	0.95	0.567

(Critical Value 2.01 at 0.05 and 2.68 at 0.01 levels, df 48)

A bar diagram drawn to depict the work motivation of staff member of government and private school teacher has been presented in fig-4

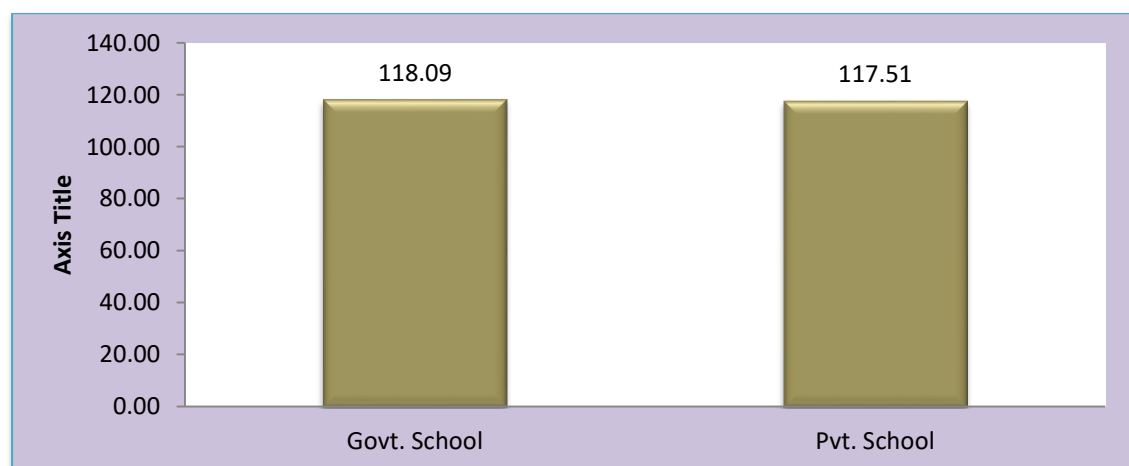


Fig 4: Distribution of mean score of government and private school teachers of work motivation

Table-7 and fig.-4 reveals that the mean score of work motivation of staff member of government school is 118.09, which is higher than the corresponding mean score of work motivation of staff member of private school teachers is 117.51. The t-value testing the significance of mean difference between work motivations of staff member of government and private school teacher is 0.567, which in comparison to the table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H_5 : There will be no significant differences between the work motivation of staff of Government and private schools, is accepted. The results indicate that mean score between government and private schools of work motivation of staff member were almost equal.

Table 8: Summary of Analysis of Variance for interaction between type of schools leadership style and on work motivation of staff

Source of Variance	Sum of Squares	df	Mean Sum of Square	F-value
Leadership (A)	5.22	3	1.741	0.13
Types of School (B)	5.75	1	5.75	0.42
Interaction(A×B)	51.52	3	17.17	1.25
Error Term	575.12	42	13.7	
Total	633.91	49		

(Critical Value 1.97 at 0.05 and 2.60 at 0.01 levels, df 3, 49)

Table-8 reveals that the F-ratio for the interaction between leadership style and work motivation of staff, is 1.25, which in comparison to the table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H_0 : There will be no significant interaction between leadership style and types of schools on work motivation of staff, is accepted. The results indicate that interaction effect of leadership style and school type on work motivation of staff does not exist.

3. DISCUSSION

The results are supported by the finding of Gupta (1978) reported that highest of headmasters are of paternal type climate schools and lowest for 'closed' climate type schools. Bunting (1982) found that statistically significant correlations between the style of leadership exhibited by a principal and the classroom orientation of his or her teachers. Pandey (1985) inferred that no significant differences were found between the leader behaviour of rural and urban principals. Rural schools were more open than those in urban areas. Eagly and Johnson (1990) found that women lead in an interpersonally oriented style and men in a task-oriented style, female and male leaders did not differ in these two styles in organizational studies. Eagly, Karau and Johnson (1992) female principals scored higher than males on task-oriented style measures but about the same on interpersonally oriented style measures. Females generally adopted a more democratic or participative style as compared to the males. Bulach (1994) revealed that statistically significant difference between leadership style and the involvement subscale of the school climate instruments. There were no significant differences for any of the other eight subscales of school climate for leadership style, nor were there any significant differences between school achievement and leadership style. Haseen (2002) found that female heads were more administrative in nature than their counterparts from private unaided schools as well as government corporation schools. Hansson and Andersen (2007) showed that no significant differences between male and female principals were found.

The results are supported by the finding of Gallmeier (1992) found that there was no statistical correlation between administrative styles and teacher motivation. Gallmeier (1992) indicates that teachers who worked under democratic and transactional administrators would not have a significantly higher motivational level than those who work under laissez-faire or dictatorial administrators. Coutts (1997) results indicated that new principals had no clear impact on school climate. Davis and Wilson (2000) found that teacher motivation has a relatively strong relationship to being satisfied in their position and perceived job stress. Johnson (2007) found that overall transformational leadership was effective in motivating and challenging teachers and students to higher levels of performance and commitment. Ahmad (2009) found that leadership and motivational concepts in Islamic management were more comprehensive than the conventional theories. George and Sabhapathy (2010) indicated that motivation among teachers depended on the leadership style of the principle including transformational leadership behaviour and transactional leadership behaviour. Curtis and O'Connell (2011), examined the relevance of transformational leadership to motivation, and suggest practical ways of maintaining a motivated work environment.

4. FINDING

- 1 There was significant relationship between leadership styles of male principals and overall work motivation of staff.
- 2 There were significant relationship between leadership styles of female principals and overall work motivation of staff.
- 3 There were significant relationship between leadership styles and work motivation of staff.
- 4.(i) There were no significant differences between the leadership styles of high school principals of rural and urban areas.

(ii) There were no significant differences between the leadership styles of high school principals of government and private schools.

(iii) There were no significant differences between the leadership styles of high school principals of single and co-educational schools.

5 There were no significant differences between government and private schools of work motivation of staff.

6 There were no significant interaction between leadership style and types of schools on work motivation of staff.

5. CONCLUSION

Principal leadership is a crucial factor which directly controls the quality and educational standard of any educational Institution. The Principal's vision for the educational development and student learning is to be transacted majorly through the teachers. It has confirmed that the Male as well as Female Principal's role is highly impactful through its leadership style and is a key motivating factor for the staff directly. However, on a contrary but with fascinating dimension to the whole line of understanding it confirms that the Principal genders, school location (Urban or Rural), school governance (Private or Government), Girls or Boys do not influence the work motivation of the staff. The school functions, repetitive, hardly show scope for adequate Principal interactions, mentoring, meetings, workshops or training to find have enough space and context. The 'routine' rules the most educational institutions of Punjab primarily and India broadly resulting in lack of motivation in staff to find time or avenue to innovate or share and develop best practices. Every person typically restricts to his or her daily work boundary involving strict time as well as regulatory bindings. There is a lack of regular inbuilt professional rebinding and skill development programmes for teachers well as Principals. The study of the leadership style of Principal in light of its effect on staff motivation is a significant indicator which shows the success of any system in providing appropriate talented leadership and thereby motivation for staff to deliver the best education.

It is highly recommended to consciously develop an interaction and communication culture in every educational institution. The principal needs to be given freedom for curriculum transaction and time and activity plans. Tailor-made combination of theory, practical, activities, reading, writing and speaking practice has to be done so that the specific student fraternity benefit. Professional training for teachers and Principals based on state and national vision and policy need to be formulated more intricately and prescribed in a more simple, integrated and continuous manner. India needs 21st-century cutting-edge education, and it is high time that we gear our school's systems through appropriate training and support to school Principals and accelerate towards goal.

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