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## **LEADERSHIP STYLES OF PRINCIPALS IN RELATION TO TOTAL QUALITY MANAGEMENT OF SENIOR SECONDARY SCHOOLS**

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### **ABSTRACT**

Educationists consider that learning is not a simple phenomenon. It is influenced by various factors. A number of external and internal forces act upon a principal to influence his behaviour in implementing quality of learning. In the educational institutions, the principal, the leader plays an important role. The principal is responsible for exercising the expertise in the quality management and leadership of schools affairs (Mehrotra, 2002). Leadership has been broadly defined as "an influencing process affecting the interpretation of events for the school to motivate teachers and students to achieve the objectives and to maintain the Total Quality Management in school".

### **INTRODUCTION**

It is experimental truth that the effectiveness of a school is largely dependent upon its principal. His behaviour has an influence on the way a school functions. The most crucial factor in any school is the leadership behaviour of the principal and the way through which the principal carries out his leadership behaviour and how that reflects the management of Total Quality in school (Giri, 2006). Total Quality Management (TQM) has been conceived as the most global and advanced approach in the area of quality. With Total Quality Management the main objective being to establish a management system and corporate culture to ensure that students satisfaction is enhanced, which involves a systematic method for continuous improvement of organizational processes, resulting in high quality products, services and leadership performance. So, Total Quality Management (TQM) is a method for improving the effectiveness of an organization by involving every individual at every level within the organization ensuring that they work together under the able guidance of his leader.

### **Attitudes required for a principal to utilize TQM to improve classroom instruction (Subramonian, 2006):-**

1. An open mind.
2. A willingness to change.
3. A willingness to learn some new things.
4. A willingness to take some minor risks and give up some control.
5. A willingness to carefully monitor/assess/evaluate the teaching-learning process.
6. A willingness to assume a new role that of learning facilitator in the teaching-learning process.
7. A willingness to learn about some new instructional techniques and how to use them effectively.

8. A willingness to try new innovative teaching and learning strategies.
9. A willingness to organize the summer planning techniques.
10. A willingness to modify using the web with test books.
11. A willingness to work with economically disadvantage students.

So, the success of the Total Quality Management is mainly dependent on the leadership styles of the principal. He should be a change facilitators, facilitating the changes required for continuous improvement. The need of Total Quality Management in education can be understood by taking the differences between traditional and Total Quality Management Schools.

#### **OBJECTIVES OF THE STUDY:-**

- 1) To study the relationship between the leadership styles of principals with Total Quality Management of Government Senior Secondary Schools.
- 2) To study the relationship between the leadership styles of principals with Total Quality Management of Private Senior Secondary Schools.
- 3) To compare the different leadership styles of principals of Government and Private Senior Secondary Schools.
- 4) To compare the Total Quality Management of Government and Private Senior Secondary Schools.

#### **HYPOTHESES OF THE STUDY**

- 1) There exists no significant relationship between the leadership styles of principals with Total Quality Management of Government Senior Secondary Schools.
- 2) There exists no significant relationship between the leadership styles of principals with Total Quality Management of Private Senior Secondary Schools.
- 3) There exists no significant difference between the leadership styles of principals of Government and Private Senior Secondary Schools
- 4) There exists no significant difference between the Total Quality Management of Government and Private Senior Secondary Schools.

#### **DELIMITATIONS OF THE STUDY**

- 1) The study was restricted to the state of Haryana only.
- 2) The study was delimited to 32 Senior Secondary Schools.
- 3) In terms of sample size, the study was delimited to 32 principals, 160 teachers and 320 students.

#### **RESEARCH METHODOLOGY**

Keeping in mind the nature and need of the present study, descriptive survey method was applied.

#### **SAMPLE OF THE STUDY**

For the present investigation, random sampling techniques was adopted in order to select the sample. 16 Government and 16 Private Senior Secondary Schools from 4 Districts i.e. Kaithal, Karnal, Panipat, Kurukshetra (8 from each District) of Haryana was selected. From

each school, Principal, 5 teachers and 10 students were taken in the sample. Thus over all, 32 principals, 160 teachers and 320 students were included in the sample of the present study.

## TOOLS OF THE STUDY

- 1) Leader Behaviour Description Questionnaire (LBDQ) from XII standardized by R.M. Stodgill (1963) was used for measuring leadership behavior of the principals as perceived by the teachers.
- 2) Mukhopadhyay's Institutional Profile Questionnaire (MIPQ) (for measuring TQM in schools) by Mukhopadhyay, 2001.
- 3) Principal Questionnaire (for principals' perception about quality management in schools) by Mukhopadhyay, 2001.
- 4) Students Questionnaire (for students' perception about quality management in school) by Mukhopadhyay, 2001.

## STATISTICAL TECHNIQUES USED

Depending upon the nature of the data appropriate statistical techniques such as Mean, Standard Deviation (S.D.), Correlation and 't'-test were used for analysis of the data.

## ANALYSIS AND INTERPRETATION:-

**Table – 1**

**Correlation between Leadership Styles of principals as perceived by the teachers and Students Opinion about Total Quality Management of the Government Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.661	Significant at 0.01 level (0.449)
Students Opinion about TQM	16		

Perusal of Table-1 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and students opinion about Total Quality Management of the Government Senior Secondary School is 0.661. This value is greater than 0.449(at 0.01 level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and students opinion about Total Quality Management of the Government. Senior Secondary School. This shows that effective principals can maintain the level of quality among their students with their leadership styles. So the null hypothesis is rejected.

**Table – 2**

**Correlation between Leadership Styles of principals as perceived by the teachers and Students Opinion about Total Quality Management of the Private Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.443	Significant at 0.05 level (0.349)
Students Opinion about TQM	16		

Perusal of Table-2 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and students opinion about Total Quality Management of the Private Senior Secondary School is 0.443. This value is greater than 0.349 (at

0.05level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and students opinion about Total Quality Management of the Private Senior Secondary Schools. This shows that effective principals can maintain the level of quality among their students with their leadership styles. So the null hypothesis is rejected.

**Table – 3**

**Correlation between Leadership Styles of principals as perceived by the teachers and Principals Opinion about Total Quality Management of the Government Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.508	Significant at 0.01 level (0.449)
Principals Opinion about TQM	16		

Table-3 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and Principals opinion about Total Quality Management of the Government Senior Secondary Schools is 0.508. This value is greater than 0.449 (at 0.01 level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and Principals opinion about Total Quality Management of the Government Senior Secondary Schools. Thus leadership styles of the principal are also helpful in maintaining quality in the schools. So the null hypothesis is rejected.

**Table – 4**

**Correlation between Leadership Styles of principals as perceived by the teachers and Principals Opinion about Total Quality Management of the Private Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.610	Significant at 0.01 level (0.449)
Principals Opinion about TQM	16		

Table-4 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and Principals opinion about Total Quality Management of the Private Senior Secondary Schools is 0.610. This value is greater than 0.449 (at 0.01 level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and Principals opinion about Total Quality Management of the Private Senior Secondary Schools. Thus leadership styles of the principal are also helpful in maintaining quality in the schools. So the null hypothesis is rejected.

**Table – 5**

**Correlation between Leadership Styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile Questionnaire about Total Quality Management of the Government Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.553	Significant at 0.01 level (0.449)
MIPQ about TQM	16		

Perusal of Table-5 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile

Questionnaire about Total Quality Management of the Government Senior Secondary Schools is 0.553. This value is greater than 0.449 (at 0.01 level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile Questionnaire about Total Quality Management of the Government Senior Secondary Schools. So it was found that leadership styles of the principals are also useful for maintaining the Total Quality Management of the institution. So the null hypothesis is rejected.

**Table – 6**

**Correlation between Leadership Styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile Questionnaire about Total Quality Management of the Private Senior Secondary Schools.**

Groups	N	Coefficient of correlation	Level of Significance
Leadership Styles perceived by teachers	16	0.577	Significant at 0.01 level (0.449)
MIPQ about TQM	16		

Perusal of Table-6 shows that coefficient of correlation between leadership styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile Questionnaire about Total Quality Management of the Private Senior Secondary Schools is 0.557. This value is greater than 0.449 (at 0.01 level), therefore there is a significant positive correlation between leadership styles of principals as perceived by the teachers and Mukhopadhyay's Institutional Profile Questionnaire about Total Quality Management of the Private Senior Secondary Schools. So it was found that leadership styles of the principals are also useful for maintaining the Total Quality Management of the institution. So the null hypothesis is rejected.

**Table –7**

**Comparison between mean scores of Leadership Styles of Principals as perceived by the teachers of Government and Private senior secondary schools.**

Groups	N	Mean	S.D.	SEd	t-ratio	Level of significance
Govt. senior secondary schools	80	15.01	2.82	2.28	11.69	Significant at 0.01 level
Pvt. senior secondary schools	80	13.83	2.39			

Table-7 analyzed that principals of both Government and Private Senior Secondary schools differ significantly in their leadership styles. The calculated t-value of this table is significant at 0.01 level. So null hypothesis which states that there exists no significant difference between the leadership styles of Government and Private senior secondary schools principals stands rejected. The possible causes of this difference may be stated as both the groups of principals are working under differently demonstrated management bodies, organizational set- up and the circumstances of the schools.

**Table –8**

**Comparison between mean scores of student's opinion about Total Quality Management of Government and Private senior secondary schools.**

Groups	N	Mean	S.D.	SEd	t-ratio	Level of significance
Govt. senior secondary schools	160	30.21	4.29	0.45	16.84	Significant at 0.01 level

Pvt. senior secondary schools	160	37.86	3.82			
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Table-8 states that there is a significant difference between the students opinion about Total Quality Management of Government and Private Senior Secondary Schools. The mean difference and t-ratio reveals that the significance of the difference at 0.01 level. It reveals that the students of these two types of schools use different opinions about Total Quality Management. So the null hypothesis which states that there exists no significant difference between the students opinion about Total Quality Management of Government and Private Senior Secondary Schools stands rejected.

**Table –9**

**Comparison between mean scores of Principal's opinion about Total Quality Management of Govt. and Private Senior Secondary schools.**

Groups	N	Mean	S.D.	SEd	t-ratio	Level of significance
Govt. senior secondary schools	16	91.56	6.59	2.71	4.84	Significant at 0.01 level
Pvt. senior secondary schools	16	104.68	8.61			

Table-9 states that there is a significant difference between the principals opinion about Total Quality Management. The mean difference and t-ratio reveals that the significance of the difference at 0.01 level. It reveals that the principals of these two types of schools use different opinions about Total Quality Management. So the null hypothesis which states that there exists no significant difference between the principals opinion about Total Quality Management of Government and Private Senior Secondary Schools stands rejected.

**Table –10**

**Comparison between mean scores of Mukhophadyay's Institutional Profile Questionnaire about Total Quality Management of Government and Private Senior Secondary Schools.**

Groups	N	Mean	S.D.	SEd	t-ratio	Level of significance
Govt. senior secondary schools	16	290.37	12.60	5.102	5.05	Significant at 0.01 level
Pvt. senior secondary schools	16	316.12	16.05			

Table-10 states that there is a significant difference between the Mukhophadyay's Institutional Profile Questionnaire about Total Quality Management of Government and Private Senior Secondary schools. The mean difference and t-ratio reveals that the significance of the difference at 0.01 level. It reveals that these two types of schools use different measures in Mukhophadyay's Institutional Profile Questionnaire about Total Quality Management. So the null hypothesis which states that there exists no significant difference between the Mukhophadyay's Institutional Profile Questionnaire about Total Quality Management stands rejected.

### **CONCLUDING ISSUES:-**

The present study was focused on the role of Senior Secondary School Principals as leaders of their group. Students are the valuable, significant and responsive unit of the educational machinery. With the implementation of high leadership behaviour the students can be properly guided through which they can be helpful for improving the total quality of the institutions (Giri, 2006). Principal leadership is a powerful tool to improve the confidence,

skills and quality of teaching in a teacher. It emphasizes on the collaborative working model that help in development of democratic environment in the organization.

Incorporating Total Quality Management in teaching-learning process will certainly improve the overall quality of the classroom experience for student and the teacher both. The success of Total Quality Management is mainly dependent on the leadership styles of principals of the institute. Applying Total Quality Management in education is a continuous search for quality at personal, group, institutional and societal level.

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