

A Study on Principal's Leadership Effectiveness of General Degree Colleges in Tinsukia District of Assam

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Abstract: The principal plays an important role because he/she is the designated leader of the institution. The extents of cooperation from his colleagues as well as from other stakeholders depend to a great extent on effectiveness of Principal's leadership behavior. The investigator conducted the present study to reveal a clear picture of leadership effectiveness of principals of the General Degree Colleges of Tinsukia District. The main objective of the study is to find out Leadership Effectiveness of Principals of the General Degree Colleges in Tinsukia in general and in relation to location and management in particular. The method followed in this study is Normative Survey Method. Population of the study consists of all the 297 nos. of teachers in the colleges of Tinsukia District. A total of 88 nos. teachers were selected for the sample. The tool used for collection of data was Leadership Effectiveness Scale (LES). It was developed by the investigator. Conclusion drawn from the study were that the Leadership Effectiveness of the majority of the Principals is slightly higher than the average, no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges, no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges etc.

Key words: *Leadership Effectiveness, General Degree Colleges.*

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I. INTRODUCTION

Leadership means organizing a group of people to achieve a common goal. The leader may or may not have any formal authority. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal¹. Effective leadership is the ability to integrate successfully and maximize available resources within the internal and external environment for the attainment of organizational or societal goals.

In the colleges, the principal plays an important role because he/she is the designated leader of the institution. The principal is responsible for exercising the expertise in the management of college affairs. The principal as leader communicate the vision of the colleges to the teachers, non-teaching staff and students to turn the same into reality. His/her leadership is responsible for developing the proper mechanism to utilize the abilities of the teachers, students, office staff and other stakeholders of the colleges to the fullest extent. Development as well as a favorable environment for extending the services by the stakeholders of the colleges will be shaped in accordance with the leadership effectiveness of the principals. For the achievement of the goals set by the principals for their colleges, they need cooperation from their colleagues.

The extents of cooperation from his colleagues as well as from other stakeholders depend to a great extent on effectiveness of Principal's leadership behavior. Principal's effectiveness as leader creates perceptible effects on its stakeholders. The overall growth and development of the colleges depend on the competency and leadership effectiveness of the principals therein. He is to lead the teacher force from the front in the accomplishment of the goals of the colleges as an institution for higher education.

Over the years, a steady flow of research on leadership effectiveness has emerged. Many studies sought to analyze the leadership behavior of the principals or head of the institutions in terms of effectiveness. Some such studies are of Darji (1975), Prabhakar (1989), Srivastava (1999), Ali (2002), Mehrotra (2002), Nayal (2005), D'Souza (2006), Mourkani (2006), Njuguna (2006), Timilehin (2010), Olatunji and others (2011) etc. Some other studies sought to study Leadership Effectiveness of the Principals or head of the institutions with

¹ **Peter G. Northouse (2012).** Leadership: Theory and Practice. Sage Publications India Pvt. Ltd., New Delhi-110044. p. 5

regard to location (Rural or Urban), type of management (Govt./Provincialised or Private/Non Provincialised) with variety of results. Some of such studies are of Darji (1975), Upadhyaya (1993), Karmakar (2007), Upadhyaya (1993) Mehrotra(2002), Njuguna (2006), Kumaradas (2009), Khanna (2010), Olatunji and others (2011), Dubey (2012), Shailly (2012), Roghaiyeh & Praveena (2013), Surapuramath (2013), Chauhan (2015), Clarisd'sa (2015) etc.

Significance of the Study: The success of any institution lies on effective leadership of its Head. There is a need to have a right type of leadership behavior among College principals. Effective principals are needed because no college can realize its purpose without someone assuming the responsibility of helping so many persons involved in clarifying objectives and identifying programmes for its progress. Someone must integrate into a meaningful whole of the discrete, disparate efforts of those who, taken together, constitute the college. The position of the principal is crucial in colleges.

Though many research works have already been done on leadership effectiveness of the head of the educational institutions or principals at different level, inside the country and abroad, but not a single comprehensive study has been done till date, in the General Degree Colleges affiliated to Dibrugarh University of Assam; Especially in the colleges of Tinsukia District on leadership effectiveness of the principals. After provincialisation of the colleges (formerly Deficit-Grant system) under the Assam College Provincialisation Act, 2005 and the Assam Venture Educational institutions (Provincialisation of Services) Bill, 2011 (Amended 2012) as well as introduction of semester system at undergraduate level in the colleges affiliated to Dibrugarh University from the session 2012, the scenario of collegiate education has been changed tremendously. Now, the principals of the colleges have to work in a new educational atmosphere. Besides, most of the Governing Bodies of the colleges have already appointed new permanent principal in accordance with new rules and regulations. At this juncture, leadership effectiveness of the principals of the colleges is a matter of serious concern.

Recognizing this gap, the investigator conducted the present study to reveal a clear picture of leadership effectiveness of principals of the General Degree Colleges of Tinsukia District.

Objectives of the Study: Following are the objectives of the study-

1. To find out Leadership Effectiveness of Principals of the General Degree Colleges in Tinsukia District as perceived by the teachers.
2. To compare Leadership Effectiveness between the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers
3. To compare Leadership Effectiveness between the Principals of Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers.

Hypotheses: In order to accomplish the above mentioned objectives, two hypotheses were formulated as follows-

1. There is no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers &
2. There is no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers.

II. METHODOLOGY

Method: The method followed in this study is Normative Survey Method.

Population: In Tinsukia District, there are 11 Nos. of General Degree Colleges affiliated to Dibrugarh University. All the teachers from these Colleges consist of the population for this study. There are 297 nos. of teachers in these Colleges of Tinsukia District.

Table: 01: Population distribution

(Figures in the bracket indicate nos. of Teachers)

09 - Provincialised College (274 nos.)	04 - Rural College (117 nos.)
	05 - Urban College (157 nos.)
02 – Non-Provincialised College (23 nos.)	No Rural College (00 no.)
	02 - Urban College (23 nos.)
Total teachers from 11 nos. General Degree Colleges of Tinsukia District is 297 nos.	

Sample: In this study non-proportionate stratified random sampling technique is used by the investigator. The investigator selected 8 nos. of teachers randomly from 11 Colleges each. Thus, 88 nos. of teachers were selected for the sample.

Table: 02: Sample distribution
(Figures in the bracket indicate nos. of Teachers)

09 - Provincialised College (72 nos.)	04 - Rural College (32nos.)
	05 - Urban College (40 nos.)
02 – Non-Provincialised College (16nos.)	No Rural College (00 no.)
	02 - Urban College (16 nos.)
Total teachers from 11 nos. General Degree Colleges of Tinsukia District is 88 nos.	

Tool: The tool used for collection of data for measuring Principals' leadership effectiveness in the general degree colleges of Tinsukia District of Assam was Leadership Effectiveness Scale (LES). It was developed by the investigator.

It is very complex activity to enumerate and assess the traits that make a leader effective. Besides, there are no universally accepted traits/qualities of an effective leadership. In spite of that, certain requirements for leadership effectiveness exist across diverse situations. Keeping this in mind, with a review of related literature and tools available at hand; the investigator incorporated six dimensions of behavior in the scale to assess leadership effectiveness of the College Principals. The scale consisted of the items covering all the six dimensions of Leadership Effectiveness. The scale measures teachers' perception on the six dimensions of Principals' leadership effectiveness viz. a) Interpersonal Relations which signifies the relationship with the staff members, b) Emotional Stability which signifies the stability of emotional expressions/behavior, c) Intellectual Operations which signifies the intellectual versatility of the leader, d) Moral Strength which signifies moral commitment and strength of the leader, e) Skill of Communications which signifies the ability of the leader to transmit, receive and process of information & f) Social Consciousness which signifies the leader's social maturity and consciousness.

Collection of Data: The Leadership Effectiveness Scale (LES) was administered on the sample of the study for collection of required data. Investigator meets the respondents personally for the said purpose.

Analysis and Interpretation of Data: The Leadership Effectiveness Scale (LES) was administered on the sample. This Likert type scale consists of 36 statements. Out of these 36 statements 11 were negative statements and the remaining 25 were positive statements. Respondents answered each item in a five point scale i.e. Always, Often, Sometime, Rarely and Never. For positive items a score of 5, 4, 3, 2 and 1 and for negative items 1, 2, 3, 4 and 5 was awarded for each item. That is why; the maximum and minimum score of a respondent can be 180 & 36 respectively. Objective wise analysis of the collected data are presented as follows-

Objective no. 01: To find out Leadership Effectiveness of Principals of the General Degree Colleges in Tinsukia District as perceived by the teachers.

Table: 03: Degree of Leadership Effectiveness

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Leadership Effectiveness	130.64	20.25	- 0.0044	0.3035

It is observed from the table 03 that the computed value of mean and standard deviation of the Leadership effectiveness of the Principals of the General Degree Colleges in Tinsukia District as perceived by the teachers are 130.64 and 20.25 respectively. The computed value of skewness of the distribution is - 0.0044 which indicates that the distribution of the Leadership effectiveness scores is skewed negatively or to the left. So, scores are massed at the higher end of the scale. The kurtosis value of the distribution is 0.3035. So the distribution of Leadership effectiveness scores is platykurtic (Because .3035>.263). Hence, the scores are scattered more evenly than the normal distribution.

From the above discussion it can be concluded that the Leadership Effectiveness of the majority of the Principals of the General Degree Colleges in Tinsukia District is slightly higher than the average.

Objective no. 02: To compare Leadership Effectiveness between the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers.

To attain objective no. 02 one null hypothesis was framed as- "*There is no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers*".

Table: 04: Comparison of Rural and Urban Colleges

Type of College	N	M	SD	Critical Ratio (CR)	Accepted the NH
Rural Colleges	32	132.01	15.94	1.05	
Urban Colleges	56	126.98	22.45		

To test the null hypothesis “*There is no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers*” the Mean and Standard Deviation for Rural Colleges and Urban Colleges were computed separately and then CR was found out. The CR is 1.05 which smaller than 1.96 (at 0.05 level) and 2.58 (at 0.01 level). Here we can accept the null hypothesis at both levels. That is why; we can safely conclude that there is a no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers.

Objective no. 03: To compare Leadership Effectiveness between the Principals of Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers.

To attain objective no. 03 one null hypothesis was framed as- “*There is no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers*”.

Table: 05: Comparison of Provincialised and Non-provincialised Colleges

Type of College	N	M	SD	Critical Ratio (CR)	Accepted the NH
Provincialised Colleges	72	130.70	19.92	0.41	
Non-provincialised Colleges	16	128.06	23.84		

To test the null hypothesis “*There is no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers*” the Mean and Standard Deviation for Provincialised and Non-Provincialised General Degree Colleges were computed separately and then CR was found out. The CR is 0.41 which smaller than 1.96 (at 0.05 level) and 2.58 (at 0.01 level). Here we can accept the null hypothesis at both levels. That is why; we can safely conclude that there is no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers.

III. FINDINGS & DISCUSSION

The findings arrived at by the present investigation are of great educational significance. The main objective of the present study was to analyze leadership effectiveness of principals of the General Degree Colleges of Tinsukia District in relation to Locality and Management type of the colleges. The summary of the findings of the present study is presented as follows-

1. The Leadership Effectiveness of the majority of the Principals of the General Degree Colleges in Tinsukia District as perceived by the teachers is slightly higher than the average. This result conforms to the findings of Darji (1975), Prabhakar (1989), Srivastava (1999), Ali (2002), Nayal (2005), D'Souza (2006), Mourkani (2006), Njuguna (2006), Timilehin (2010), Olatunji and others (2011) etc.

2. There is a no significant difference between Leadership Effectiveness of the Principals of the Rural and Urban General Degree Colleges in Tinsukia District as perceived by the teachers. This result is in conformity with the results reported by Rajeswari (2005), Kumaradas (2009), Clarisd'sa (2015) etc. But; Upadhyaya (1993), Njuguna (2006), Dubey (2012), Surapuramath (2013) and Chauhan (2015) found significant differences between Leadership Effectiveness of the Principals of the Rural and Urban educational institutions.

3. There is no significant difference between Leadership Effectiveness of the Principals of the Provincialised and Non-Provincialised General Degree Colleges in Tinsukia District as perceived by the teachers. Similar finding were obtained by Mehrotra (2002), Kumaradas (2009), Khanna (2010), Olatunji and others (2011), Shailly (2012) etc. But; Njuguna (2006) Dubey (2012), Surapuramath (2013), Roghaiyeh & Praveena (2013), Clarisd'sa (2015) etc. found significant difference between the two.

IV. CONCLUSION

The present study is a survey type of research on the leadership effectiveness of the principals of General Degree Colleges in Tinsukia District of Assam. The present research work thus, helps in understanding the leadership effectiveness of College principals in General Degree Colleges of the District in the context of Interpersonal Relations, Emotional Stability, Intellectual Operations, Moral Strength, Skill of Communications

and Social Consciousness. Here, the attempt was made to analyze the leadership effectiveness of principals in General Degree Colleges of Tinsukia District in relation to Locality (Rural-Urban) and Management (Provincialised-Non-provincialised). This micro-level study reveals many significant conclusions. The investigator hope that this study will be helpful for the Educational Administrators, Policy makers and the concerned Authorities while taking decisions at College level relating to the issues of Principals. While conducting the study, the investigators realized that a lot of studies can be done in this area. Further in-depth studies can be undertaken on leadership effectiveness of College principals at macro level too by taking some other considerations like Gender (Male-Female), Levels of education (Elementary, Secondary, University) etc.

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APPENDIX-A

List of General Degree Colleges in Tinsukia District

Sl. No.	Name of College	Locality	Management Type
01	Digboi College	Rural	Provincialised
02	Digboi Mahila Mahavidyalaya	Urban	Provincialised
03	Doomdooma College	Rural	Provincialised
04	Ledo College	Rural	Provincialised
05	Margherita College	Urban	Provincialised
06	Sadiya College	Urban	Provincialised

07	Tinsukia College	Urban	Provincialised
08	Tinsukia Commerce College	Rural	Provincialised
09	Womens' College, Tinsukia	Urban	Provincialised
10	G.S. Lohia Girls College	Urban	Non-Provincialised
11	Makum College	Urban	Non-Provincialised

APPENDIX-B

LEADERSHIP EFFECTIVENESS SCALE (LES)

PART: I

Please furnish the following information:

1. Name of the respondent (Optional):
2. Gender: Male/Female (Please put tick mark)
3. Name of College/Institution:
4. Status of the College: Govt./Provincialised/Non-provincialised (Please put tick mark)
5. Location of the college: Rural/Urban (Please put tick mark)
6. Designation:
7. Teaching experience (in years):

Respected Sir / Madam,

I request you to respond to this scale promptly so as to enable the undersigned to gather information for Research purpose. The information provided by you will be used for research purpose only and will be kept in strict confidence.

Here are a few statements, dealing with your perception on the leadership effectiveness of the Principal/Head of your college/institution. Your opinion is considered necessary for making a fair analysis of the leadership effectiveness of the Principal/Head. Each statement/item is followed by five alternatives for response viz: Always (A), Often (B), Sometimes (C), Rarely (D) and Never (E). You are requested to kindly read each statement carefully and put tick mark (✓) in the response you favor for each statement/item which you feel appropriate in accordance with your knowledge and belief. As there is no right or wrong answers you are requested to answer to all the items therein. Please feel free to ask if you have any query regarding the scale.

Thanking you

Yours faithfully,

(POBAN GOGOI)

Department of Education, Digboi College

PART: II

Sl. No.	Statement about the Principal	Response: Put tick mark (✓)				
		Always A	Often B	Someti mes C	Rarely D	Never E
1	Does not like to maintain personal relations with teacher.	A	B	C	D	E
2	Enjoys loneliness	A	B	C	D	E
3	Care for the feeling of satisfaction of teachers.	A	B	C	D	E
4	Finds no time to listen to the teachers of the college.	A	B	C	D	E
5	Makes his/her presence felt in the college.	A	B	C	D	E
6	Concerned about welfare of the teaching and non-teaching staff of the college.	A	B	C	D	E
7	Does not anxious about petty matters of the college.	A	B	C	D	E
8	Faces challenging situation of the college calmly.	A	B	C	D	E

9	Tends to be upset frequently.	A	B	C	D	E
10	Lack of patience for doing an activity continuously.	A	B	C	D	E
11	Unpredictable in his/her behavior.	A	B	C	D	E
12	Accepts delays without becoming upset.	A	B	C	D	E
13	Enjoys analyzing problems of the college.	A	B	C	D	E
14	Plans properly the work to be done.	A	B	C	D	E
15	Rational in making decisions.	A	B	C	D	E
16	Not skilful in argument.	A	B	C	D	E
17	Sorts out the correct information before action.	A	B	C	D	E
18	Experiments new ideas after carefully studying pros and cons.	A	B	C	D	E
19	Accepts accountability for own actions.	A	B	C	D	E
20	Truthful.	A	B	C	D	E
21	Over exercises the power of a Principal.	A	B	C	D	E
22	Respects people.	A	B	C	D	E
23	Cannot be trusted.	A	B	C	D	E
24	Sympathetic with others.	A	B	C	D	E
25	Uses appropriate word to convey ideas.	A	B	C	D	E
26	Does not explain why a particular action is important.	A	B	C	D	E
27	Clear-cut in communication.	A	B	C	D	E
28	Communicates well with other organizations.	A	B	C	D	E
29	Expresses conceptual idea clearly.	A	B	C	D	E
30	Makes own idea known to others.	A	B	C	D	E
31	Loyal to the society.	A	B	C	D	E
32	Does not maintain public interest in the college at a high level.	A	B	C	D	E
33	Initiates social service and extension activities for nearby areas.	A	B	C	D	E
34	Facilitates involvement of the community and public in college policy formulations.	A	B	C	D	E
35	Strives hard to maintain college identity.	A	B	C	D	E
36	Well informed about contemporary events in the society.	A	B	C	D	E

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