



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 16, Issue, 01, pp.26884-26887, January, 2024
DOI: <https://doi.org/10.24941/ijcr.46529.01.2024>

RESEARCH ARTICLE

A COMPARATIVE STUDY ON LEADERSHIP BEHAVIOR OF PRINCIPAL BETWEEN THE RURAL AND URBAN GENERAL DEGREE COLLEGES IN WEST BENGAL

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ARTICLE INFO

Article History:

Received 19th October, 2023

Received in revised form

18th November, 2023

Accepted 15th December, 2023

Published online 19th January, 2024

Key words:

Leadership, Behavior, Leadership style, Rural, Urban, General Degree College

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ABSTRACT

The educational administration of a country is a crucial factor in determining the educational output of a nation. Colleges are the prime concern of the higher educational system. The principal of a college is the centre of all the activities taking place in the institution. The principal is an important person in the colleges or educational institutions and his/her leadership behaviour should be considered as one of the essential keys for student achievement and college improvement in college society. The investigator conducted the present study to reveal a clear picture of a Comparative study on the leadership behaviour of principals between the Rural and Urban General Degree Colleges in West Bengal. The main objective of the study is to investigate the difference between the leadership behaviour of Principals of rural and urban colleges. The method followed in this study is the Survey Method. The population of the study consists of all the Principals of General Degree Colleges in West Bengal. A total of 50 Principals were selected for the sample. The tool used for the collection of data was "The Principal's Leadership Behaviour Questionnaire (PLBQ)". It was developed by the investigator. The conclusion drawn from the study was that the leadership behaviours of rural and urban General Degree College principals in West Bengal are significantly different from each other.

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Citation: Sanjit Biswas, Prof. (Dr.) Ruma Deb (De) and Prof. (Dr.) Suparna Sanyal Mukherjee. 2024. "A Comparative study on Leadership behavior of Principal between the Rural and Urban General Degree Colleges in West Bengal." *International Journal of Current Research*, 16, (01), 26884-26887.

INTRODUCTION

The educational administration of a country is a crucial factor in determining the educational output of a nation. Colleges are the prime concern of the higher educational system. The principal of a college is the center of all the activities taking place in the institution. The principal is an important person in the colleges or educational institutions and his/her leadership behavior should be considered as one of the essential keys for student achievement and college improvement in college society. The principal tries to create a better college learning environment for that student with the support of staff, teachers, resources, teaching materials, and methods the most is the principal. The development of an educational institution depends on the nature and quality of leadership behavior by the head of the institution. As the head of the college without his effort college cannot bring any positive changes. Leadership is the process of influencing group activity to achieve goals in a certain context. Effective leadership is the key factor to the success of any educational institution the effective leader of the college is one who maintains the relationship between himself and staff members and establishes well-defined pattern of college climate. The leadership behaviors of leaders in Path-Goal Theory are directive, supportive, and participative achievement-oriented leadership behavior.

North Houses (2010) mentioned that House reformulated Fielder's contingency theory and there are four main types of leadership behaviors that have been researched among other leadership behaviors. Over the years, leadership has been extensively studied in various contexts and in the theoretical foundation. In some cases, leadership has been described as a process, but most theories and research on leadership show it as a person to gain understanding. Leadership is usually defined by the leader's characteristics, qualities, and behavior. The study of leadership has broadened culture and theoretical beliefs. A summary of what is known and understood about leadership is important to continue further research on the leadership position. Leadership research has grown steadily in recent years. Preliminary research focused on what was an essential precursor to leadership personality and physical characteristics (Owens, 1987). Weber's (1947) distinction between charismatic and position-based leadership fostered the view that leadership was more of a result of a set of human acts based on emotional power that engaged the support of others (Solomon, 2003, p.202). Student achievement and college success a human relations factor. The principal-teacher relation, teacher-student relation, and student-student relation are important human -relationships for student achievement and the development of educational excellence.

So, the principal to understand and analyze the relationship to enhance college success.

SIGNIFICANCE OF THE STUDY: Leadership is the process of motivating others to achieve goals. It is the manager's capacity to inspire followers to work with confidence and zeal. Dynamic leaders, therefore, should have the ability to awaken in others, the desire to follow a common objective in a given situation. Effective leadership is necessary for inspiring people to work for the accomplishment of given objectives. It is also essential for the efficient direction of human efforts toward predetermined goals. Leadership is a service function and it is concerned with goal setting and leadership tries to achieve group goals and the aims of education. Being the head of the institution, the principal is a leader of students and teachers and by way of his leadership, he can improve the effectiveness of his institution.

DELIMITATIONS OF THE STUDY

It is not possible for a researcher to cover the whole population by the study in a particular period of time. The present study also not an exception and it has been delimited in the following aspects

- The present study is delimited to 50 general degree colleges in West Bengal.
- The present study is delimited to the 50 Principals of general degree colleges in West Bengal.
- The present study is delimited to Rural and Urban general degree colleges in West Bengal.

OBJECTIVES OF THE STUDY

The objective of this work is to investigate the leadership behaviour of Principals of rural and urban colleges on following dimensions

- Leadership Style of Principal (LSP),
- Principal's Activities in Framing the College's Purpose and Goals (PAFCPG),
- Principal's Activities in Planning (PAP),
- Outstanding Organizational behavior of Principal (OOBP),
- Communication Behavior of Principal (CBP),
- Judgment and Decision- Making Behavior of Principal (JDMBP),
- Problem- Solving Behavior of Principal (PSBP),
- Principal's Activities to Foster a Teaching-Learning Environment (PAFTLE),
- Principal's Attitude in Staff Supervision and Evaluation (PASSE), and
- Principal's Attitude in Students Control and Evaluation (PASCE).

HYPOTHESIS OF THE STUDY:

In order to achieve these objectives of the study following the following hypotheses have been formulated. There is no significant relationship between leadership behaviour of Principals of rural and urban colleges on following dimensions

- Leadership Style of Principal (LSP),
- Principal's Activities in Framing the College's Purpose and Goals (PAFCPG),
- Principal's Activities in Planning (PAP),
- Outstanding Organizational behavior of Principal (OOBP),
- Communication Behavior of Principal (CBP),
- Judgment and Decision- Making Behavior of Principal (JDMBP),
- Problem- Solving Behavior of Principal (PSBP),
- Principal's Activities to Foster a Teaching-Learning Environment (PAFTLE),
- Principal's Attitude in Staff Supervision and Evaluation (PASSE), and
- Principal's Attitude in Students Control and Evaluation (PASCE).

METHODOLOGY

PROCEDURE OF THE RESEARCH: The study made its best efforts to collect the most reliable and valid data. First, the investigator prepared all the lists of colleges useful for the study. Then he contacted all the principals selected in the sample personally and requested them to cooperate and allow to collection of data from principals. Also, the investigator sent a questionnaire to all selected principals Google form. Then the investigator collected all the filled-in questionnaires. Most of the principals cooperated with the investigator willingly. The investigator assured principals to keep all the required data confidential. The investigator applied the "Principal's Leadership Behavior Questionnaire (PLBQ)".

METHOD OF THE STUDY: For the research study, the researcher has used a descriptive survey method (closed-ended questionnaires) for College Principals which involves the collection of data. This method is helpful for the investigator to investigate the existing issues related to the problem. Descriptive studies are more than just the collection of data; they involve measurement, classification, analysis, comparison, and interpretation, so the investigator has used this method as the best method for the study.

POPULATION OF THE STUDY: All the General Degree Colleges in West Bengal (banglaruchchashiksha.wb.gov.in) have been taken as the Population for the present study. In this population, only Government General Degree Colleges and Government-Aided General Degree Colleges are included.

SAMPLE AND SAMPLING OF THE STUDY: Sampling is both necessary and advantageous. A sample is a small part of a larger total. The size of the sample should be so selected that it is adequate and representative of the population from which it has been derived. According to sampling techniques, a survey and purposive sampling were conducted for Principals because of their tiny number meaning that it is compulsory for all Principals to participate in this study. To identify the Leadership Behavior of the Principals of General Degree College, 50 Principals in the General Degree College of West Bengal were selected as a sample. The principals were classified according to area (Rural' and 'Urban).

Table 1. Classification of Principals:

Classification of Principals	Settlement	
	Rural	Urban
Number of Principals	25	25
Total	50	

SOURCES OF DATA COLLECTION: The researcher has collected data from Primary source.

TOOLS AND TECHNIQUES OF DATA COLLECTION: The tool used for the collection of data was "The Principal's Leadership Behavior Questionnaire (PLBQ)". It was developed by the investigator. In the present study, the investigator used the survey method as a main technique to investigate the Leadership Behavior of the Principals of General Degree College in West Bengal. In this study, questionnaires are the main instrument of data collection. It was a closed-ended questionnaire. However, the closed-ended questionnaire with a Likert scale and ranking was mostly used for the principals and faculties of colleges. A questionnaire was also preferred as the main instrument in this study because it is easy to use on a large number of subjects.

The following tool were used for the study:

- Principal's Leadership Behavior Questionnaire (PLBQ) for Principals

ANALYSIS AND INTERPRETATION OF DATA: In the present study, hypotheses are tested by applying various statistical techniques such as mean, standard deviation, t-test, etc.

Table 2. Summary of the test of significance difference between the mean score of the leadership behavior of principals of rural and urban colleges on dimensions

Dimensions	Area	No. of Principals	Mean	SD	SE _D	t	Remarks
Leadership Style of Principal (LSP)	Rural	25	87.12	16.16	3.29	2.62	Significant
	Urban	25	85.42	15.60			
Principal's Activities in Framing the College's Purpose and Goals (PAFCPG)	Rural	25	85.02	17.06	3.28	2.76	Significant
	Urban	25	84.43	16.70			
Principal's Activities in Planning (PAP)	Rural	25	87.32	16.16	2.28	2.96	Significant
	Urban	25	85.63	15.50			
Outstanding Organizational behavior of Principal (OOBP)	Rural	25	81.02	16.04	3.24	3.74	Significant
	Urban	25	81.43	15.79			
Communication Behavior of Principal (CBP)	Rural	25	86.02	17.06	3.84	3.65	Significant
	Urban	25	85.43	16.70			
Judgment and Decision- Making Behavior of Principal (JDMBP)	Rural	25	86.02	15.06	3.74	3.62	Significant
	Urban	25	86.43	15.90			
Problem- Solving Behavior of Principal (PSBP)	Rural	25	86.02	15.06	3.74	3.62	Significant
	Urban	25	86.43	15.90			
Principal's Activities to Foster a Teaching-Learning Environment (PAFTLE)	Rural	25	85.02	16.76	3.73	3.67	Significant
	Urban	25	85.03	16.70			
Principal's Attitude in Staff Supervision and Evaluation (PASSE),	Rural	25	86.02	17.06	3.03	3.47	Significant
	Urban	25	86.43	17.70			
Principal's Attitude in Students Control and Evaluation (PASCE)	Rural	25	85.92	16.96	3.73	3.86	Significant
	Urban	25	85.73	16.70			

For statistical analysis of the data, Statistical Package for Social Sciences (SPSS Version 20) software was used. The details of the procedure were described as follows, step by step.

Hypothesis (Ho)

There is no significant relationship between leadership behaviour of Principals of rural and urban colleges on following dimensions

- Leadership Style of Principal (LSP),
- Principal's Activities in Framing the College's Purpose and Goals (PAFCPG),
- Principal's Activities in Planning (PAP),
- Outstanding Organizational behavior of Principal (OOBP),
- Communication Behavior of Principal (CBP),
- Judgment and Decision- Making Behavior of Principal (JDMBP),
- Problem- Solving Behavior of Principal (PSBP),
- Principal's Activities to Foster a Teaching-Learning Environment (PAFTLE),
- Principal's Attitude in Staff Supervision and Evaluation (PASSE), and
- Principal's Attitude in Students Control and Evaluation (PASCE).

The idea underlying this hypothesis is that leadership behaviour of Principals of rural and urban colleges on following dimensions are not significantly different to each other. Therefore the null hypotheses that there is no significant relationship between leadership behaviour of Principals of rural and urban colleges on following dimensions was formulated. To analyze dimension wise the significance of meanscores difference between leadershipbehaviour of urban and rural college principals, the investigator applied "t" test. These are presented in the table -1 which are also graphically re-presented in the figure -1. It has been observed that mean with SD score of leadershipbehaviour of college principals in rural colleges are 87.12 with 16.16 SD, 85.02 with 15.60 SD, 87.32 with 16.16 SD, 81.02with 16.04 SD, 86.02with 17.06 SD, 86.02with 15.06 SD, 86.02with 15.06 SD, 85.02with 16.76 SD, 86.02with 17.06 SD, and 85.92with 16.96 SD in Leadership Style of Principal (LSP), Principal's Activities in Framing the College's Purpose and Goals (PAFCPG), Principal's Activities in Planning (PAP), Outstanding Organizational behavior of Principal (OOBP), Communication Behavior of Principal (CBP), Judgment and Decision- Making Behavior of Principal (JDMBP), Problem- Solving Behavior of Principal (PSBP), Principal's Activities to Foster, Teaching-Learning Environment (PAFTLE), Principal's Attitude in Staff Supervision and Evaluation (PASSE), andPrincipal's Attitude in Students Control and Evaluation (PASCE) dimensions respectively.

On the other hand, mean with SD score of leadershipbehaviour of college principals in urban colleges are 85.42 with 15.60 SD, 84.43 with 16.70 SD, 85.63 with 15.50 SD, 81.43 with 15.79 SD, 85.43with 16.70 SD, 86.43with 15.90 SD, 86.43with 15.90 SD, 85.03with 16.70 SD, 86.43with 17.70 SD, and 85.73with 16.70 SD in all dimensions respectively. From the above result contained in the table no. 1 it is clear that statistically there is significant difference in leadershipbehaviour of rural and urban collegeprincipals in relation to ten dimensions. The calculated "t" value of administrative behaviour of urban and rural college principals with reference to ten dimension are found 2.62,2.76,2.96, 3.74, 3.65, 3.62, 3.62, 3.67, 3.47, and 3.86 respectively, the calculated 't' was found to be significant in all cases as its value was more than table 't' value. Which was 1.96 at 0.05 level and 2.58 at 0.01 level.Hence, significant difference does exist between leadershipbehaviour of rural and urban college principals in relation to ten dimensions i.e. Leadership Style of Principal (LSP), Principal's Activities in Framing the College's Purpose and Goals (PAFCPG), Principal's Activities in Planning (PAP), Outstanding Organizational behavior of Principal (OOBP), Communication Behavior of Principal (CBP), Judgment and Decision- Making Behavior of Principal (JDMBP), Problem- Solving Behavior of Principal (PSBP), Principal's Activities to Foster, Teaching-Learning Environment (PAFTLE), Principal's Attitude in Staff Supervision and Evaluation (PASSE), andPrincipal's Attitude in Students Control and Evaluation (PASCE). So, the null hypothesis is fully rejected.

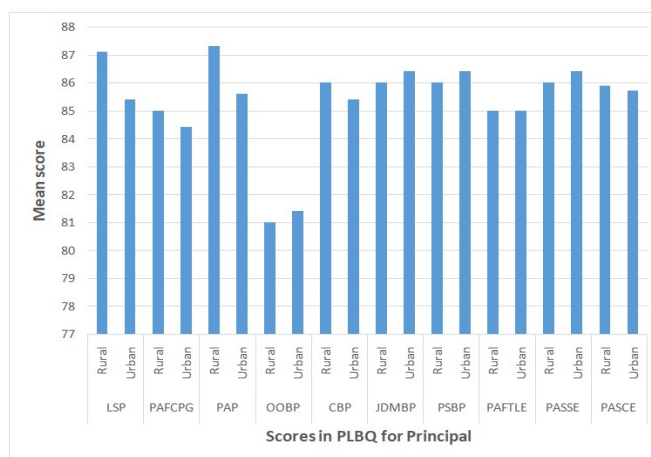


Figure 1. Graphical representation difference between mean score of leadership behaviour of Principals of rural and urban colleges on dimensions

From the above discussion, it is observed that leadership behaviour of rural and urban college principals in relation to ten dimensions is significantly different to each other. Thus, it is a matter of leadership behaviour of college principals in relation to ten dimensions tested in the research. This finding is similar with the study reported by O'Shea, C. M., & Zuckerman, S. J. (2022). Comparing Rural and Non-rural Principal's Instructional Leadership in the Age of ESSA. Based upon the result cited above, the investigator concluded that the result might be considered appropriate. Also for more clarity Graphical representation difference between mean score of leadership behaviour of Principals of rural and urban colleges on dimensions through Figure

RESULTS AND DISCUSSION

Hypothesis (Ho2): There is no significant relationship between the leadership behavior of principals of rural and urban colleges on the following dimensions:

- Leadership Style of Principal (LSP),
- Principal's Activities in Framing the College's Purpose and Goals (PAFCPG),
- Principal's Activities in Planning (PAP),
- Outstanding organizational behavior of the principal (OOBP),
- Communication Behavior of the Principal (CBP),
- Judgment and Decision-Making Behavior of the Principal (JDMBP),
- Problem-Solving Behavior of the Principal (PSBP),
- Principal's Activities to Foster a Teaching-Learning Environment (PAFTLE),
- Principal's Attitude in Staff Supervision and Evaluation (PASSE), and
- Principal's Attitude in Student Control and Evaluation (PASCE).

Discussion: To analyze dimension-wise the significance of the mean score difference between the leadership behavior of urban and rural college principals, the investigator applied the "t" test. The calculated 't' value was found to be significant in all cases as its value was greater than the table 't' value. Which was 1.96 at the 0.05 level and 2.58 at the 0.01 level of significance.

Finding: This hypothesis discovered a substantial difference between the leadership behavior of rural and urban college principals in relation to ten dimensions. As a result, it was found that the leadership behavior of rural and urban college principals in relation to ten dimensions was significantly different from each other. This finding is similar to the study reported by O'Shea, C. M., and Zuckerman, S. J. (2022).

CONCLUSION

A principal or head of the institution must play an effective role in enhancing the effectiveness of an organization. In college, a principal must encourage the teachers to be sympathetic, cooperative, dedicated, and up-to-date as well. The principal should also play a democratic role to enhance the progressiveness of the teachers and students. The current study attempted to establish a link between the leadership behavior of principals and the academic achievement of students at West Bengal General Degree Colleges. Based on the finding obtained for each of the objective, the following conclusions were drawn: The leadership behavior of rural and urban college principals in relation to ten dimensions is significantly different from each other.

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