

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSION

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5.0 INTRODUCTION

There is a growing consensus among educational policymakers, researchers, and practitioners that the leadership behavior of school headmasters is essential for driving educational reform and enhancing school effectiveness, particularly in light of the National Education Policy (NEP) 2020 and the Sustainable Development Goals (SDGs). Both frameworks emphasize inclusive, equitable, and quality education, placing significant responsibility on school leadership to effect meaningful change. As the complexities of education increase, headmasters are no longer viewed merely as administrators; they are pivotal leaders who create conducive learning environments, set high expectations, monitor progress, and foster positive school cultures that enhance student outcomes. In the context of Government Scheduled Tribe (ST) and Scheduled Caste (SC) Development High Schools, particularly in Odisha's tribal districts, the headmaster's role is even more critical. They must navigate geographical isolation, socio-economic challenges, and cultural barriers to provide quality education to marginalized communities, addressing educational disparities through culturally responsive education and community engagement. Effective leadership in these schools involves fostering cooperation among teachers and students, setting clear academic expectations, and promoting a culture of continuous learning. Headmasters must also be skilled problem-solvers, tackling resource constraints and infrastructural limitations to ensure that educational delivery remains effective. Their ability to inspire teachers, engage with the community, and focus on student achievement is vital for realizing the objectives of NEP 2020 and the SDGs.

With successful school leadership, schools become effective incubators of learning, places where students are not only educated but also challenged, nurtured, and encouraged. Different policy documents have talked about the importance of school leadership in secondary schools.

5.1 POLICY PERSPECTIVES

Almost all the Commissions, Committees and Policies have envisioned the roles and responsibilities of school heads and functions of school. The Mudaliar's Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel Committee (1977), National Policy on

Education (1986), Yashpal Committee (1993), Central Advisory Board of Education (CABE) 2005, National Education Policy 2020, National Education Technology Forum (NETF, 2023) have explained the roles and responsibilities of school leaders and functions of school in detail.

The Mudaliar Commission (1952-53), known as the Secondary Education Commission, emphasized the essential role of school leaders, particularly headmasters, in enhancing the quality of secondary education by fostering extracurricular activities vital for character and leadership development. Similarly, the Kothari Commission (1964-66) advocated for strengthening the leadership capacities of school leaders to improve school culture and teaching methods, recommending comprehensive training programs to equip them with effective management skills. The Ishwarbhai Patel Committee (1977) reviewed school education, highlighting the headmaster's role in promoting social and moral values through programs like Socially Useful Productive Work (SUPW) while fostering community service and experiential learning. The National Policy on Education (1986) reinforced the critical importance of strong leadership in implementing reforms, advocating for the selection and ongoing professional development of qualified headmasters to create a supportive learning environment. The Yash Pal Committee (1993) called for visionary leadership to transform educational practices, promoting student-centric curricula and community engagement. The Central Advisory Board of Education (CABE, 2005) emphasized effective leadership training for headmasters and collaboration among educational stakeholders to foster change. Finally, the National Education Policy (NEP, 2020) established a framework for academic leaders, promoting continuous professional development through workshops and online resources, while the National Education Technology Forum (NETF, 2023) encouraged the integration of technology in education to enhance leadership skills and administrative efficiency

The above commissions and committees have strongly emphasized collaboration, teamwork, decentralisation of power for improving the effectiveness of the school. However, only making policy recommendations is not enough for school leadership. There is a need to bridge the gap between policymaking and policy implementation. Hence, an in-depth understanding of leadership through leadership behaviour theories becomes critical.

5.2 LEADERSHIP BEHAVIOUR THEORIES

Leadership is inevitable for a school to improve its effectiveness, as it is helpful to promote a culture that enhances student learning outcomes and achieves desired goals. Leadership is not a trait that can be inherent from birth, but acquired and improved through practice. It

emphasized the activities, behaviour, and qualities of leaders. The most common theories of leadership behaviour have been described below.

The Tri-Dimensional Theory of Leadership posits that leaders' behaviors can be categorized into three dimensions: relation-oriented, task-oriented, and change-oriented, offering a comprehensive and observable framework (Yukl, 2004, 2012). The Michigan Leadership Studies, conducted by the University of Michigan, identified task and employee-oriented styles as key to group performance and satisfaction, focusing on leaders' behaviors rather than traits (Katz et al., 1959). Similarly, the Ohio State Leadership Studies identified two dimensions—initiating structure and consideration—highlighting that effective leadership encompasses both task and people orientations. Blake and Mouton's Managerial Grid Theory further refined this by suggesting that the most effective leaders balance concern for people with concern for production, identifying five manager styles based on these dimensions. Behavioral Theory of Leadership emerged in response to the belief that leadership qualities could be learned and developed, contrasting with the Great Man Theory that leaders are born, not made. Fielder's Leadership Contingency Theory proposed that organizational effectiveness is influenced by the leader's personality and situational stability, distinguishing between relationship-motivated and task-motivated leaders. Path-Goal Theory, advanced by House and others, emphasized the impact of leader behavior on subordinates' job satisfaction, acceptance, and motivation, considering personal characteristics and environmental pressures as contingency factors. Lastly, Trait Theory of Leadership posits that effective leaders possess certain inherent traits, with numerous studies attempting to identify these traits to predict leadership success. Each of these theories contributes to a nuanced understanding of leadership by focusing on different aspects of leader behavior and effectiveness.

To summarize, these theories emphasized relation-oriented leadership behaviour, task-oriented leadership behaviour, people-oriented leadership behaviour, and change-oriented leadership behaviour to achieve desired goals. They identify traits and skills of leader behaviour that results in higher performance and satisfaction of a group and generate effective schools which improve student learning and teacher effectiveness. Some leadership theories emerged in the concept of leadership and leadership behaviour has emerged from the above theories. The concept of leadership is discussed below.

5.3 LEADERSHIP DEFINED

The word “leader” appeared in the English language at about the year 1300 (Oxford English Dictionary, 1933) and the “Leadership” at about 1800 A.D. (Stogdill, 1974). The term ‘leadership’ has come from the word ‘lead’. The word ‘to lead’ has two meanings, ‘to excel’ or to be in advance and ‘to guide’, govern, and command others or to head an organization.

- **Robbins (1979)** referred to leadership as the capacity to persuade a group to work toward a common goal.
- **Joseph (1980)** defines leadership as helping a group create and achieve shared goals. (Cited in Kolzow, 2014).
- **Koontz and Donnell (1985)** the act of leadership is the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of the group goal.
- **Lall & Lall (1988)** states that" actual leadership ought to lead, now not dominate. It ought to inspire and encourage, not forcefully. True leadership must arouse in others as an emergent leadership."
- **Moshal (1998)** the greater common capabilities of leadership are: motivating staff members, boosting morale, supporting functions, satisfying the needs of members, undertaking commonplace goals, representing members, developing confidence, bringing changes, adjustments and resolving conflicts.
- **Yoki & Vanfleet (1998)** considered “leadership as a process that includes influencing the task, objective and techniques of a group or an organization and define the leadership as influencing people in the organization to implement strategies and achieve objectives.
- **Leithwood & Riehl (2003)** states the success and improvement of school performance largely depends on how leaders lead the schools.
- **Shields (2004)** recognized Educational Leadership as complex and challenging and the professional leadership by the head of the school contributes positively to school effectiveness.

- **Keith Davis (2008)** "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals." He also said that leadership is the process of encouraging and helping others to work enthusiastically towards objectives.

In a nutshell, leadership can be defined as the skill of influencing other personnel of an organisation regarding goal attainment and enhancing school effectiveness. The concept of leadership has a close connection with the following leadership behaviour.

5.4 BEHAVIOUR: MEANING

Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions.

- **Pierce & Cheney, (2004)** behavior is what one is doing or the product of what one has done.
- **Nock & Kurtz, (2005)** behaviour is defined in observable terms, the occurrence of that behavior is readily apparent to an observer.
- **Bergner, (2010)** behaviour is "any observable overt movement of the organism, generally taken to include verbal.
- **Fatima (2019)** "behavior can be defined as the actions or reactions of a person in response to external or internal stimulus situation."
- **D.G. Ryan, (2022)** behaviour is defined as the activities of persons as they go about doing whatever is required of them.
- **Wikipedia, (2023)** behaviour is the range of actions and mannerisms made by individuals, organisms, systems or artificial entities in some environment.

5.5 LEADERSHIP BEHAVIOUR

Leadership behaviour is the behaviour demonstrated by leaders with various actions. These are reflected in directs and coordinates the group activities towards the achievement of a goal. From the behaviour of the leader's different traits, skills, and abilities can be inferred. **According to Stodgill (1948)** "leadership behaviour refers to the behaviour of the head-teacher

under study in matters pertaining to school administration and school programmes. Specifically, it means the manner with which she deals with the teachers and pupils, how she supervises learning in the school, how she handles meetings and how she communicates with the parents and support staff.”

- **Halpin (1994)**, described the leadership behaviour of school principals as initiating structure, which refers to the leader’s behaviour in considering the relationship between him and the contributors of his workgroup and in endeavouring to establish well-defined patterns of organisation, channels of conversation and methods of procedure.”
- **Cunningham (1966)**, states that Leadership Behaviour can be described in terms of “group achievement” and “group maintenance”. Group achievement refers to the degree to which the group accomplishes its tasks.
- **Rowden (2000)**, defined “leadership behaviour as when someone directs and coordinates the group activities towards the achievement of a goal that is shared.” The Great Man theory postulated that leaders are born with a set of personality characteristics which emerge and become revealed at critical moments (Carlyle, 1841; 2013).

In conclusion, leadership behaviour is essential for guiding and influencing a group towards shared goals. It involves effective administration, communication, and interaction, as well as the ability to structure and organize tasks. Successful leadership blends personal traits with the strategic management of team dynamics, ensuring both achievement and cohesion.

5.5.1 Leadership behaviour and Traits: Leadership traits are essential in shaping a headmaster’s behavior, with key attributes such as integrity, confidence, empathy, resilience, visionary thinking, adaptability, cooperation, and courage enabling effective leadership. These traits allow headmasters to lead with honesty and decisiveness while earning the trust and respect of the school community. Cooperation is particularly vital as it fosters teamwork and unity among members, creating an environment where individuals collaborate toward shared objectives, enhancing collective problem-solving and creativity (Littrell, 2013). Courage, defined as the ability to make bold decisions and confront challenges, empowers leaders to advocate for necessary changes and stand up for the interests of students and staff, inspiring others through integrity and risk-taking (Bass & Avolio, 1994). Trust is crucial for building

strong, lasting relationships within a team, as it ensures team members feel safe and respected, promoting open communication and mutual respect essential for effective collaboration (Leithwood & Jantzi, 2006). Historical perspectives, dating back to Lao Tzu, emphasize traits such as ambition, honesty, and persistence as vital for leadership effectiveness, with modern theories acknowledging the importance of trust and cooperation in building successful teams. The trait theory suggests that while leaders may be born with certain qualities, their success largely depends on how effectively they apply them. Researchers like Ohler (2017) and Derue (2011) emphasize the need to combine traits with behaviors to enhance leadership effectiveness, highlighting how adaptability, assertiveness, cooperation, and courage enable headmasters to navigate challenges, maintain authority, and foster a positive and resilient school culture.

Ultimately, a headmaster's leadership success hinges on effectively utilizing key traits to foster cooperation, build trust, and ensure the success of both staff and students. By balancing these traits, a headmaster can cultivate a supportive, innovative, and thriving school environment where challenges are addressed with confidence and unity.

5.5.2 Leadership behaviour and Skills: The concept of leadership is multifaceted, encompassing a blend of skills and personality traits essential for guiding teams toward achieving goals. Skills refer to the competencies and knowledge leaders employ in their decision-making processes, influencing interactions with their teams and overall strategic direction. Northouse (2010) defines leadership skills as the capacity to apply knowledge and abilities to meet specific objectives, emphasizing that possessing skills is not enough; effective application is crucial. Ohler (2017) underscores that competent leaders understand the methodologies necessary for their roles, highlighting that leadership competence goes beyond knowledge to include the ability to navigate complex situations for positive outcomes. Whitehead (2009) and Komives et al. (2007) argue that effective leadership emerges from a dynamic interplay of various skills and situational awareness, while Kouzes and Posner (1980) emphasize credibility, characterized by honesty, vision, inspiration, and competence, as a fundamental indicator of leadership skills. A credible leader enhances their team's capabilities, fostering a positive organizational culture and open communication. To evaluate leadership behaviors effectively, it's vital to assess a range of skills. Decision-making is crucial, involving informed and timely choices aligned with organizational objectives, while problem-solving entails identifying challenges and implementing effective strategies, transforming obstacles

into opportunities for improvement. Motivation is significant, as skilled leaders inspire their teams by understanding individual and collective motivators, fostering enthusiasm and commitment. Additionally, effective communication is essential; leaders must convey information clearly and promote transparency and collaboration, actively listening to team members to strengthen relationships, enhance cohesion, and boost productivity.

To summarize, in the above studies leadership behaviour of headmasters. Each study has its reflection and reveals various dimensions of leadership behaviour have been discussed below.

5.6 DIMENSIONS OF LEADERSHIP BEHAVIOUR

Leadership behaviour is multi-dimensional, involving both people-oriented and task-oriented dimensions. Stogdill (1974) and Littrell (2013) identified these as key to achieving goals: (i) People-oriented behaviour (consideration) focuses on the leader's concern for the group's welfare, emphasizing interpersonal relationships, trust, and friendship. (ii) Task-oriented behaviour (initiating structure) involves defining roles, organizing activities, and outlining how tasks should be completed.

The most pressing issue that needs to be addressed to improve the Indian education system is leadership behaviour in schools. For achieving the desired goal of the school, the headmaster must have some qualities i.e. cooperation, courage, trust, effective communication, motivation etc. It is therefore a school that can never deny the need and importance of leadership behaviour.

5.7 NEED AND IMPORTANCE OF LEADERSHIP BEHAVIOUR FOR SCHOOL EFFECTIVENESS

Leadership behaviour is crucial for organizational success, significantly impacting morale and effectiveness. For schools, effective leadership by headmasters is essential, as it fosters cooperation, trust, and communication among staff, students, and parents. Strong leadership helps ensure that educational activities are successful and supports a positive environment, even in challenging times. Involving parents as partners can enhance school programs and resources, with PTAs often contributing to funding. Headmasters must balance academic, supervisory, and administrative roles, including formulating programs, overseeing teaching, and maintaining discipline. Effective leaders also retain staff by managing resources well and

developing key traits like conflict resolution, motivation, and collaboration. Successful leaders build good relationships and involve team members as collaborators, not just subordinates.

Leadership behaviours are essential for the effective running of a school. Similarly, the importance of leadership behaviours envisaged in the Government (SSD) high schools for improving school effectiveness has been elaborated below successfully.

5.8 GOVERNMENT SCHEDULED TRIBE AND SCHEDULED CASTE DEVELOPMENT HIGH SCHOOLS

Educational development for Scheduled Tribe and Scheduled Caste communities often involves Ashram schools, which are categorized into Sevashrams (1-5), Ashram schools (1-8), Govt. ST and SC (SSD) high schools (9-10), and higher secondary schools (11-12). These residential institutions are crucial for enhancing educational access and advancement for ST and SC children. Govt. (SSD) high schools, managed by state and central governments under the ST and SC Development, Minorities, and Backward Classes Welfare Department, provide secondary education to ST and SC students. The role of headmasters in these schools is critical for improving effectiveness and achieving educational goals.

The recruitment procedure for headmasters in Odisha is governed by Governor's circular no. 8680—Edn-l(C)-100/2013(Pt.)-SSD, which regulates appointments and service conditions for the Odisha Higher Secondary Education Service. Due to a shortage of eligible candidates for Class-II (Gazetted) positions, promotion from Class-III (Non-Gazetted) is a common pathway. Trained Graduate Teachers with at least seven years of service can be promoted to Senior Grade Class-III positions under the Orissa Subordinate Tribal Welfare Education (Recruitment and Services) Rules, 1993. To qualify for promotion, Trained Graduate Teachers must have three years of regular service, a Master's degree with at least 50% marks, and good performance appraisals. Post Graduate Teachers are promoted to Principal based on eight years of service and satisfactory performance, with seniority determined by appointment and birth dates if needed. The process aims to ensure strong leadership in academic, administrative, and management roles within schools and hostels. The effectiveness exhibited by the headmasters Scheduled Tribe and Scheduled Caste development high schools also developed on the recruitment procedure follow in the schools.

5.9 ROLE OF A HEADMASTER IN GOVERNMENT SCHEDULED TRIBE AND SCHEDULED CASTE DEVELOPMENT HIGH SCHOOLS

In supersession of circular no. 8055/SSD Edn-1 (p)29/12 dated 19/02/2013, the role of headmasters in government (SSD) high schools under the ST & SC Development Department encompasses academic, supervisory, administrative, co-curricular, and hostel management responsibilities. Academically, headmasters are expected to teach, guide subject teachers, and oversee various educational programs and activities. Co-curricular responsibilities include guiding student participation in debates, arts, sports, and other activities, and showcasing student work. Supervisory duties involve checking lesson plans, observing classroom teaching, and organizing extracurricular events. Administratively, headmasters manage staff, maintain records, ensure proper use of funds, and organize school and community activities. Hostel management includes overseeing the hostel's daily operations, managing kitchen gardens, and ensuring proper food distribution. Each role contributes to the overall effectiveness and development of the school and its students.

Major dimensions have been undertaken in the study of leadership behaviour and have been elaborated below.

5.10 MAJOR DIMENSIONS OF LEADERSHIP BEHAVIOUR UNDERTAKEN

The major dimensions of leadership behaviour undertaken in this study are traits and skills. Whereas traits are like cooperation, courage, trust and skills are like decision-making, critical thinking, problem- solving, motivation and communication which can be inferred from leadership behaviour of a headmaster of (SSD) high school.

Cooperation: Fairchild defines cooperation as the organized effort by individuals or groups to achieve a common objective, while A.W. Green describes it as the continuous endeavour of people to complete a task or reach a shared goal. According to Wikipedia (2019), cooperation involves groups working together for mutual benefit rather than competing for personal gain. For a headmaster, fostering cooperation within a school involves encouraging teachers and staff to support one another and interact openly. This can include removing barriers between different activities and facilitating mutual support for critical tasks. Promoting collaboration can enhance overall school performance, as teamwork and compromise often lead to better outcomes. Effective cooperation, where individuals work together to achieve shared goals, is essential for improving school effectiveness.

Courage: Courage is fundamental to effective leadership, as it enables leaders to take risks and pursue goals despite uncertainty. William Ian Miller emphasizes that courage involves not only

daring but also wisdom and understanding of the risks involved. Great (2020) suggests that courage is the foundation upon which all other virtues rest. Successful school leaders demonstrate courage by challenging underperformance and addressing difficult situations. As noted by Madeleine Vigar and reflected in the 2012 MetLife Survey, the role of principals has become increasingly complex and stressful, leading many to consider leaving the profession. This underscores the need for fortitude in tackling these challenges and making tough decisions.

Trust: It's something the most successful know they must earn. To that end, they take actions that gain their respect. They involve others in decisions that affect them rather than making unilateral calls. They are transparent and consistent, so subordinates know what to expect (and can count on it). Successful leaders act in a way that makes others proud to be associated with them, (as cited, The University of Notre Dame, 2019). The creation of motivators and leaders in any school helps in engendering trust and commitment. It is easy for school managers to nurture motivators and leaders when they have inculcated teacher maturity 298 ©2021 The author and IJLTER.ORG.

Decision-making: Making decisions is easy, but great leaders tackle hard decisions with authority and confidence, balancing emotion with reason and enlisting input to ensure well-informed choices. Even unpopular decisions gain long-term success when leaders communicate the rationale honestly (The University of Notre Dame, 2019). Simon (1993) outlined three phases of decision-making: identifying problems, designing possible courses of action, and assessing decisions. Educational leaders often face immediate issues, such as discipline referrals or staff complaints, but must discern which problems need attention. After choosing a viable solution, implementation begins. Principals prioritize students and employees, involving the right individuals and relevant information to make informed decisions.

Problem-solving: Problem-solving skills are crucial for improving organizational efficiency, especially for headmasters who face daily challenges ranging from funding issues to student concerns. Effective problem-solvers can identify inefficiencies, redirect resources, and address unexpected challenges like budget constraints or student incidents. Headmasters must use critical thinking and communication to uncover the root causes of issues and devise corrective plans, often involving other stakeholders like teachers, parents, and students (Leithwood & Steinbach, 1992). Expert principals excel in problem-solving by setting meaningful goals,

using guiding principles, and overcoming obstacles. Strong problem-solving abilities also enhance creativity, innovation, collaboration, and risk management, fostering trust and boosting team motivation, productivity, and job satisfaction.

Motivation: The most successful leaders have a vision that motivates people. It's not just the vision that inspires but expressing it with passion and backing it with strong beliefs and values (University of Notre Dame, 2019). School leaders must free up teachers to teach by understanding their needs and providing support. Teachers seek help with authorization and recognition. Honoring teachers in person, acknowledging their achievements in staff meetings, and running a "Teacher of the Month" campaign can boost morale. Supporting teachers against student or parent complaints is crucial. Discuss any necessary modifications with the teacher if issues arise. Productivity needs pauses; encourage teachers to take mental breaks, such as stretching, meditating, or going outside. Providing adult coloring books can help reduce stress. Engaging teachers in discussions and being open to their suggestions can unearth valuable ideas for the school.

Communication: Developing communication skills is a lifelong endeavor. Successful headmasters maintain open and transparent dialogue with all school members. A headmaster must listen to teachers and parents and address their concerns with empathy (American University, 2019). Oral, writing, and body language skills are crucial for school headmasters. Prioritizing employee communication is essential, as poor communication can alienate staff. Communication facilitates information sharing, goal setting, and consensus building. Effective communication can be synchronous or asynchronous, one-way or two-way. Designers of communication systems must consider user needs, goals, and contexts. For headmasters, managing communication effectively impacts teachers, students, and families by leveraging their skills, values, attitudes, knowledge, and expertise.

Here it is clear that the above 7 dimensions of leadership behaviour are essential for school leaders to accomplish their roles and responsibilities effectively and achieve the desired goals of the school. If the leadership's behaviour demonstrates all these skills and traits, it will play a major role in school effectiveness.

5.11 SCHOOL EFFECTIVENESS

The term "school effectiveness" has been widely used since the 1960s, focusing on improving students' achievement levels. Over the past 40-50 years, there has been a shift towards greater

self-management in educational institutions to enhance effectiveness (March & Olsen, 1972; Cohen et al., 1982). However, the concept of "school effectiveness" is debated globally, with studies like those by Sun, Creemers, and De Jong (2007) aiming to identify factors characteristic of effective schools and differences in education outcomes. Effective schools are those that provide an optimum learning environment, fostering students' cognitive, emotional, social, and aesthetic development (Balci, 2007). According to the five-factor theory by Sadker and Zittleman (2008), effective schools have strong leadership, high expectations for both students and teachers, ongoing assessment of student performance, clear goals, and a secure, organized environment. These factors contribute to better student outcomes, teacher satisfaction, and overall school success.

The above various components play a vital role in schools for school effectiveness. Despite its widespread practices and implementation of these initiatives in the current situation, the impact of leadership behaviour towards school effectiveness discussed below.

5.12 LEADERSHIP BEHAVIOUR AND SCHOOL EFFECTIVENESS: THE PRESENT SCENARIO

The impact of leadership behavior on school effectiveness is increasingly acknowledged in today's educational landscape, with various initiatives spearheaded by organizations such as NCERT, NIEPA, and RMSA playing pivotal roles. NCERT's leadership programs, introduced in 1961, aim to enhance headmasters' skills in leadership, decision-making, and school management, directly influencing teacher performance and student outcomes (NCERT, 1961). NIEPA's training initiatives since 1979 further support headmasters by deepening their knowledge of educational policies and best practices, improving administrative efficiency (NIEPA, 1979). Similarly, the RMSA initiative of 2009 focuses on building leadership skills across school communities, ensuring that headmasters foster essential life skills like problem-solving and teamwork (RMSA, 2009). Furthermore, the Right to Education Act (RTE) of 2009 mandates headmasters to create inclusive, accessible learning environments, enhancing their leadership as they collaborate with stakeholders to support diverse student needs (RTE, 2009). The Rashtriya Swachh Bharat Abhiyan (2014) underscores the leadership role of headmasters in promoting hygiene and environmental responsibility in schools (Swachh Bharat, 2014), while the Samagra Shiksha Abhiyan (SSA) of 2018 emphasizes leadership development through inclusive practices, community involvement, and accountability (SSA, 2018).

Together, these initiatives empower school leaders to drive positive change, improving overall school effectiveness and educational quality in the modern era.

To address these challenges, it is clear that professional development for headmasters is of paramount importance. Leadership training programs that focus on strategic planning, teacher management, and community engagement are essential for enhancing school effectiveness. Initiatives like those from the National Institute of Educational Planning and Administration (NIEPA), in collaboration with international partners such as the UK India Education Research Initiative (UKIERI) and the Central Board of Secondary Education (CBSE) with the Australian Council for Educational Research (ACER), aim to develop leadership capacity in schools. State-level efforts, such as those led by OPEPA in Odisha, provide in-service training to elementary and secondary school teachers. However, while these programs offer opportunities for professional development, they are not sufficient on their own. The continuous development of leadership behavior requires long-term, sustained support from both the government and the community.

Leadership in schools involves more than just administrative duties—it is about shaping the school culture, fostering collaboration, setting clear goals, and promoting a vision that aligns with educational equity and student achievement. Studies such as those by Prasertwattanakul and Chan (2007) emphasize that leadership behaviors are essential to achieving these objectives. Leaders who exhibit strong communication skills, instructional leadership, and a capacity for innovation are better equipped to drive school effectiveness. In the context of Taiwanese schools, research by Chang, Chin, and Hsu (2008) demonstrated that principals' technological leadership positively impacts students' academic achievements. This suggests that forward-thinking leadership behaviors, such as the integration of technology into educational strategies, are critical in improving student performance.

The All India Surveys of Educational Research (1974–2006) highlight a significant gap in leadership studies. While leadership behavior has been explored in relation to organizational climate, personal characteristics, and teacher satisfaction, there has been little focus on how it directly impacts school effectiveness, especially in government schools serving marginalized populations such as Scheduled Tribes (ST) and Scheduled Castes (SC). For instance, Cheryl (2003) found that leadership communication styles were not always effective, and Cantwell (2003) examined the relationship between principal leadership behavior, school climate, and student achievement, finding unsatisfactory outcomes. These findings indicate a need for a

more comprehensive exploration of leadership behaviors and their impact on student achievement and school climate, particularly in regions where challenges are more pronounced.

One of the most pressing areas for research is the impact of leadership behavior in schools located in tribal districts of Odisha, where headmasters of Government ST and SC Development High Schools face significant obstacles. These schools often contend with geographic isolation, limited infrastructure, teacher shortages, and the socio-economic disadvantages that hinder the educational progress of tribal students (Panda & Mohanty, 2020). In these environments, leadership behavior is not only about academic management but also about navigating the unique cultural and linguistic needs of the students. Headmasters are required to be visionary leaders who understand the importance of cultural sensitivity, community involvement, and adaptive strategies to promote educational inclusivity (Mohapatra, 2018). Effective leaders in these regions adopt inclusive practices, integrating local languages and customs into the curriculum, which helps to create a more welcoming and engaging learning environment for students who may feel alienated by mainstream education systems (Sahoo, 2021).

Moreover, leadership behavior in tribal schools is closely linked to the ability to mobilize resources and sustain long-term academic goals, even in the face of limited resources (Nayak & Mishra, 2019). In many cases, the scarcity of resources in Odisha's tribal regions means that headmasters must be highly innovative. Successful headmasters often implement teacher mentorship programs, create community partnerships, and work to improve teacher quality and student engagement despite challenges (Patnaik, 2020). This leadership behavior is particularly important given the reluctance of qualified teachers to work in remote areas, which exacerbates the issue of teacher shortages (Mishra & Sahoo, 2021). Effective headmasters focus on creating supportive work environments that incentivize teachers to stay and perform at their best, while also working to engage the community in school governance, thereby fostering a more cohesive and supportive educational ecosystem (Dash, 2018).

The effectiveness of schools in these regions can be evaluated through a variety of indicators, including student achievement in literacy and numeracy, dropout rates, and the efficient use of available resources (Tripathy & Jena, 2017). Leadership behavior is central to managing these factors. Headmasters who effectively manage their school's resources, create safe and inclusive learning environments, and foster strong relationships with the community are more likely to see improvements in student performance and retention rates (Sahoo, 2019). In many cases,

these headmasters must go beyond their traditional administrative roles and act as community advocates, promoting the importance of education to families who may not fully recognize its value due to economic pressures or cultural beliefs (Mishra, 2020).

However, despite the positive impact that effective leadership can have, there are still significant challenges that impede the success of these schools. Financial constraints, underdeveloped infrastructure, and language barriers between teachers and students are major issues that limit the ability of school leaders to make necessary improvements (Sahoo & Patra, 2018). Furthermore, some tribal communities remain resistant to formal education, preferring traditional practices, which complicates the leadership role of headmasters (Tripathy, 2016). In this context, school leaders must not only manage day-to-day operations but also serve as cultural mediators, helping to bridge the gap between traditional tribal practices and modern educational frameworks (Mishra, 2020).

Leadership behavior is a pivotal factor in determining school effectiveness, particularly in challenging environments such as the tribal districts of Odisha. Headmasters who demonstrate visionary leadership, cultural sensitivity, and adaptability can greatly improve student outcomes, teacher performance, and community involvement. However, for these leaders to succeed, they need continuous professional development, government support, and the active involvement of the community. A comprehensive approach to developing leadership behaviors will not only enhance the effectiveness of schools in tribal regions but also contribute to the long-term educational success of marginalized students. From the above discussion, it is found that there is an urgent need to study the leadership behaviour of Govt. (SSD) high school headmasters and its relation with the school effectiveness. Major dimensions of school effectiveness have been elaborated below.

So many initiatives have been taken, but needs to be improved. From the above discussion, it is found that there is an urgent need to study the leadership behaviour of Govt. (SSD) high school headmasters and its relation with the school effectiveness. Major dimensions of school effectiveness have been elaborated below.

5.13 MAJOR DIMENSIONS OF SCHOOL EFFECTIVENESS

Major dimensions of school effectiveness undertaken in the study.

School culture: School culture encompasses the shared attitudes, values, and behaviors of everyone in an institution, including students, teachers, and staff (Fullan, 2007). It influences both the emotional and physical safety of students, classroom orderliness, and the embrace of diversity. As highlighted by the National Institute for Urban School Leaders at Harvard (2018), effective school culture involves strong relationships and core beliefs among students, families, and educators. Promoting and advocating for a positive school culture is essential for current and future educators.

Pupil development: Albert Einstein said, "Education is not the learning of facts, but the training of the mind to think." Despite this, exam results still heavily influence students' futures. Education should not only impart knowledge but also teach students how to learn, fostering skills like autonomy, leadership, collaboration, and communication (NEP, 2020). While the current system emphasizes content knowledge and memorization, Piaget and Vygotsky highlighted the importance of constructivist learning. Effective education supports students' mental, emotional, social, moral, cultural, and spiritual development. Recognizing that each student processes information uniquely, educators should strive to enhance their teaching methods to help students retain and apply knowledge effectively.

Teacher Effectiveness: Teacher effectiveness is defined as a teacher's ability to use approaches, strategies, and attitudes that enhance student learning and achievement (Strong, Ward & Grant, 2011). Key indicators include content knowledge, teaching methods, positive attitude, fairness, admitting mistakes, listening, empathy, and a commitment to lifelong learning. Teacher quality is crucial, as it significantly impacts student achievement. In 2002, the US invested \$192 billion in teacher salaries and benefits, underscoring the importance of effective teaching. Standardized test scores in subjects like math and reading are commonly used to evaluate teacher performance.

Teacher-pupil relation: Teachers are crucial for quality education. Strong teacher-student relationships foster a positive learning environment, enabling open discussion and increased student engagement (Fraser, 1991; Campbell, 2008; Isac et al., 2014; Loukas, 2007). Students with better relationships with their teachers are more likely to participate in discussions and societal issues (Keating & Janmaat, 2015). Positive interactions enhance student achievement and teacher satisfaction. They also help close achievement gaps and boost self-esteem. Effective teacher-student connections create a supportive learning environment, which

improves academic performance and overall school experience. Setting high standards and providing opportunities for participation further promote success.

Academic achievement: Academic achievement measures how well students, teachers, or institutions meet their educational goals, often assessed through exams or continuous assessments. For students, this includes grades, while for institutions, it might be graduation rates (Wikipedia, 2017). In this study, achievement refers to proficiency in language literacy and math (Donnelly et al., 2016; Xiang et al., 2017). Factors like test anxiety, environment, motivation, and emotions can impact academic success. Schools are funded based on student success, with institutions like those in California evaluated by the Academic Performance Index.

The above 6 dimensions of school effectiveness are important to play their role in Govt. (SSD) high schools. For the achievement of educational goals of the ST & SC communities & improving access to educational facilities through the Govt. (SSD) high schools has been an identified thrust area of our country. Odisha has been among the pioneers in setting up the Govt. (SSD) high schools since the initial years. In Odisha, Koraput, Bolangir and Kalahandi (KBK) districts are basically where most of the tribal people are living. So the Govt. (SSD) high schools are established.

5.14 TRIBAL DISTRICTS OF ODISHA

The tribal districts of Odisha are home to over 62 distinct tribal groups, including Particularly Vulnerable Tribal Groups (PVTGs), and comprise a substantial portion of the state's population. Districts such as Mayurbhanj, Sundargarh, Keonjhar, Kandhamal, Koraput, and Malkangiri exhibit rich cultural diversity but face significant developmental challenges, including inadequate infrastructure, poor healthcare, and limited access to quality education. Despite various governmental interventions aimed at improving socio-economic conditions through education, livelihood development, and infrastructure initiatives, these areas still struggle with high levels of poverty, malnutrition, illiteracy, and unemployment. The KBK (Koraput, Bolangir, Kalahandi) region, historically plagued by extreme poverty and food insecurity, remains particularly disadvantaged, with numerous welfare programs, such as the Biju KBK Yojana and the Western Odisha Development Council (WODC), having minimal impact on human development indicators. Since 1992-93, the original districts of Koraput, Bolangir, and Kalahandi have been divided into eight districts—Bolangir, Subarnapur,

Kalahandi, Nuapada, Rayagada, Koraput, Nabarangpur, and Malkangiri—comprising 14 subdivisions, 80 Tahsils, and 12,293 revenue villages. Education plays a crucial role in improving conditions in the KBK region, with Scheduled Caste and Scheduled Tribe Development (SSD) high schools serving as key institutions for tribal children. Among the 165 Government SSD high schools in the KBK districts, the distribution includes 33 in Koraput, 33 in Nabarangpur, 44 in Rayagada, 20 in Malkangiri, 7 in Bolangir, 1 in Subarnapur, 22 in Kalahandi, and 5 in Nuapada. However, these schools face challenges such as poor infrastructure, teacher shortages, and insufficient resources, particularly in remote areas, complicating attendance and recruitment. Despite these obstacles, SSD high schools have contributed to improving literacy rates and educational attainment, supported by initiatives like Mid-Day Meal schemes and scholarships. The government is also modernizing educational delivery through digital tools and smart classrooms under the Odisha Adarsha Vidyalaya (OAV) scheme, though effective implementation requires better monitoring and community involvement. Recognizing the transformative power of education for tribal children in the KBK districts, the Government of Odisha emphasizes the need to enhance school leadership, teacher development, and community engagement to improve educational outcomes. The KBK region, bordering Chhattisgarh and Andhra Pradesh, is among India's poorest, marked by high rates of illiteracy and socio-economic challenges. A large tribal population, including groups like Paraja, Kondh, Gond, and Durua, faces issues such as starvation, displacement, and migration, exacerbated by geographical isolation, which features dense forest cover and a lack of transport and communication infrastructure. Left-wing extremist activities further hinder development efforts, creating an unfavorable atmosphere for progress. Traditional communication methods, such as local folk culture and rituals, play a vital role in disseminating development messages, as modern mass media often fails to penetrate these remote areas. Given the extreme backwardness of the KBK districts, the government has designated them for targeted developmental efforts. With over one-third of the population in these districts consisting of scheduled tribes—who have a literacy rate of approximately 62%—and a combined Scheduled Tribe and Scheduled Caste population of 39.98% in Odisha, the grim state of educational development in the KBK region becomes evident.

5.15 REVIEW OF RELATED LITERATURE

Effective research relies on consulting relevant literature to acquire specialized knowledge and understand prior research, identifying gaps within a domain. This literature review focuses on

headmaster behavior, school effectiveness, and challenges faced by school leaders. It aims to evaluate existing studies on Leadership Traits, Leadership Skills, School Effectiveness, and the Problems and Challenges faced by educational leaders, driven by the need to address knowledge deficiencies found in various scholarly sources. This paper presents a thematic review of the literature, which is divided into four sections.

1. Studies Conducted on Leadership Traits.
2. Studies Conducted on Leadership Skills.
3. Studies Conducted on School Effectiveness.
4. Studies Conducted Problems & Challenges faced by school leaders.

5.16 IMPLICATION FOR THE PRESENT STUDY

The literature review's critical analysis has significant implications for the present study. There were a total of 47 studies reviewed by the researcher. The studies were divided thematically into four categories namely 11 studies conducted on Leadership Traits, 10 studies conducted on Leadership Skills, 15 studies conducted on School Effectiveness, and 11 studies conducted problems & challenges faced by school leaders.

There were 11 studies conducted on leadership traits that focused on leadership traits of superintendents, administrative leadership traits, principal leadership behaviour traits, Personality Traits on Transformational School Leadership, female high school principals leadership behaviour, school leaders' Attributes and traits, leadership behaviors of middle-level principals, principal leadership behaviours, Leadership behaviour among school Headmasters, principal ethical Leadership Behaviors, leadership behaviour of educational administrators, (*Simmons, 2008; Giese, et al., 2009; Walker, 2009; Minus, 2010; Khanal, 2018; Foy, 2019; Sivakumar, 2019; Taraza, 2019; Person, 2019; Daugherty, 2021; Casinillo, 2022*). There were 10 studies conducted on leadership skills that focused on principals' leadership skills, school leaders leadership skills, headmaster's managerial skills, principals' personnel characteristic skills, skills required for effective administration of principals, principal leadership behaviour, future essential skills and qualities of school leaders, administrative behaviour of secondary school heads, leadership behaviour of principals, (*Sinha, 2009; Ike, 2012; Augspurger, 2013; Dempster, 2013; Kamete, 2014; Deodas, 2016; Dopson, 2016; Cáceres, 2019; Francis, 2019; Bailes, 2021*). There were 15 studies conducted on school effectiveness that focused on School

effectiveness, school cultures, school performance, school climate, how gaming money is used in a tribal school, school learning culture, organisational culture of schools, school organizational innovativeness, organizational effectiveness, job satisfaction of teachers, school climates and student achievement, collaborative culture in high school, (*Chakrabarti, 2005; Trottier, 2007; Oluremi, 2008; Sancar, 2009; Donovan, 2010; Mannasaheb, 2011; Jeffers, 2013; Pihie, 2013; Pratt, 2014; Sheela, 2015; Besler, 2017; Downs, 2017; Paynter, 2017; Bhuyan, 2018; Sticka, 2020*). There were 11 studies on problems & challenges faced by school leaders that focused on barriers and supports to implementation of principal leadership, challenges faced by school principals in technology leadership, issues and challenges faced by heads of departments (HoDs) in their roles as transformational leaders in schools, challenges facing school principals, examine the extent of leadership behaviour, skills and qualities of independent school leaders, examined the extent to which high school principals engaged in responsibilities, impact behaviours have on the level of job satisfaction, (*Delucia, 2011; Sincar, 2013; Ghavifekr, 2014; Tobin, 2014; Wise, 2015; Beam, 2016; Paletta, 2016; Plessis, 2017; Tan, 2018; Khairuddin, 2019; Espuny, 2020*).

The reviews had diverse research designs in terms of the type of research carried out that included 47 studies. There were 25 studies conducted survey based methodologies to achieve their objectives. Researcher like *Giese, et al. (2009), Walker (2009), Sivakumar (2019), Taraza (2019), Person (2019), Sinha (2009), Augspurger (2013), Kamete, 2014, Deodas (2016), Cáceres (2019), Francis (2019), Chakrabarti (2005), Oluremi (2008), Sancar (2009), Mannasaheb (2011), Jeffers (2013), Pihie (2013), Tobin (2014), Sheela (2015), Wise (2015), Paletta (2016), Tan (2018), Bhuyan (2018), Espuny (2020), Sticka (2020)*. There were 12 studies conducted on exploratory multi-site case study. Researches like *Foy (2019), Ike (2012), Besler (2017), Downs (2017), Bailes (2021), Trottier (2007), Sincar (2013), Beam (2016), Plessis (2017), Paynter (2017), Besler (2017), Khairuddin (2019)*. There were 7 studies conducted on the quantitative methods through which values can be taught. Researchers like *Simmons (2008), Minus (2010), Khanal (2018), Casinillo (2022), Dempster (2013), Pratt (2014), Dopson (2016)* centered their studies on quantitative cross-sectional methods. Only three studies conducted on mixed-methods design; *Daugherty (2021), Delucia (2011), Ghavifekr (2014)*.

The data collection tools used in the studies reviewed were varied based on the objectives and research designs of the respective studies. There were 25 study used various questionnaire such

as; based on Yukl's 15 Managerial Practices and Lopez's Personal Attributes used by *Giese, et al. (2009)*, Multifactor Leadership Questionnaire (MLQ Form 5X), School Culture Survey (SCS) used by *Pratt (2014)*, School Effectiveness Questionnaire (SEQ) and Multifactor Leadership Questionnaire (MLQ) used by *Sheela (2015)*, *Bhuyan (2018)*, Leadership Behavior Inventory Questionnaire used by *Khanal (2018)*, *Daugherty (2021)*, Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers' Classroom Management Questionnaires (TCMQ) used by *Casinillo (2022)*, *Ike (2012)*, *Dempster (2013)*, *Kamete, 2014*, *Cáceres (2019)*, *Francis (2019)*, *Trottier (2007)*, *Oluremi (2008)*, *Donovan (2010)*, *Pihie (2013)*, *Delucia (2011)*, *Tobin (2014)*, *Wise (2015)*, *Besler (2017)*, *Paynter (2017)*, *Downs (2017)*, *Tan (2018)*, *Sticka (2020)*. There were 11 study used various scale. Researcher like *Walker (2009)* used Teacher Sense of Efficacy Scale (TSES), *Minus (2010)* used Principal Instructional Management Rating Scale (PIMRS) and the Maryland School Assessment (MSA), *Person (2019)*, *Augspurger (2013)*, *Deodas (2016)* and *Dopson (2016)* used Administrative Behaviour Scale (ABS-TH), *Sinha (2009)* used Teacher Sense of Efficacy Scale (TSES) and the Principal Rating and Ranking Scale (PRRS), *Chakrabarti (2005)*, *Sancar (2009)*, *Mannasaheb (2011)* used Leadership Behavior Description Questionnaire (LBDQ) and Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). Out of the literature reviewed 9 researchers used In-depth interviews, and focus group discussions; *Foy (2019)*, *Bailes (2021)*, *Sincar (2013)*, *Ghavifekr (2014)*, *Beam (2016)*, *Paletta (2016)*, *Plessis (2017)*, *Khairuddin (2019)*, *Espuny (2020)*. And two researcher used five-factor model (FEM), *Taraza (2019)* and content analysis with VBPro for open-ended data; *Simmons (2008)*.

In accordance with the objectives and data collection procedures used in the reviewed studies, appropriate data analysis techniques were applied. There were 28 study used descriptive statistics; *Giese, et al. (2009)*, *Taraza (2019)*, *Daugherty (2021)*, *Ike (2012)*, *Dempster (2013)*, *Kamete, 2014*, *Pratt (2014)*, *Sheela (2015)*, *Deodas (2016)*, *Dopson (2016)*, *Cáceres (2019)*, *Chakrabarti (2005)*, *Trottier (2007)*, *Oluremi (2008)*, *Donovan (2010)*, *Mannasaheb (2011)*, *Tobin (2014)*, *Beam (2016)*, *Paletta (2016)*, *Paynter (2017)*, *Tan (2018)*, *Bhuyan (2018)*, *Khairuddin (2019)*, *Sticka (2020)*. Five study used Pearson Product Moment Correlations and standard regression; *Minus (2010)*, *Walker (2009)*, *Augspurger (2013)*, *Francis (2019)*, *Sancar (2009)*. Three study used Thematic analysis; *Bailes (2021)*, *Delucia (2011)*, *Sincar (2013)*. Three study used NVivo software for open and axial coding; *Wise (2015)*, *Downs (2017)*, *Espuny (2020)*. One study used nonparametric methods such as Chi-square; *Simmons (2008)*. One study used coded into themes and sub-themes using MAXQDA software; *Foy (2019)*. One

study used multivariate analysis of variance (MANOVA); *Person (2019)*. One study used Spearman rho correlation; *Casinillo (2022)*. One study used Tukey's Honestly Significant Differences (HSD) test, *Sinha (2009)*. One study used ANOVA and bivariate correlations; *Jeffers (2013)*. One study used Structural Equation Modelling; *Pihie (2013)*. One study used Content Analyss; *Ghavifekr (2014)*.

Out of the literature reviewed, the investigator didn't come across any study related to leadership behaviour which included leadership traits and skills of Scheduled Tribe & Scheduled Caste Development high school Headmaster and School effectiveness. Most of the researcher were done in school leadership and general school culture, thus the researcher feels that it is the need of the hour to study the leadership behaviour of Scheduled Tribe & Scheduled Caste Development high school Headmaster and School effectiveness in tribal schools. So, there is a need for research in the area of study proposed by the investigator.

5.17 RATIONALE OF THE STUDY

Most of the States have taken up activities for quality improvement of tribal area schools. Odisha also took the initiative to develop a comprehensive strategy for the education of tribal children. Its ultimate goal is the uplifted education in the tribal schools. The objective of the tribal school is the educational progress of the tribal children by providing them the conducive environment. In the govt. scheduled tribe and scheduled caste development high school students are given opportunities to develop their innate potential, skills and talent for their complete personality development. It provides education with residential facilities for increasing enrollments and minimizing the dropout of tribal children to achieve the goal. Therefore, the leadership behaviour of headmasters impact on school effectiveness needs to be studied.

The different behaviours like cooperation, courage, trust, decision-making, problem- solving, motivation and communication are required to accomplish the goals of the school. The major dimension of school effectiveness will be studied are school culture, resource management, pupil development, teacher effectiveness, teacher-pupil relation and academic achievement.

The funding mechanisms for ST and SC Development (SSD) high schools, managed through the Five-Year Plans and now under the NITI Aayog framework, have become increasingly diversified to address the unique challenges faced by tribal students in India. These funds are directed through various governmental bodies, including the Ministry of Tribal Affairs, Ministry of Human Resource Development, and departments such as Tribal and Rural Welfare

and the ST & SC Development Department (NITI Aayog, 2021). A key initiative, Mission Suvidya, launched in December 2019, focuses on improving and standardizing the infrastructure and basic amenities in SSD hostels. By enhancing human resources and educational environments, this program seeks to provide a better foundation for tribal students' academic success (Ministry of Tribal Affairs, 2020). Additionally, the 5T Programme, a quality education initiative by the state government, has extended support to 1,500 schools, covering over 2.22 lakh students with enhanced classroom, hostel, and library facilities. Teacher training programs aimed at improving reading proficiency and implementing digital assessment infrastructures are also part of this initiative, ensuring that students benefit from both modern pedagogical methods and technological resources (Odisha State Government, 2020).

In parallel, other significant financial interventions have been made to directly support students' needs. The integration of the scheduled tribe and scheduled caste development department into the "Mo Sarkar" initiative from January 2020 links it with special central assistance (SCA) and the Tribal Sub-Plan (TSS), ensuring focused support for ST and SC students (MoTA, 2021). Pre-matric scholarships totaling Rs. 233.34 crore were disbursed for 4,99,291 ST boarder students, and an additional Rs. 19.69 crore was provided for 42,071 SC students in 2020-21 (Ministry of Tribal Affairs, 2021). Furthermore, the Ministry of Tribal Affairs allocated Rs. 7300 lakh for the development of essential school and hostel infrastructure, such as kitchen and dining facilities, sanitation amenities, and additional classrooms (MoTA, 2021). Alongside this, digital learning tools, including e-learning tablets and open-source learning materials, have been introduced to modernize the educational experience for tribal students. These investments reflect a concerted effort by the government to not only improve educational facilities but also foster inclusivity and provide a conducive learning environment for tribal students, addressing both immediate needs and long-term academic goals (MoHRD, 2021).

Hence, the study focuses on investigating issues there are serious concerns in the government scheduled tribe and scheduled caste development high school concerning state of school effectiveness. The different problems that are being faced by the headmasters in leading their schools need to be studied. The funds are utilized also for boarding, food, notebooks, reference books, and stationeries, money for better treatment in a private hospital. Although the huge amount of funds is received from different organisations and schemes of governments. The effectiveness of such schools are not found to be up to the mark. Here is the role of leadership behaviour of headmaster of these schools become important for the optimum. The investigator

will study the various skills and traits which can be inferred from the Leadership behaviour. Out of the literature reviewed, it was found that very few studies is being conducted in india and mostly of the studies in abroad. Most of the studies focused on the leadership behaviour of principal and school culture. The investigator did not come across any study on leadership behaviour of the government scheduled tribe and scheduled caste development high school headmasters and school effectiveness in tribal districts of Odisha. It will help open up new policy implications for fund utilization, eradicating barriers and effectiveness of schools. This will be a long way which in turn fulfils the goals of the government scheduled tribe and scheduled caste development high schools which amended for the holistic development for the ST&SC children. Therefore the studies was undertaken.

5.18 RESEARCH QUESTIONS

1. How is the leadership behaviour of headmasters in government scheduled tribe and scheduled caste development (SSD) high schools?
2. How is the school effectiveness in the government scheduled tribe and scheduled caste development high schools?
3. What is the relationship between leadership behaviour and school effectiveness?

5.19 SPECIFICATION OF THE PROBLEM

Statement of the Problem

Leadership Behaviour of the Government Scheduled Tribe and Scheduled Caste Development High School Headmasters and School Effectiveness in Tribal Districts of Odisha

5.20 OBJECTIVES OF THE STUDY

1. To study the leadership behaviour of Headmasters in the Government Scheduled Tribe and Scheduled Caste Development High Schools.
2. To study the school effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High Schools.
3. To examine the relationship between leadership behaviour and school effectiveness.
4. To identify the problems that comes in the way of effective leadership behaviour of the Government Scheduled Tribe and Scheduled Caste Development high schools headmasters.

5.21 HYPOTHESES OF THE STUDY

Out of the literature reviewed, no clear direction emerged that to find out the relationship between leadership behaviour and school effectiveness. Therefore, null hypotheses were formulated by the investigator and tested at significance level of 0.05.

Ho.1: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of school culture.”

Ho.2: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of resource management.”

Ho.3: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of academic achievement.”

Ho.4: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of teacher effectiveness.”

Ho.5: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of pupil development.”

Ho.6: “There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of Pupil-teacher relationship.”

Ho.7: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of school culture.”

Ho.8: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of resource management.”

Ho.9: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of academic achievement.”

Ho.10: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of teacher effectiveness.”

Ho.11: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of pupil development.”

Ho.12: “There is no significant relationship between leadership behaviour trait of courage and school effectiveness of pupil-teacher relationship.”

Ho.13: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of school culture.”

Ho.14: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of resource management.”

Ho.15: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of academic achievement.”

Ho.16: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of teacher effectiveness.”

Ho.17: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of pupil development.”

Ho.18: “There is no significant relationship between leadership behaviour trait of trust and school effectiveness of pupil-teacher relationship.”

Ho.19: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of school culture.”

Ho.20: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of resource management.”

Ho.21: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of academic achievement.”

Ho.22: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of teacher effectiveness.”

Ho.23: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of pupil development.”

Ho.24: “There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of pupil teacher relationship.”

Ho.25: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of school culture.”

Ho.26: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of resource management.”

Ho.27: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of academic achievement.”

Ho.28: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of teacher effectiveness.”

Ho.29: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of pupil development.”

Ho.30: “There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of pupil teacher relationship.”

Ho.31: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of school culture.”

Ho.32: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of resource management.”

Ho.33: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of academic achievement.”

Ho.34: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of teacher effectiveness.”

Ho.35: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of pupil development.”

Ho.36: “There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of pupil teacher relationship.”

Ho.37: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of school culture.”

Ho.38: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of resource management.”

Ho.39: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of academic achievement.”

Ho.40: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of teacher effectiveness.”

Ho.41: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of pupil development.”

Ho.42: “There is no significant relationship between leadership behaviour skill of communication and school effectiveness of pupil teacher relationship.”

Ho.43: “There is no significant relationship between leadership behaviour trait and school effectiveness.”

Ho.44: “There is no significant relationship between leadership behaviour skill and school effectiveness.”

5.22 EXPLANATION OF TERMS

- **Leadership behaviour:** In this study dimensions of leadership behaviour includes traits and skills, whereas traits are cooperation, courage, trust, and skills are decision-making, critical thinking, problem-solving, motivation, and communication of the government Scheduled Tribe and Scheduled Caste Development high school headmasters.
- **School Effectiveness:** School effectiveness includes school culture, resource management, academic achievement, pupil development, teacher effectiveness, and pupil-teacher relationship of the government Scheduled Tribe and Scheduled Caste Development high schools.
- **Secondary Level:** Secondary level is taken for class IX and X teachers in a school.

- **Govt. (SSD) High School:** Govt. Scheduled Tribe and Scheduled Caste Development high schools have been regarded as operative institutions to meet the educational needs of Scheduled Tribe and Scheduled Caste children in Odisha.

5.23 OPERATIONAL DEFINITION OF TERMS

Leadership Behaviour: For the present study, leadership behaviour means the score obtained on the leadership behaviour scale.

School Effectiveness: For the present study, school effectiveness means the score obtained on the school effectiveness scale.

5.24 DELIMITATION OF THE STUDY

1. **Leadership Behaviour:** The present study was delimited to 7 leadership behaviours of Headmaster namely traits like cooperation, courage, trust, and skills like decision-making, problem-solving, motivation, and communication.
2. **School Effectiveness:** The present study was delimited to 6 dimension of school effectiveness namely school culture, resource management, academic achievement, pupil development, teacher effectiveness, and pupil-teacher relationship.
3. **Secondary School:** The present study was delimited to secondary level headmasters and teachers of the Government Scheduled Tribe and Scheduled Caste Development High School from Koraput, Bolangiri & Kalahandi (KBK) districts of Odisha.
4. **Koraput, Bolangiri & Kalahandi (KBK) Districts:** Among all the tribal districts of Odisha the researcher has delimited Undivided Koraput, Bolangiri & Kalahandi (KBK) districts.

5.25 METHODOLOGY

- **Research Design**

The purpose of the study was the leadership behaviour of the Government Scheduled Tribe and Scheduled Caste Development High School Headmasters and school effectiveness in tribal Districts of Odisha, a descriptive survey method was used by the researcher in this present study.

- **Population**

All the Headmasters and Teachers in the Government Scheduled Tribe and Scheduled Caste Development High Schools of Odisha will form the population of the present study.

- **Sample**

Stratified Random sampling technique has been used in the study. The Undivided tribal districts of Odisha are divided into three strata namely, Undivided Koraput, Bolangiri and Kalahandi districts. The undivided Koraput districts have four districts namely, Koraput, Nabarangpur, Rayagarh and Malkangiri districts. Out of the four districts 30% had Government Scheduled Tribe and Scheduled Caste Development High schools of all Headmasters and Teachers has been taken. Similarly, the undivided Boangiri have two districts namely, Bolangiri and Subarnapur districts. Out of two districts 30% had Government Scheduled Tribe and Scheduled Caste Development High schools of all Headmasters and Teachers has been taken. Similarly, the undivided Kalahandi districts have two districts namely, Kalahandi and Nuapada districts. Out of two districts 30% had Government Scheduled Tribe and Scheduled Caste Development High schools of all Headmasters and Teachers has been taken. Out of total eight districts the sample consisted of total 50 Headmasters and 324 teachers from Government Scheduled Tribe and Scheduled Caste Development High Schools.

5.26 TOOLS FOR DATA COLLECTION

For the present study, the following tools will be used:

Leadership behaviour scale - The leadership behaviour scale was constructed for headmasters by the investigator to find out the leadership behaviour of the Government Scheduled Tribe and Scheduled Caste Development High School headmasters. It consisted of a total of seven dimensions for leadership behaviour namely, cooperation, courage, trust, decision-making, problem-solving, motivation, and communication. There were five close-ended alternatives. The five alternatives are strongly positive polarity, positive polarity, neutral polarity, negative polarity, strongly negative polarity. The alternative scores ranged from 1 to 5, 1 for strongly negative polarity and 5 for strongly positive polarity in which headmasters have to make a tick

mark (√) in the appropriate box ranging from strongly positive polarity to strongly negative polarity.

Leadership behaviour scale - The leadership behaviour scale constructed for teachers by the researcher measured the perception of teachers on leadership behaviour of the Government Scheduled Tribe and Scheduled Caste Development High School headmasters. It consisted of a total of seven dimensions for leadership behaviour namely, cooperation, courage, trust, decision-making, problem-solving, motivation, and communication. There were five close-ended alternatives. The five alternatives are strongly positive polarity, positive polarity, neutral polarity, negative polarity, strongly negative polarity. The alternative scores ranged from 1 to 5, 1 for strongly negative polarity and 5 for strongly positive polarity in which teachers has to made a tick mark (√) in the appropriate box, ranging from strongly positive polarity to strongly negative polarity.

School effectiveness scale - The School effectiveness scale was constructed separately for headmasters and teachers by the researcher to measure the school effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High School. This scale has items pertaining to six dimensions of school effectiveness namely, school culture, resource management, academic achievement, pupil development, teacher effectiveness, and pupil-teacher relation. The school effectiveness scale was a Likert five-point scale with five alternatives strongly agree, agree, undecided, disagree, strongly disagree. The alternative scores ranged from 1 to 5, 1 for strongly disagree and 5 for strongly agree in which headmasters and teachers has to made a tick mark (√) in the appropriate box ranging from strongly agree to strongly disagree.

Semi-structured Interview Schedule: The semi-structured interview was conducted for the headmaster by the researcher to identify the problems that comes in the way of effective leadership behaviour of Headmasters.

The reliability of the leadership behaviour scale and school effectiveness scale was established by using Cronbach's alpha coefficient reliability. The validity in terms of content and language of the leadership behaviour scale and school effectiveness scale was established by experts.

5.27 DATA COLLECTION

The researcher collected data by administering leadership behaviour scales and school effectiveness scales for Headmasters and Teachers and conducting the semi-structured interviews for the Headmasters by field visits personally.

5.28 DATA ANALYSIS

The quantitative data were analysed with Statistical Package for the Social Sciences (SPSS). Content analysis was done for qualitative data. The data was collected using scales applying descriptive and inferential statistic techniques of percentage, frequency, mean, SD analysis, Pearson correlation, diff mean, df & t-value. The objective wise data analysis techniques are as follows.

Objective 1

To study the leadership behaviour of Headmasters in the Government Scheduled Tribe and Scheduled Caste Development High Schools, Leadership Behaviour Scales for Headmasters and Teachers were used to collect data. The descriptive statistic techniques of mean was applied.

Objective 2

To study the school effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High Schools, School Effectiveness Scales for Headmasters and Teachers were used to collect data. The descriptive statistic techniques of mean was applied

Objective 3

To find out the relationship between leadership behaviour and school effectiveness, Leadership Behaviour Scale and School Effectiveness Scale for Headmasters and Teachers were used to collect data. The data was analysed applying descriptive and inferential statistic techniques of percentage, frequency, mean, SD analysis, Pearson correlation, diff mean, df & t-value.

Objective 4

To identify the problems that comes in the way of effective leadership behaviour of Headmasters, the qualitative data was analysed applying content analysis.

5.29 MAJOR FINDINGS OF THE STUDY:

Based on objectives, the data were analysed in the present study, and the following major findings were drawn.

Objective No. 1

To study the leadership behaviour of Headmasters in the Government Scheduled Tribe and Scheduled Caste Development High Schools.

- The leadership behaviour traits of cooperation, courage, and trust was found to be good in the headmasters of the Government Scheduled Tribe and Scheduled Caste Development High Schools.
- The leadership behaviour skills of Decision-Making, Problem-Solving, Motivation and Communication was found to be good in the headmasters of the Government Scheduled Tribe and Scheduled Caste Development High Schools.

Objective No. 2

To study the school effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High Schools.

- The school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimension of school effectiveness in the Government Scheduled Tribe and Scheduled Caste Development High School was found to be good.

Objective No. 3

To find out the relationship between leadership behaviour and school effectiveness.

- It was found that there was no significant correlation between leadership behaviour trait of cooperation and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour trait of courage and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.

- It was found that there was no significant correlation between leadership behaviour trait of trust and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour skill of decision-making and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour skill of problem-solving and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour skill of motivation and school culture, resource management, academic achievement, teacher effectiveness, pupil development dimensions of school effectiveness.
- It was found that there was significant correlation between leadership behaviour skill of motivation and pupil-teacher relationship dimension of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour skill of communication and school culture, resource management, academic achievement, teacher effectiveness, pupil development, pupil-teacher relationship dimensions of school effectiveness.
- It was found that there was no significant correlation between leadership behaviour traits and school effectiveness.
- It was found that there was no significant correlation between leadership behaviour skills and school effectiveness.

Objective No. 4

To identify the problem that comes in the way of effectiveness of leadership behaviour of Headmasters

The following findings have been given below.

The study on the effectiveness of leadership behavior among headmasters identified few problems impacting their leadership behaviour was found that the headmasters stated that they have not faced large number of problems, but few problems emerged while using the traits of cooperation, courage, trust and few problems were found while using decision-making, problem-solving, motivation and communication as leadership skills. Few principals faced lack of cooperation from teaching staff, which hampered collaboration on academic initiatives and create operational difficulties. This uncooperative behaviour extended to non-teaching staff, complicating the implementation of educational programs and affecting the overall school environment. Moreover, always to some principal external pressures from political leaders and public interference posed some obstacles, with headmasters noting instances of misuse of resources and interference during critical school activities like admissions.

Few principal stated that trust deficits among staff, students, and the community expressing concerns about mistrust affecting financial transactions, academic work, and overall collaboration. Additionally, technical challenges such as poor internet connectivity and communication barriers was found as problems faced by few principal.

5.30 DISCUSSION OF MAJOR FINDINGS

Leadership Behaviour of the Government Scheduled Tribe and Scheduled Caste Development High School Headmasters.

The leadership behaviour of the headmasters included traits like cooperation, courage and trust was found to be good.

The study reveals that the leadership trait of cooperation in the headmasters was found to be good. The cooperative leadership could be because of a more cohesive and productive work environment by promoting work together, contributies to the group goal, respecting each other, helping and assisting, teamwork, and shared responsibility. The school staff may be offering cooperation in all the function of the headmasters. It could be because the tribal parents and teachers regards the great value. The results align with Northouse (2018), cooperative leaders

build a culture of trust and mutual respect, which enhances team dynamics and leads to better organizational performance, particularly in educational settings. The courage in the headmasters was found to be good. They were able to take risks deal with different situations may be because they had support of the school management. The findings align with Kouzes and Posner (2017) stated that courageous leaders inspire others by taking calculated risks, leading with integrity, and fostering a culture where others feel empowered to act with confidence.

The trust in the headmasters was found to be good. The leadership trait of trust in the headmasters may be because they may have empathy, fairness, authenticity to build and maintain positive relationships with staff, students, and the broader school community the teachers and parents mostly simple can be trusted .This sense of trust encourages collaboration and enhances organizational performance. The findings align with Covey (2006) who emphasized that trust is the foundation of effective leadership, asserting that leaders who cultivate trust create a culture of loyalty, engagement, and mutual respect, which drives long-term success in institutions.

The leadership behaviour of headmasters includes leadership skills of decision-making, problem solving, motivation and communication which was found to be good. The decision-making has components of analytical thinking, strategic thinking, ethical judgment and ability to make timely, informed decisions which probably the headmasters possess. Yukl (2013) stated that decision-making is critical for leaders, as it influences both strategic direction and day-to-day management, ensuring the alignment of organizational goals with actionable steps.

It was found that the problem-solving skills and motivation skill in the headmasters was good .The problem solving could be good because of headmasters identifying issues, implement planning, monitoring and evaluate to address complex challenges within the school environment swiftly and effectively. Therefore honing their problem-solving skills Northouse (2018) highlights that effective problem-solving is a crucial component of leadership, as it enables leaders to tackle obstacles in a structured and innovative way, fostering progress and growth within the organization. The headmasters in the scheduled tribe and scheduled caste development high school to be good. The results indicate that The leadership skill of motivation in the headmasters could be good because of empathy and emotional support, recognition and celebration of achievement, empowerment and autonomy, coaching and professional development, community engagement and partnerships in variour situations. It could be

because of the students were encouraged by different motivational strategies., and ability to inspire both staff and students to strive for excellence. The findings compatible with Goleman (2000), leaders who effectively motivate others enhance performance by tapping into intrinsic values, fostering a sense of purpose, and aligning personal goals with organizational objectives. The skill of communication in the headmasters found to be was good. It could be because they have clarity in their oral and written communication, can read non-verbal cues have good listening skills and know how to use technology effectively. Furthermore, their effective use of technology facilitates efficient communication within the school community (Smith, 2021).

School Effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High School.

The different dimensions of school effectiveness studied were school culture, resource management, academic achievement, teacher effectiveness, pupils development, pupil-teacher relationship and all were found to be good.

The school culture dimension of school effectiveness was found to be good. It could be due to its strong emphasis on positive relationships and collaboration among students and staff, which fosters a supportive and engaging learning environment. Additionally, clear communication of shared values and goals, coupled with strong leadership that prioritizes student well-being and achievement, helps create a culture where everyone feels respected, motivated, and committed to success. the positive school culture enhances student motivation and engagement, contributing to improved academic outcomes (Deal & Peterson, 2016). Strong cultures also provide clear expectations, reducing uncertainty and supporting consistent teaching practices (Fullan, 2007). Additionally, schools with positive cultures promote inclusivity, where diverse students feel valued, further enhancing overall school effectiveness (Gruenert & Whitaker, 2015; Bryk & Schneider, 2002). Moreover, research indicates that a supportive school culture positively influences teacher satisfaction and retention, which in turn benefits student learning environments (Sergiovanni, 2005). The resource management in the scheduled tribe and scheduled caste was good. It could be due to the efficient allocation of resources ensured that funding was directed toward key areas such as instructional materials, technology, and student support services. Additionally, good financial and human resource management ensures proper funding for materials and well-supported staff, improving overall school performance (Odden & Picus, 2014; Baker & Green, 2005). Furthermore, schools that prioritize resource management can implement targeted interventions that address specific student needs, leading

to more personalized learning experiences and better academic outcomes (Gordon et al., 2006). Academic achievement of students in scheduled tribe and scheduled caste development high school headmasters was good. It may be because of a high-quality instruction by teacher and a rigorous curriculum that challenged students to reach their potential. Additionally, schools that engage in collaborative professional development foster a culture of continuous improvement, enhancing the effectiveness of teaching practices and ultimately benefiting student learning (Glickman et al., 2014). Good teacher effectiveness found in schools. It could be attributed to several factors: a strong emphasis on ongoing professional development that ensures teachers are equipped with current instructional strategies, fostering collaboration among educators to share best practices. Research has shown that teacher efficacy is closely linked to student achievement, emphasizing the importance of continuous development and support (Pendergast, 2010; Tschannen-Moran & McMaster, 2009). Pupil development was good. It may be due to a holistic focus on not only academic achievement but also social, emotional, and physical development, supported by comprehensive services such as counseling and extracurricular activities. The Dweck (2006) stated that strong relationships between students and staff, student-centered learning approaches, and active parental and community involvement further contributed to positive outcomes in pupil development. Effective schools prioritize personalized learning, allowing students to progress at their own pace and encouraging a growth mindset. Furthermore, schools that implement comprehensive support systems—such as counseling and extracurricular activities—foster students' well-being and overall development (Eccles & Gootman, 2002). This focus on the whole child not only enhances academic achievement but also prepares students for future challenges, contributing to their long-term success (Weissberg et al., 2015).

It was found that the pupil-teacher relationship in the scheduled tribe and scheduled caste development high school. It may be due to the establishment of strong, positive connections between students and teachers, which fosters an environment of trust and respect. Pianta (2008) state that supportive atmosphere likely encouraged open communication, allowing students to feel comfortable seeking help and expressing their needs, while teachers' genuine interest in students' well-being consolidate to increased engagement and motivation in the classroom. When teachers build trusting relationships with their students, it fosters a supportive learning environment where students feel valued and understood. Research shows that positive pupil-teacher relationships are linked to increased student attendance, reduced behavioral issues, and improved academic performance (Hamre & Pianta, 2001). Moreover, these

relationships contribute to students' social and emotional development, equipping them with essential skills for success both in and out of school (Wentzel, 2010).

Relationship between Leadership Behaviour and School Effectiveness

Relationship between Leadership Behaviour trait of cooperation, and school culture dimension of school effectiveness

The study revealed that there was no significant correlation found between the leadership behavior trait of cooperation and school effectiveness in Scheduled Tribe and Scheduled Caste high schools. The findings aligns with Schein (2010) stated that cooperative leadership can foster positive interactions among staff, it may not be sufficient to shape the overall culture, which also includes shared values, beliefs, and norms within the school community. Additionally, (Leithwood et al., 2004; Fullan, 2007) stated that if cooperative behaviors are not consistently reinforced through policies and practices, or if they lack alignment with a clear vision for school improvement, their impact on school culture can be limited. The above findings of the study suggested that cooperation alone does not automatically translate into an effective school culture; rather, it must be part of a broader, more integrated leadership approach that considers other dimensions of school effectiveness (Bryk & Schneider, 2002). Courage and school effectiveness was not significantly correlated. It may be because, while courage is important for making bold decisions and taking risks, it may not be enough on its own to influence complex areas of school effectiveness. It could also be possible that teachers are also responsible for courageous behaviour not only the headmaster. Courage without alignment to practical, long-term strategies and consistent leadership practices may have limited impact on overall school effectiveness. Pendergast (2010) stated that while leadership traits such as courage are essential, they must be complemented by collaborative practices and strategic planning to effectively influence school culture and academic achievement.

The leadership behavior trait of trust and the school culture, resource management, academic achievement, teaching effectiveness, pupil development and pupil-teacher relationship dimension of school effectiveness were not significantly correlated. The leadership behavior skill of decision-making and the school culture, resource management, academic achievement, teaching effectiveness, pupil development and pupil-teacher relationship dimension of school effectiveness were not correlated. It may not be made only by principals. They must be participative decision making in schools where teachers are involved. The study revealed that

there was no significant correlation between the leadership behavior skill of problem-solving and the school culture, resource management, academic achievement, teaching effectiveness, pupil development and pupil-teacher relationship dimensions of school effectiveness. The reason behind that teachers are also involved in the problem solving process. They must be solving problem in various situations. The study revealed that there was no significant correlation between the leadership behavior skill of motivation and various dimensions of school effectiveness. It could be because, while motivating staff and students is essential for fostering engagement and commitment, it may not directly influence broader areas such as school culture, resource management, academic achievement, teaching effectiveness, pupil development, and pupil-teacher relationships. The teachers should be self motivated with all need for external motivation.

The study revealed that there were no significant correlation between the leadership behavior skill of communication and school effectiveness dimensions of school culture, resource management, academic achievement, teaching effectiveness, pupil development and pupil-teacher relationship dimension of school effectiveness. Teachers may be involved in effective communication. Effective communication alone may not lead to significant improvements unless it is coupled with actionable strategies and a clear alignment of goals that engage all stakeholders in the school community (Durlak et al., 2011; Moolenaar et al., 2010; Waters & Marzano, 2006).

The study revealed that there was no significant correlation between the leadership behavior traits and the school effectiveness. It may be because, leadership traits alone may not encompass the complexity of factors influencing educational outcomes. (Day et al., 2016; Gronn, 2008) stated that while specific traits can play a role in shaping the school environment, the effectiveness of a school is often determined by a combination of elements, including the collective efforts of staff, the involvement of the community, and the alignment of resources with educational goals. The study revealed that there was no significant correlation between the leadership behavior skills and the school effectiveness found. The reason behind that leadership skills alone may not adequately address the multifaceted nature of educational environments. (Woods & Simpson, 2014; Leithwood & Sun, 2012) stated that while specific skills, such as communication, decision-making, and problem-solving, are important for effective leadership, school effectiveness often hinges on a broader range of factors, including the engagement of teachers, the support of parents, and the alignment of resources with

strategic educational goals. It could be that teachers also possess leadership traits and skills not only headmasters. Furthermore, (Dufour & Fullan, 2013; Hattie, 2015) stated that the impact of leadership skills may be diminished if they are not implemented within a supportive framework that promotes collaboration, shared vision, and continuous improvement across all levels of the school community.

5.31 EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

The findings from this study offer significant contributions to understanding the leadership behaviors of Headmasters and the overall effectiveness of schools, particularly within the context of Government Scheduled Tribe and Scheduled Caste Development High Schools. The key educational implications based on the major findings are outlined below.

The Tribal Education Department of Odisha: The Tribal Education Department state of Odisha is organizing training programs to develop leadership skills and traits specifically for tribal headmasters, focusing on enhancing their effectiveness in school leadership. They must also provide internet access in all tribal schools to facilitate student learning and communication within the schools.

Institutional Head: Headmasters must organize leadership training programmes of the institutional level in schools. Governance redressal proceedings can be initiated in schools to address sexual harassment. It implies to establish student regulation to avoid cheating during examinations.

5.32 SUGGESTIONS FOR THE FURTHER RESEARCH

- A study can be carried out on leadership behaviour of Scheduled Tribe and Scheduled Caste High schools headmasters and school effectiveness of other Districts of Odisha.
- A study can be carried out on leadership behaviour of Ashram school headmasters and school effectiveness of tribal Districts of Odisha.
- Case study can be conducted on exemplary Headmasters shown leadership behaviour.
- A study can be carried out on leadership behaviour of govt. higher secondary school principals and school effectiveness of tribal Districts of Odisha.
- Comparative study can be conducted on leadership behaviour of headmasters of govt. and private schools.

- A study based on gender and experiences of headmasters leadership behaviour can be conducted.
- The influence of local traditions in tribal communities headmasters' leadership behaviour and school effectiveness can be studied.

5.33 CONCLUSION

Leadership behaviour encompasses the actions demonstrated by leaders as they direct and coordinate group activities toward achieving goals. Recognized as vital in leadership skill sets and endorsed by the recent NEP 2020 as essential 21st-century skills, leadership behaviour is central to effective management. This study provides a detailed analysis of the leadership behaviour of Headmasters in Government Scheduled Tribe and Scheduled Caste Development High Schools and its effect on school effectiveness. Headmasters exhibited strong skills in Decision-Making, Problem-Solving, Motivation, and Communication, with notable traits of Cooperation and Courage; however, Trust was relatively low. While the schools excelled in areas such as School Culture, Teacher Effectiveness, Academic Achievement, and Resource Management, challenges persist in Pupils' Development and Pupil-Teacher Relationships. The study revealed a low correlation between leadership skills and school effectiveness, and minimal association between traits like Cooperation, Courage, and Trust with overall effectiveness. Key issues include difficulties in fostering cooperation, managing external pressures, building trust, and overcoming communication and motivational barriers. Addressing these challenges is essential for enhancing school effectiveness and improving outcomes in student development and school-community relationships

