

PERCEPTION OF LEADERSHIP EFFECTIVENESS AND PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS.

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Received: September 07, 2018

Accepted: October 25, 2018

ABSTRACT

The present study was conducted to study the Professional Commitment of teachers and their perception of Leadership Effectiveness of Principals. In order to conduct present study 80 teachers from 4 schools of Kapurthala district were selected randomly. Leadership Effectiveness Scale (HaseenTaj, 2010) and Professional Commitment scale (DeepaSikandKauts) were used as tools for the present study. The findings of the study revealed that the significant difference exists in the leadership effectiveness perceived by male and female teachers. Another finding revealed that there exists no significant difference in the professional commitment of Male and female teachers. It was also found that there is a no relationship between Leadership Effectiveness and Professional commitment of teachers.

Keywords: Leadership Effectiveness, Professional Commitment

INTRODUCTION

Teacher commitment is regarded as a key concern in educational systems across the globe, because of its influence on student outcomes and general school effectiveness (Park, 2005). According to Fredriksson (2004), teachers hold the responsibilities to lift up the school effectiveness because they have actual power to make a difference in students' capital development during teaching and learning process. Thus, teachers' professional commitment is a critical aspect in determining the success of education reform and school effectiveness (AbdRazak, Darmawan & Keeves, 2009) because they will highly perform their duties as if the school belonged to them (Joffres & Haughey, 2001). However, due to stressful profession, teachers tend to show low organizational commitment (Williams, 2010). Ross Leithwood (2006) reports that not only overwork has reduced teachers' organizational commitment but also teachers poor relationship with the principal. Research reported that teachers with low organizational commitment often come late to work and tend to be frequently absent from work by abusing sick leave (Shapira-Lishchinsky & Rosenblatt, 2010) which caused loss of valuable instruction time due to ineffective substitute teacher or class cancellation (Gaziel, 2004). There is a critically need to examine factors that could enhance teachers' organizational commitment. One of the factors which have been found to influence organizational commitment is leadership effectiveness.

LEADERSHIP EFFECTIVENESS

Leadership effectiveness represents the ability of a leader 'to mobilize and influence followers' (Cicero, Pierro & Van Knippenberg, 2010) and is crucial in that it drives the proclivity of the workforce towards the attainment of shared goals (De Cremer & Van Knippenberg, 2004). Manamela, Cassim and Karodia (2016) observed that effective leaders are adapting at recognising and positively utilising both the competencies and limitations of their subordinates in the achievement of organisational objectives. Weaver (2015) likewise affirmed the constructive impact that effective leaders have on the results of their subordinates. Dorfman et al. (2012) commented that leaders who act in accordance with expectations are the most effective. Manning (2003) notes that leaders effective in cross-cultural leadership possess 'relationship competence': that is, they are able to emotionally connect with diverse individuals and establish mutually attractive relationships.

Leadership effectiveness may be evaluated in a variety of ways and at different levels (Kang & Jin 2015). Kaiser, Hogan and Craig (2008), through an examination of 10 meta-analyses, identified two primary measurement types for leadership: (1) individual perceptions and (2) group performance (these two measurement groupings are similar to those noted by Lowe et al. 1996). Individual perceptions may be split between (1) leadership emergence (being perceived as a leader by, for example, colleagues) and (2) perceived effectiveness (as a leader) (Kaiser et al. 2008). Group performance comprises (1) group process (results achieved in terms of team member motivation, behaviour levels and team dynamics) and (2) group achievements such as productivity and financial outcomes (Kaiser et al. 2008). The effectiveness of leaders

exhibits a greater alignment with subordinates' perspectives of leader actions, as opposed to leaders' self-reported views (Kim & Yukl 1995).

Leadership effectiveness has been linked with leader intelligence (Mesterova et al. 2015) and is associated with leader self-awareness (Butler, Kwantes & Boglarsky 2014). It may be predicted by leader prototypicality (Cicero et al. 2010). It is also influenced by the quality of the exchange relationships between leaders and each of their subordinates (Alabi 2012). In terms of leadership styles, perceptions of leadership effectiveness correlate with transformational and transactional (Deluga 1991) as well as empowering and ethical leadership (Hassan et al. 2013).

PROFESSIONAL COMMITMENT

Lu and Chang (2002) carried out a survey to find the relationships among professional commitment, job satisfaction and turnover intentions of hospital nurses. The study found a significant positive correlation between job satisfaction and professional commitment and turnover intentions. Parthiban (2008) studied comparative analysis of dimensions of teacher commitment. The study was conducted among 600 teachers of 74 arts and science colleges of Bharathiar University, Coimbatore. The findings show that the teachers are highly committed to their job. Their departmental commitment comes much closer to job commitment. Faranak and Yeshodhara (2009) studied organizational commitment among high school teachers of India and Iran. Data were collected from 721 high school teachers in Bangalore (India) and Sanandaj (Iran). Results revealed that Indian teachers had better organizational commitment in the affective and normative components and Iranian teachers were found to have better organizational commitment in the continuance component.

Malik (2010) studied job satisfaction and organizational commitment of university teachers in public sector of Pakistan. The study revealed that faculty members have high degree of organizational commitment and satisfaction with work itself, supervision, salary, co-workers and opportunities for promotion. Arjunan and Balamurugan (2013) studied the Professional Commitment among in-service teachers and as a result they concluded that the gender of teachers has no impact on the level of professional commitment only more experienced teacher possessed more professional commitment.

Maiti (2015) found that there is significant difference between primary and secondary school teachers on various dimension of commitment. But there is no significant difference of commitment between male and female school teachers. Beri & Beri (2016) found that there exists no significant difference in professional commitment of male and female teacher educators. Para (2017) revealed that professional commitment among secondary schools Teachers was found average and on the basis of gender, Marital Status and Type of School, there was no significant difference found on OC among secondary school teachers

STATEMENT OF THE PROBLEM

PERCEPTION OF LEADERSHIP EFFECTIVENESS AND PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS

OBJECTIVES OF THE STUDY

To study the relationship between Professional commitment and leadership effectiveness.

HYPOTHESES OF THE STUDY

1. There exists no difference in the perception of leadership effectiveness among Male and Female teachers.
2. There exists no difference in the perception of leadership effectiveness among rural and urban teachers.
3. There exists no difference in the professional commitment among Male and Female teachers.
4. There exists no difference in the professional commitment among rural and urban teachers.
5. There exists no relationship between leadership effectiveness and Professional Commitment.

DELIMITATIONS OF THE STUDY

The present study has been delimited to male and female secondary school teachers of rural and urban areas of Kapurthala district only.

SAMPLE

A descriptive research method has been employed for this research. The population of study comprises all the secondary school teachers of district Kapurthala. 4 schools from the district of Kapurthala were selected randomly out of which 2 schools were rural and 2 schools were urban. In every school, 75% of the teachers

were females and 25% teachers were males. So to select sample out of every school, the investigator proportionately selected 75% female teachers and 25% male teachers. Therefore, the sample of 80 teachers (Male 28 and Female 52) was taken randomly.

TOOLS USED

Following tools were used for collecting data for the present study:

1. Leadership Effectiveness Scale by Dr.HaseenTaj (2010).
2. Professional Commitment Scale by Dr.DeepaSikandKauts (2014).

PROCEDURE OF THE STUDY

Firstly, 4 senior secondary schools (2 urban and 2 rural) from the district of Kapurthala (Punjab) were selected randomly. Out of these 4 schools, 80 secondary school teachers (20 from each school) were taken as a sample. Out of 80 teachers, 28 were males and 52 were females.

ANALYSIS AND INTERPRETATION OF DATA

The data has been analyzed under the following headings:

1. Significance of difference in Perception of Leadership effectiveness of male and female teachers

t-test was applied to determine the significant difference in Perception of Leadership effectiveness of male and female teachers. The result of this analysis has been reported in table-1

Table-1

Perception of Leadership effectiveness of male and female teachers

	M	N	SD	SE _D	t
Male	336.07	28	31.50	10.19	2.99
Female	305.54	52	48.67		

It is observed from the Table-1 that the t-ratio for the difference in perception of leadership effectiveness of male and female teachers was found to be 2.99. Entering table-D with 78 df, we get entries 1.99 at the 0.05 level of confidence and 2.64 at the .01 level. Since t-value is significant at both the levels of significance. So data provides sufficient evidence to reject the null hypothesis (1), "There exists no difference in the perception of leadership effectiveness among Male and Female teachers." so there is a significant difference in the perception of Leadership effectiveness of male and female teachers. The mean value of scores of male teachers is higher as compared to female teachers. It can be stated that the male teachers have good perception of leadership effectiveness as compared to female teachers.

2. Significance of difference in Perception of Leadership effectiveness of rural and urban teachers

t-test was applied to determine the significant difference in Perception of Leadership effectiveness of rural and urban teachers. The result of this analysis has been reported in table-2:

Table-2

Perception of Leadership effectiveness of Rural and Urban teachers

	M	N	SD	SE _D	t
Rural	319.35	40	46.863	10.24	0.61
Urban	313.1	40	45.066		

It is observed from the Table-2 that the t-ratio for the difference in perception of leadership effectiveness of rural and urban male teachers was found to be 0.61. Entering table-D with 78 df, we get entries 1.99 at the 0.05 level of confidence and 2.64 at the .01 level. Since t-value is not significant at both the levels of significance. So data did not provide sufficient evidence to reject the null hypothesis (2), "There exists no difference in the perception of leadership effectiveness among rural and urban teachers." So there is no significant difference in the perception of Leadership effectiveness of rural and urban teachers.

3. Significance of difference in Professional commitment of male and female teachers

t-test was applied to determine the significant difference in Professional commitment of male and female teachers. The result of this analysis has been reported in table-3:

Table-3

Professional Commitment of Male and Female teachers

	M	N	SD	SE _D	t
Male	338	28	45.299	9.154	1.13
Female	377.62	52	35.30		

It is observed from the Table-3 that the t-ratio for the difference in professional commitment of male and female teachers was found to be 1.13. Entering table-D with 78 df, we get entries 1.99 at the 0.05 level of confidence and 2.64 at the .01 level. Since t-value is not significant at both the levels of significance. So data did not provide sufficient evidence to reject the null hypothesis (3), "There exists no difference in the professional commitment among Male and Female teachers." So there is no significant difference in the professional commitment of male and female teachers. This result is consistent with the study of Para (2017).

4. Significance of difference in Professional commitment of rural and urban teachers

t-test was applied to determine the significant difference in Perception of Leadership effectiveness of rural and urban teachers. The result of this analysis has been reported in table-4:

Table-4

Professional Commitment of Rural and Urban teachers

	M	N	SD	SE _D	T
Rural	360.28	40	34.75	7.413	5.66
Urban	402.22	40	31.47		

It is observed from the Table-4 that the t-ratio for the difference in professional commitment of Rural and Urbanmale teachers was found to be 2.87. Entering table-D with df 26, we get entries1.99 at the 0.05 level of confidence and 2.64 at the .01 level. Since t-value is significant at both the levels of significance. So data provides the sufficient evidence to reject the null hypothesis (4), "There exists no difference in the professional commitment among rural and urban teachers." So there is significant difference in the professional commitment of rural and urban teachers. The mean value of scores of urban teachers is higher as compared to rural teachers. It can be stated that the urban teachers are more committed than the rural teachers.

5. Correlation between Leadership Effectiveness & Professional Commitment

Pearson correlation was applied to determine the relationship between Leadership Effectiveness & Professional Commitment. The result of this analysis has been reported in table-5:

Table-5

Relationship between Leadership Effectiveness & Professional Commitment

	N	Pearson correlation	Sig.
Leadership effectiveness	80	-0.1352	0.2324
Professional commitment			

It has been observed from Table- 9 that value of coefficient of correlation 'r' with df 78 came out to be 0.232, which is less than the table value even at the 0.05 level of confidence, showing statistically no significant relationship between leadership effectiveness and professional commitment. So data did not provide sufficient evidence to reject the null hypothesis (5), "There exists no relationship between leadership effectiveness and Professional Commitment." So there is no correlation between leadership effectiveness and professional commitment.

DISCUSSION ON FINDINGS

It has been observed that male teachers have good perception of leadership effectiveness as compared to female teachers. Lee(1993) stated that female teachers feel empowered when working in schools headed by female principals; male teachers consider themselves less powerful in those circumstances. Mudiwa (2011) indicated that gender did not have a significant difference on teacher perceptions of leadership among public schools in North Carolina. It was found that there is no significant difference in the professional commitment of male and female teachers. This result is consistent with the study of Para (2017). He stated that professional commitment among secondary schools teachers was found average and on the basis of gender, Marital Status and Type of School, there was no significant difference found on professional commitment among secondary school teachers. Another finding revealed that there is no difference in the interaction effect of perception of leadership effectiveness of teachers in relation to gender and area. It was found that the urban teachers are more committed than the rural teachers. The main finding of the study is that there is no significant relationship between leadership effectiveness and professional commitment. This is in contrary with the results of study of Selamat et al. (2012), Marshall (2015), Anshu&Upadhyay (2017).

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