A STUDY OF THE LEADERSHIP PRACTICES MANAGEMENT STYLES AND MOTIVATIONS CARRIED OUT BY THE PRINCIPALS AND DIRECTORS OF THE SECONDRY AND THE SENIOR SECONDRY SCHOOLS LEADING TO EXCELLENCE WITH REFERENCE TO BIHAR AND JHARKHAND.

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ABSTRACT:

The purpose of this study is to evaluate the relationship between teacher motivation and the personal initiative behaviours and leadership styles of school administrators. The relational scanning model was utilised in this study, which was built using a quantitative research technique. A model was developed to examine the influence of school administrators' leadership styles and personal initiative behaviours on teacher motivation. School administrators' leadership styles and personal initiative behaviours were investigated in this context as independent factors, whilst teacher motivation was investigated as a dependent variable. Using the intentional sample approach, a total of 406 instructors from high schools in the Bihar city centre were recruited for the investigation. A substantial association between the dependent and independent variables was determined via the use of Pearson moment correlation techniques and multiple regression analysis techniques over the course of the data analysis. In accordance with the conclusions drawn from the research findings, it was discovered that the general levels of motivation of the teachers were extremely high. Teachers' motivation was found to be positively related to the personal initiative-taking behaviours of school administrators in the analyses conducted on this topic; similarly, the leadership styles of school administrators were found to be positively related to the motivation of teachers in the analyses conducted on this topic. According to the results of the regression model developed to examine the relationship between the leadership styles of school administrators and the internal factor dimensions of teacher motivation, it was discovered that all sub-dimensions of administrative leadership styles predicted teachers' internal motivation. Teacher motivation and the quality of their teaching are both favourably influenced by school administrators' personal initiative behaviour, according to the findings of this study.

keywords: management , leadership, senior secondry schools

INTRODUCTION

Educational opportunities are essential for the advancement of modern civilization. The most important elements influencing educational resources are the quality and number of instructors at educational institutions, the quality of teaching, the leadership style of the principal, the work environment, and the work

facilities available. The principal and instructors assist schools in achieving their objectives. The leadership style of the principal and the motivation of the instructors are two extremely essential variables in the success of the school's operation. A vast number of studies have come to the conclusion that the leadership style of the principal is one of the most important variables influencing teachers' motivation.

As a key player in the achievement of these goals and objectives, the principal of the school plays a significant role. Among the responsibilities of this position are the provision of effective leadership in secondary schools, resulting in increased teacher motivation. Many educational professionals [2] have expressed worry about the effectiveness of the principal in carrying out these responsibilities. Principal leadership in secondary schools has risen to the top of the priority list for many educational systems, including those in developing and developed nations, and Malaysia is no exception [3, 4, 5, 6, 7, 8, 9, 10]. According to the findings of this study, principal leadership styles have an impact on both teacher motivation and teacher effectiveness. According to the findings of the study, a principal's leadership style can have an impact on work satisfaction and teacher motivation [4]. Teachers' motivation in Nigeria is low, and they are also unsatisfied with their working environment and with the leadership of their principals.

The study looked at the link between educational leadership and the motivation of teachers in the classroom. The study reported here was founded on the confluence of two important theories of leadership and motivation: the full range model of leadership and the self-determination theory of human motivation and behaviour. Specifically, the core hypotheses were that transformational leadership would predict autonomous motivation among instructors and that transactional leadership would predict controlled motivation among teachers. Following the use of structural equation modelling, the findings confirmed the predictions, indicating that school principals' leadership styles have a considerable impact on the motivation and well-being of their employees. The purpose of this study was to investigate the association between principal leadership styles and the job performance of teachers in secondary schools. He discovered that democratic leadership styles were utilised more frequently in schools than authoritarian leadership styles, as opposed to the other way around. It is one of the most widely employed principal leadership styles in educational institutions. The findings of the study also revealed that there is a clear association between the leadership styles employed by principals and the work performance of teachers in the development of education. As a result, authoritarian leadership styles are the most effective kinds of leadership for increasing the yield and performance of instructors in educational institutions. As a result, a successful leadership style is one that applies both democratic and authoritarian approaches, as well as leadership styles that are geared toward the advancement of education.

While this is happening, teachers in Thailand are dealing with a range of different sorts of professional issues. Some of the professors lacked dedication to their own professional development. The conventional work was upheld by the vast majority of the instructors. They were also lacking in morale, as seen by the refusal of several professors to have their behaviour modified. Teachers increased their intrinsic value as professionals by violating the time constraints of learners. Teachers were unable to engage in teaching for the entire session at the regular hour. Some teachers did not take into consideration in their job and ended up switching to another field. Teachers who choose to participate in the early retirement schemes did not take joy in their profession. Another factor was the amount of work that needed to be done. Teachers were burdened with an excessive number of particular chores to do and lessons to teach. Teachers were unable to deal with and support pupils on an individual basis due to a lack of time. Teachers have a tendency to acquire

pre-made lesson plans in order to meet this need. Teachers said that they lacked desire to educate in a way that produced positive results.

LEADERSHIP

Leadership in the political, economic, cultural, artistic, social, scientific, and educational dimensions each has its own characteristics, and the leader should have the necessary abilities based on the structural dimension and goals, as well as natural characteristics, to carry out these dimensions. Over the last few decades, the leadership paradigm has shifted, moving away from traditional leadership and toward more innovative approaches to problem solving. According to Schermerhorn et al. and Hoy and Miskel (2001), traditional leadership perspectives include trait, behavioural, and situational or contingency theories, whereas new leadership perspectives include charismatic and transformational leadership theories. Traditional leadership perspectives are subdivided into two categories: traditional leadership perspectives and new leadership perspectives. To determine organisational success is at the heart of all leadership theories. This is the emphasis of this article. Several studies of leadership have been conducted since the 1938 leadership studies of Lewin and Lippitt, as well as numerous leadership theories that have been established since then. The major theories of leadership that have been proposed include trait theory, situational/ contingency theory, power and influence theory, as well as transactional and transformational leadership models. Starting with the personality theory and progressing through the behaviourist and contingency theories to the theory of transformation and transactional leadership, the majority of the works are by McGregor, Argyris, Likert, Blake, and Mounten, Fiedler, House, Hersy and Blanchard, with the exception of a few others, are among the most important. 5 Recent study by Taffinder, Crosby, and Daft has revealed that leadership styles have an impact on the efficiency and effectiveness of an organisation on the one hand, and the performance and happiness of subordinates on the other. In this paper, we will investigate the relationship between leadership styles and performance and work efficiency. We will begin with Likert, who was the first to emphasise the importance of different leadership styles for performance and work efficiency, and who has- on the basis of empirical research- reached the conclusion that all leadership styles are the cause, rather than the consequence of work efficiency. Traditionally, leadership study has emphasised the importance of leadership as a facet of role differentiation or as an extension of the process of social interaction. Based on the work of Bass (1990), the definition of leadership may differ depending on the type of institution in which it is located. The author points out that leadership can be viewed as:...a focal point of group process, as a matter of personality, as a matter of long-term compliance, as the exercise of influence over specific behaviours, as a form of persuasion, as power relations, as an instrument for achieving goals, as an outcome of interaction, and as a differentiated role...

SALIENT DIMENSIONS OF SECONDARY SCHOOL MANAGEMENT BEHAVIOUR OF SCHOOL PRINCIPALS

School principals completed a questionnaire that was developed with the assistance of professionals in school administration, organisational transformation, and educational and organisational research. To measure the management behaviour of secondary school principals, a variety of tools were used, and many new items were established. Principals' management behaviour was examined in depth in the final questionnaire, which had 35 items. In the TALIS Technical Report [forthcoming], the authors describe how they constructed five indices of management behaviour from the responses of 4665 school principals across 23 countries, using modern item response modelling and factor analysis techniques (described in the TALIS

Technical Report [forthcoming]). As was done with the indices in Chapter 4, an investigation was carried out to see if the five indicators of managerial behaviour were consistent across cultures (See Annex A1.1 and the TALIS Technical Report). Because the results of this study suggested that the mean scores on these indices of different nations may not be directly comparable, the analysis in this chapter focuses on broad comparisons versus the international averages. Nonetheless, caution should be exercised in the interpretation. As a result, rather than focusing on individual country-by-country comparisons of the index scores, the research focuses on the overall pattern of cross-cultural variations.

Management behavior

1. Management for school goals – explicit management via the school's goals and curriculum development

A high score on this index indicates that principals routinely take measures to manage school operations in line with the school's goals, with a particular emphasis on ensuring that teachers' instruction in classrooms is designed to help students accomplish those objectives. Student performance levels and test results are also frequently used by these administrators to create targets and support curricular improvements. They make every effort to ensure that there is no ambiguity regarding who is responsible for coordinating the curriculum inside the school. Additionally, principals who do well on this index state that they routinely ensure that teachers' professional development activities are connected with school goals and instructional objectives.

2. Instructional management – actions to improve teachers' instruction

A high score on this index indicates that the principal collaborates with teachers to improve deficiencies and address pedagogical issues, as well as to solve difficulties when there are barriers to learning in a specific classroom. In addition, they frequently notify instructors about opportunities to upgrade their curriculum knowledge and teaching abilities through professional development. Finally, these principals state that they are on the lookout for disruptive student conduct in their classes. Principals that score highly on this indicator, on average, devote a considerable portion of their administrative time to seeking to enhance classroom instruction in their schools.

3. Direct supervision of instruction in the school – actions to directly supervise teachers' instruction and learning outcomes

In addition to regular direct observation of instructors' pedagogical methods, principals that score highly on this index also provide frequent comments to teachers on how to enhance instruction in the classroom. The efforts and work of kids in the classroom are closely monitored by these principals on a regular basis. On this index, there is once again a great deal of difference between countries (Table 6.2). Principals provide greater direct supervision of instruction on average in 11 countries, including Brazil, Poland, and Slovenia, than the TALIS average, according to the study. TALIS data show that 11 nations are below the average, with Denmark, Ireland, and Portugal among those that are below normal. Only Australia is above average.

4. Accountable management – managing accountability to shareholders and others

Principals scoring high on this index see their role as making the school accountable internally and to stakeholders outside the school. Their role is to ensure that ministry-approved instructional approaches are

explained to new teachers and that all teachers are held accountable for improving their teaching skills. These principals also focus on convincing students' parents of the need for new ideas and procedures at the school.

5.   Bureaucratic management – management actions mostly aimed at bureaucratic procedures

Principals that receive high ratings on this index state that it is critical for them to guarantee that everyone in the school observes the established rules and regulations. In their opinion, they play an important role in resolving issues related to the scheduling of instructors and courses, as well as guaranteeing sufficient administrative procedures and reporting to higher authorities. These principals are likewise concerned with establishing an environment that is tidy and task-oriented in the school. The pattern across nations on this index is a little different from the overall trend (Table 1.2). Only eight nations, including Bulgaria, Malaysia, and Turkey, have principals who score above the TALIS average; five countries have principals who score at the TALIS average; and 10 countries have principals who score below the TALIS average. Principals in Australia, Denmark, and Iceland, on average, are among those who are least involved in this form of management, according to research.

OBJECTIVES

- To study the relevance of a particular leadership style on the motivation of teachers. These leadership styles are specifically; Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire.

- To study the Leadership Style patterns of School Principals and its relationship with the year of establishment of the school. (Age of the School).

RESEARCH METHODOLOGY

The research is concerned with the investigation of secondary and senior secondary schools in Bihar and Jharkhand, which are among a total of 25 such schools operating in various states throughout our nation. From August 2013 to April 2016, the research team set out to examine successful school leadership techniques that were implemented by the school's principal throughout that time period. It was the leadership techniques and tactics that were developed and implemented that produced productive outcomes and resulted in significant improvements in the academic and disciplinary environments of the school. Improved academic scores and outstanding performances by students in Board Exams and other competitive exams were the result of this. Aside from that, it guaranteed that the pupils had exceptional results in sports, games, and extracurricular activities. It also resulted in the greatest degree of recognition for the instructors' efforts, which was a first for the country. It was a win-win situation for all parties involved. The study's title is "Effective School Leadership Practices and School Improvement: A Study Focused on Secondary and Senior Secondary Schools in Bihar and Jharkhand." The research was conducted in Bihar and Jharkhand. There are two independent factors in this study: effective leadership and school health; and two dependent variables: school improvement and school improvement ineffective leadership. When it comes to behavioural aspects, personal characteristics, and socioeconomic status of those involved, in addition to the surrounding environment, significant changes can be observed in the school system, which can be viewed as an input to the efforts that result in an output in the form of school improvement. Effective School Leadership Practices of the head of

school, which are important in conjunction with the health of the school, are what determine the school's improvement.

SECONDARY DATA

The secondary information about schools, such as their status, year of creation, the board to which they are associated, student strength, and so on, may be found on the individual school websites. In addition, the government data accessible on the Unified District Information System for Education (UDISE) website was used to verify the size of the population in the area. Secondary data from all sources has been screened for relevance to the time period specified in 3.11: on the time range, scope, and limitations, as well as for the region and associated activities. A significant amount of this information has been incorporated into the current investigation. Secondary information was gathered from a number of prominent libraries, including the Tilak Jharkhand Vidyapeeth Library and the British Council Library.

PRIMARY DATA

This sample of 851 respondents were drawn from the working in, ICSE ,CBSE AND SSC boards. These institution of Bihar is Lalit Narayan Mithila University and Patliputra University (Patna) and two collages are Mahabodhi Mahavidyalaya, Nalanda and Amaltas College of Education, Indrapuri. Jharkhand institutions are Kolhan University, Chaibasa, West Singhbhum and Vinoba Bhave University, Hazaribagh and two collages are Gossner College Ranchi and P.K. Roy Memorial College dhanbaad .

DATA ANALYSIS

The original data was gathered from 851 respondents who worked in 53 different schools around Bihar. This includes schools in the PMC and PCMC neighborhoods. This information was gathered via the use of a structured questionnaire that was devised to assess the leadership abilities of the School Principal as well as the motivation of the instructors. This information was gathered in line with the Liker Scale technique, which indicates the degree or level to which the respondent agrees or disagrees with the statement offered for his or her opinion in the questionnaire, as shown by the response. It is critical that the examination have a high level of validity and reliability to be effective. Straightforwardness is connected to effectiveness, which means that the selected technique may be successfully implemented by a variety of distinct researching researchers. The selection of the most appropriate approach for the disclosure of appropriate results is how validity in an examination is determined. The legitimacy of this inquiry is ensured by the discovery of previous research results in this area. The responder was required to reply to all of the questions in order for the collected responses to be evaluated with equal importance, in order to ensure additional validity and unshakable reliability.

Age of the School / Year of Establishment.

One of the goals of this study was to investigate the significance of the year the school was founded, as well as the relationship between the year of foundation and the leadership style of the school. As a result, great effort was made to collect information from respondents who had worked in a range of schools that had been in operation for a long length of time. This included both newly constructed schools as well as schools that were built more than a century ago. In order to facilitate analysis, an alphabetical list of schools with the year of formation is included in Annexure 2. The schools were further divided into age bands of a decade each in order to facilitate comparison. Based on this, it can be assumed that the newly formed schools are in the Age

group of up to ten years. Those who have reached the age of a decade are in the categories of 11-20 years, 21-30 years, 31-40 years, 41-50 years, and the oldest are in the group of 51 years and over.
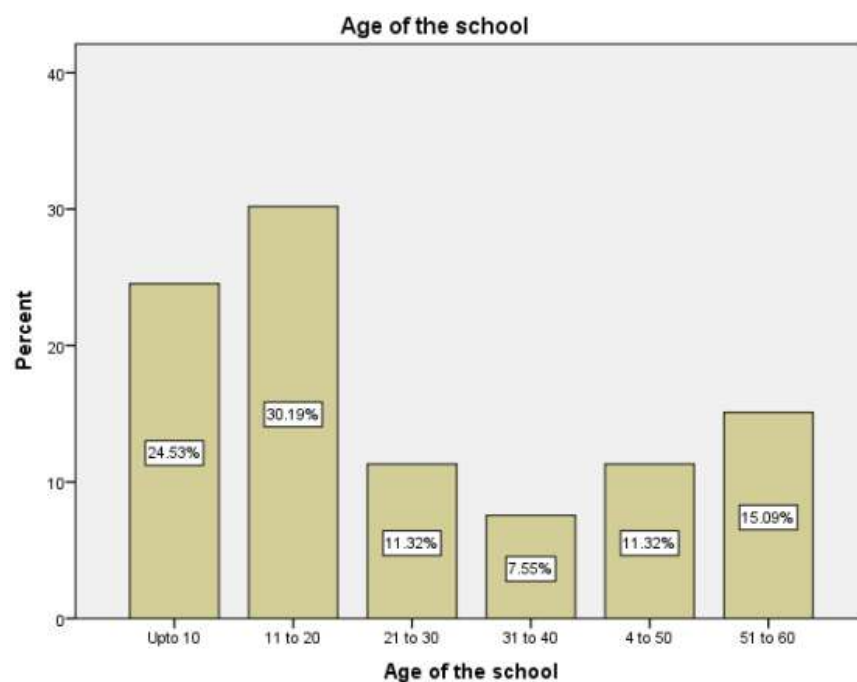
Table No. 1 Distribution of Schools According to Year of Establishment

Sr. No.	Year of the establishment	Frequency	Percentage
1.	Up to 10	13	24.5
2.	11 to 20	16	30.2
3.	21 to 30	6	11.3
4.	31 to 40	4	7.5
5.	41 to 50	6	11.3
6.	51 and above	8	15.1
	Total	53	100.0

Source: Field investigation

As previously indicated, Table 1 and Chart 1 depict the distribution of schools in the sample size based on the classification system used. There were 13 schools in the sample that had been in operation for less than ten years, accounting for 24.5 percent of the total number of schools. 16 schools between the ages of 11 and 20 years comprised 30.2 percent of the sample, 6 schools between the ages of 21 and 30 years comprised 11.3 percent of the sample, 4 schools between the ages of 31 and 40 years comprised 7.5 percent of the sample, 6 schools between the ages of 41 and 50 years comprised 7.5 percent of the sample, and 8 schools comprising 15.4 percent of the sample that were established more than 51 years ago.
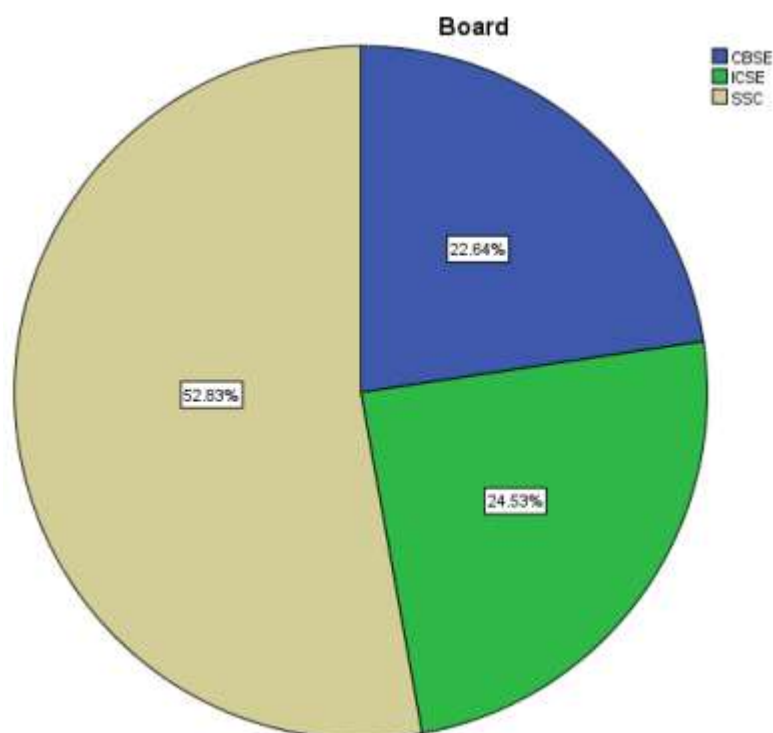
Chart No. 1 Distribution of Schools According to Year of Establishment

Distribution of School According To Board

Table No. 2 Distribution of School according to Board

| Board	Frequency	Percent
CBSE	12	22.6
ICSE	13	24.5
SSC	28	52.8
Total	53	100

Source: Field investigation

Chart No. 2 Distribution of School According To Board

It is clear from the preceding table 2 and chart 2 that the sample schools chosen have represented all three boards of the CBSE, which had a total of 12 schools and represented 22.64 percent of the total. The sample of schools analysed for this research included 13 ICSE schools, which accounted for 24.53 percent of the total, and 28 Maharashtra State Board schools, which accounted for 52.83 percent of the total.

Distribution of Principal According To Gender

Table No. 3 Distribution of Principal according to gender

Gender of Principal		
	Frequency	**Percent**
Male	10	18.9
Female	43	81.1
Total	53	100

Source: Field investigation

Chart No. 3 Distribution of Principal According To Gender
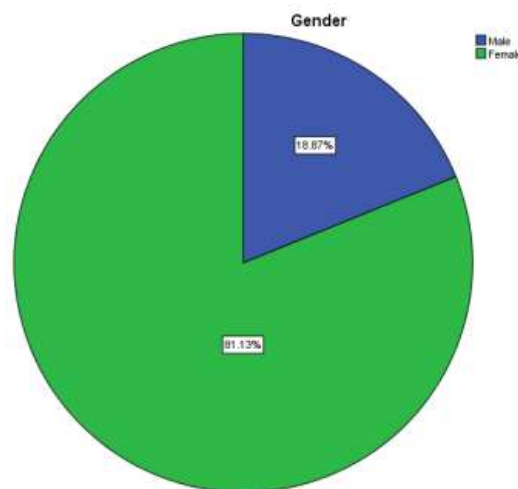
It is clear from Table 3 and Chart 3 that female principals constitute the vast majority of school administrators. There are 43 of them, which accounts for 81.3 percent of the sample leaders that participated in this research. Ten male school principals are included in the sample of 53 school leaders whose leadership styles are the foundation of the responses provided by the responding teachers. Males account for 18.89 percent of the sample's School Principals.

Distribution of Leadership Styles of Principals in Jharkhand

Table No. 4

Leadership Styles of Principals		
Leadership Style	Frequency	Percent
Autocratic Leadership	3	5
Democratic Leadership	11	21
Transactional Leadership	29	55
Transformational Leadership	5	9
Passive Avoidant Leadership	2	4
Democratic/Transactional	2	4
Democratic/ Transformational	1	2
Total	53	100

 Source: Field investigation

Specifically, Table 4 presents the data in relation to the leadership styles employed by the school principals who were involved in this study. They have been classified into seven categories: Autocratic, Democratic, Transactional, Transformational, Passive Avoidant, Democratic/Transactional, and Democratic/Transformational, according to the findings. It has been discovered that 3 principals practice Autocratic Style of Leadership, accounting for 5 percent of the total, 11 principals practice Democratic Style of Leadership, accounting for 21 percent of the total, 29 principals have adopted Transactional Style of Leadership, accounting for 55 percent of the total, 5 principals have adopted Transformational Leadership style, accounting for 9 percent of the total, 2 principals are Passive Avoidant Leaders, accounting for 4 percent, and 1 principal has adopted a mix of Democratic and Transactional Leadership, accounting for 4 percent

Conclusion

The objective of this study was to examine relationship of each of these leadership styles with Motivation and Job Satisfaction and to determine their impact. The authoritarian or tyrannical style of administration can be

referred to as the autocratic style of leadership. This method requires the leader to be entirely focused on reaching the objective or a target while carrying out the task. The achievement of the job at hand is the primary and only focus of attention. Participative leadership or shared administration are two terms that may be used to describe the democratic style of leadership. Individuals from a team or group who take a substantial role in the fundamental decision-making process are referred to as participatory leadership. **Job Satisfaction** is a feeling of contentment or a sense of accomplishment a person derives from his/ her job. It helps in determining to what extent a person dislikes or likes his/her job. It was discovered that Democratic Style of Leadership and Transformational Style of Leadership had a significant relationship with Job Satisfaction. It was further established that Motivation and Job Satisfaction had a significant relationship.

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