

**LEADERSHIP BEHAVIOUR OF THE GOVERNMENT SCHEDULED
TRIBE AND SCHEDULED CASTE DEVELOPMENT HIGH SCHOOL
HEADMASTERS AND SCHOOL EFFECTIVENESS IN TRIBAL
DISTRICTS OF ODISHA**

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INTRODUCTION

Among educational policymakers, researchers, and practitioners, there is an emerging consensus that the leadership behaviour of school headmasters is vitally important to education reform as we approach the next millennium. It seems trite to assert that the leadership behaviour of school headmasters is critically important to school effectiveness and focuses on enhanced student learning outcomes. One of the primary tasks of the school headmaster is to create and maintain positive and healthy teaching and learning environments for everyone in the school.

School headmasters are increasingly being challenged to take a more focused role in their schools. The headmaster's role has traditionally been thought of as communicating high expectations for teachers and students, supervising instruction, monitoring assessment, and student progress, coordinating the school's curriculum, promoting a climate for learning, creating a supportive work, collaborating with teachers and students to provide to effectively implement the cycle of planning to enhance programs and practices.

The leadership behaviour of headmasters in Government Scheduled Tribe and Scheduled Caste Development High Schools is a critical factor in determining school effectiveness, especially in the tribal districts. These headmasters serve not only as administrators but also as leaders who guide the educational journey of students from marginalized communities. Their leadership style, decision-making capabilities, and ability to address the unique challenges of tribal areas significantly influence the quality of education provided. This introduction seeks to examine how the leadership behaviour of these headmasters impacts school effectiveness, with a focus on fostering educational equity and improving learning outcomes in the tribal districts.

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.

POLICY PERSPECTIVES

Almost all the Commissions and Committees have envisioned the roles and responsibilities of school heads.

The Secondary Education Commission report (1952-53), Kothari Commission (1964-66), the Program of Action (1992), Central Advisory Board of Education (CABE) Committee on Universalization of Secondary Education (2005), National Education policy 2020 have explained the roles and responsibilities of school leaders in detail.

The evolution of Indian educational policy has consistently emphasized the critical role of headmasters and school leaders in fostering school effectiveness and quality education. Starting with the Mudaliar Commission (1952-53), which underscored the importance of headmasters as experienced team leaders and community liaisons, to the Indian Education Commission (1964-66) that highlighted the guiding role of school heads in mentoring new teachers, the importance of strong leadership has been a recurring theme. The Programme of Action (1992) further reinforced this by advocating for the decentralization of educational administration, granting autonomy to school heads to enhance institutional performance. The Central Advisory Board of Education (CABE) Committee on Universalization of Secondary Education (2005) reiterated that school leadership is a specialized role crucial for quality management and self-renewal of schools Education (2005). Most recently, the National Education Policy (NEP) 2020 has set a clear goal for improving leadership and management skills through continuous professional development (CPD), requiring school principals to engage in extensive training and knowledge-sharing Patil (2022). These policies collectively assert that empowered and well-trained school leaders are essential for driving school improvement and delivering quality education across the nation.

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.

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 Bahadur et al. (2017). 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.

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.

LEADERSHIP BEHAVIOUR: MEANING AND CONCEPT BEHAVIOUR

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.

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.

Leadership behaviour and Traits: Leadership behaviour and traits have been crucial since ancient times, with figures like Lao Tzu outlining key attributes in the sixth century BC. Common traits include ambition, conscientiousness, integrity, persistence, and honesty. Early studies focused on

identifying traits that contribute to effective leadership. Ohler (2017) suggests that effective leadership occurs when leaders use the right traits at the right time and place. Traits are inherent qualities, and many positively impact leadership. Derue (2011) links leadership traits and behaviours to effectiveness, noting that behaviours mediate the relationship between traits and effectiveness. Trait theory posits that good leaders are born with innate talents such as adaptability, assertiveness, decisiveness, motivation, and inventiveness, which naturally lead to effective leadership behaviours. Adaptability, for instance, allows leaders to handle sudden changes without feeling overwhelmed, while assertiveness helps in managing and directing teams effectively.

Leadership behaviour and Skills: Leadership skills encompass the competencies and knowledge used to achieve goals, distinct from personal traits. Katz identified three essential skills for effective leadership: technical, interpersonal, and conceptual. While traits describe who leaders are, skills reflect what they can do. Northouse (2010) defines leadership skills as the ability to use knowledge and abilities to achieve objectives. Ohler (2017) emphasizes that skilled leaders are adept at performing their responsibilities. Leadership, as noted by Whitehead (2009) and Komives et al. (2007), is complex and involves both personality traits and skills. Kouzes and Posner (1980) highlighted credibility as a key skill, including traits like honesty, vision, and competence. Evaluating leadership often involves assessing these technical and intellectual skills.

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.

DIMENSION 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.

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.

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 Sevasharms (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-I(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.

ROLE OF HEADMASTERS 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.

MAJOR DIMENSIONS OF LEADERSHIP BEHAVIOUR

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.

Decisions-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.

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.

IMPACT OF LEADERSHIP BEHAVIOUR ON SCHOOL EFFECTIVENESS: THE PRESENT SCENARIO

Change is common in educational systems, often aimed at improving student learning through modifications in teaching, learning, or school structures. Leadership behavior plays a crucial role in achieving school goals and effectiveness (Prasertwattanakul & Chan, 2007). Research by Chang, Chin, and Hsu (2008) shows that principals' technological leadership enhances student academic performance. With mandates like the Right to Free and Compulsory Education (2009) and Right to Information (RTI), head teachers are now accountable for various aspects including academic advancements, technology, finance, and legal compliance. Studies by Cheryl (2003) and Cantwell (2003) suggest that leadership communication styles and principal behaviors have shown mixed results in improving school climate and student achievement. A review of Indian educational surveys indicates a lack of extensive research on leadership behavior and its impact. Despite various national and international initiatives for leadership development, such as those by NIEPA, CBSE, and OPEPA, many school leaders still lack professional skills. Continuous, long-term development programs are needed to enhance leadership behavior and improve school effectiveness.

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.

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.

Tribal Districts of Odisha

The KBK (Koraput, Bolangir, Kalahandi) districts in Odisha were reorganized in 1992-93 into eight districts: Bolangir, Subarnapur, Kalahandi, Nuapada, Rayagada, Koraput, Nabarangpur, and Malkangiri. This region, with 14 subdivisions, 80 tahsils, and 12,293 revenue villages, borders Chhattisgarh and Andhra Pradesh and is among India's poorest in health, education, and socioeconomic development. It has a large tribal population facing severe poverty, illiteracy, and displacement. The area's remote location, lack of infrastructure, and left-wing extremism hinder development. Due to the limited reach of mass media, local folk and cultural rituals are used to spread development messages. The government has designated these districts as a special group for focused developmental efforts. Over one-third of the population are scheduled tribes, with high illiteracy rates, reflecting significant challenges in educational development in the KBK region.

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.

IMPLICATION FOR THE PRESENT STUDY

The literature review's critical analysis has significant implications for the present study. There were a total of 41 studies reviewed by the researcher. The studies were divided thematically into four categories namely 8 studies conducted on Leadership Traits, 14 studies conducted on Leadership Skills, 14 studies conducted on School Effectiveness, and 5 studies conducted problems & challenges faced by school leaders.

The reviews had diverse research designs in terms of the type of research carried out that included survey distribution methods, quantitative data, empirical research method, quantitative study, quantitative study, exploratory multi-site case study, survey method, mixed methods study, quantitative study, descriptive survey, quantitative study, descriptive survey, survey-based study, quantitative study, quantitative study, descriptive survey, surveyed, multiple-case study design, descriptive survey method, correlational quantitative study, descriptive survey, mixed-methods design, descriptive survey method, qualitative exploratory methods, descriptive survey design, descriptive survey method, descriptive survey method, mixed-methods, descriptive survey method, quantitative correlational study, descriptive survey method, descriptive survey, qualitative phenomenological research, qualitative action research study, qualitative study, descriptive study, case study, survey descriptive methodology, mixed-methods study, survey methodology, case study methodology; Walker (2009), Minus (2010), Nadeem (2012), Dopson (2016), Khanal (2018), Foy (2019), Person (2019), Daugherty (2021), Darji (1975), Rajeevalochan (1981), Simmons (2008), Sinha (2009), Giese (2009), Dempster (2013), Augspurgen (2013), Kamete (2014), Deodas (2016), Bahadur (2017), Bhuyan (2018), Cáceres (2019), Francis (2019), Guse (2021), Chakrabarti (2005), Trottier (2007), Oluremi (2008), Mannasaheb (2011), Pihie (2013), Wuch (2013), Jeffers (2013), Pratt (2014), Sheela (2015), Kakati (2017), Besler (2017), Paynter (2017), Downs (2017), Sticka (2020), Ako (2001), Sancar (2009), DeLucia (2011), Sivakumar (2019), Bailes (2021).

The data collection tools used in the studies under review varied based on the objectives and research designs of the respective studies. In more than 25 studies scales and interview most relevant tools to collect data, that included Teacher sense of efficacy scale (TSES) developed by Bandura (1997), Maryland School Assessment (MSA), perception scale, in-depth interviews & an open-ended questionnaire, and focus group talks, Likert scale and assign rankings, Likert scale questionnaire in the 0-4 range, (LBDQ, GCDQ, School Survey, Innovativeness Scale, JIM Scale, Open Questionnaire), questionnaire, school climate typologies, informal interviews, three subscales of the Principal Instructional Management Rating Scale (PIMRS) as identified by Hallinger (1983), (questionnaires, self-assessment and Observer Assessment), Likert scale, questionnaires, interview & self-developed Rating Scale, Leader behaviour description questionnaire (LBDQ) and organisational effectiveness questionnaire, questionnaire, Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers' Classroom Management Questionnaires (TCMQ), quantitative survey and qualitative interviews, questionnaires, the interviews were divided into face-to-face, phone, and email modes, questionnaires, Laub's (1998) organizational leadership assessment, interviewing the principals and conducting field observations at the identified schools, questions from other survey instruments, multifactor leadership questionnaire, Form 5X (MLQ Form 5X), the School Culture Survey (SCS), and four demographic questions, scale and questionnaires, interviews with principals and focus group talks with 6–8 teachers, semi-structured interview guide, interview, online questionnaires to collect participant feedback regarding the school leader, questionnaire, perceptions scale, leadership behaviour scale created by Prof. Dr. S. Sathiyagirirajan, semistructured in-depth interviews; Walker (2009), Minus (2010), Nadeem (2012), Dopson (2016), Khanal (2018), Foy (2019), Person (2019), Daugherty (2021), Darji (1975), Rajeevalochan (1981), Simmons (2008), Sinha (2009), Giese (2009), Dempster (2013), Augspurger (2013), Kamete (2014), Deodas (2016), Bahadur (2017), Bhuyan (2018), Cáceres (2019), Francis (2019), Guse (2021), Chakrabarti (2005), Trottier (2007), Oluremi (2008), Mannasaheb (2011), Pihie (2013), Wuch (2013), Jeffers (2013), Pratt (2014), Sheela (2015), Kakati (2017), Besler (2017), Paynter (2017), Downs (2017), Sticka (2020), Ako (2001), Sancar (2009), DeLucia (2011), Sivakumar (2019), Bailes (2021).

In accordance with the objectives and data collection procedures used in the reviewed studies, appropriate data analysis techniques were applied. In 24 studies statistical analyses such as percentage, mean, standard deviation, t-test and Person – Product Moment Correlations, and 17

studies were standard regression to describe the relationships that occur among variables that influence student achievement, coded using MAXQDA software into themes and sub-themes, both descriptive, inferential statistics and multivariate analysis of variance (MANOVA), percentile scores and descriptive statistics, Regression Equations, analysis of variance, Spearman's product-moment coefficient of correlation, chi-square test, mean, standard deviation, t-test, and F-ratio to draw conclusions, descriptive statistics, correlation analysis, and analysis of variance, Pearson product-moment correlation, scatter plots, and regression studies, Percentage scores, mean, standard deviation, and t-test, percentage scores for research queries and multiple regression for testing hypotheses, statistical tests, Inferential statistics and ANOVA to evaluate connections, 't' test, one way ANOVA and Pearson product-moment correlation, constructivist coding and memoing and methodical analysis, priori and open coding, thematic analysis, which involved the use of an open coding technique; Walker (2009), Minus (2010), Nadeem (2012), Dopson (2016), Khanal (2018), Foy (2019), Person (2019), Daugherty (2021), Darji (1975), Rajeevalochan (1981), Simmons (2008), Sinha (2009), Giese (2009), Dempster (2013), Augspurger (2013), Kamete (2014), Deodas (2016), Bahadur (2017), Bhuyan (2018), Cáceres (2019), Francis (2019), Guse (2021), Chakrabarti (2005), Trottier (2007), Oluremi (2008), Mannasaheb (2011), Pihie (2013), Wuch (2013), Jeffers (2013), Pratt (2014), Sheela (2015), Kakati (2017), Besler (2017), Paynter (2017), Downs (2017), Sticka (2020), Ako (2001), Sancar (2009), DeLucia (2011), Sivakumar (2019), Bailes (2021).

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

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. (SSD) 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 enrolments and minimizing the dropout of tribal children, and it does also develop self-confidence among them. The school facilitate the enrolments of students belonging to SC and ST communities, who are not able to find means to continue their education, without assistance from the Government or have a low standard of living. Hence, these schools provide financial facilities to these students. Hence, the leadership behaviour of headmaster that its comes accomplished the desire goals. Hence, these schools provide financial facilities to these students. Hence, the leadership behaviour of headmaster that its comes accomplished the desire goals. Therefore, the leadership behaviour of headmasters on school effectiveness was studied.

The different behaviours like cooperation, courage, trust, decision-making, critical thinking, problem- solving, motivation and communication is required to accomplish the goals of the school. Hence, the study focuses on investigating issues there are serious concerns in the government (SSD) high school concerning state of school effectiveness. The major dimension of school effectiveness was studied i.e. school culture, resource management, academic achievement pupil development, teacher effectiveness, and teacher-pupil relation. The different problems that faced by the headmasters in leading their schools need to be studied.

Different types of funding are being used for these (SSD) high schools under the different five years plan, presently known as (NITI Aayog). Under the head of special education for tribal children, administered by different departments and organisations such as., Tribal and Rural welfare departments and ST & SC Development, Ministry of Tribal Affairs and Ministry of Human Resources Development, etc. In this financial year 2021 by different scheme, programme and components by funding under 275 (1) approved by MoTA; these are mission Suvidya implemented from 04.12.2019 to improve and standardize infrastructure, basic amenities and human resources in (SSD) hostels. The promotion of quality education programme initiated by 5T of the state government. The Akshara Foundation on 4.12.2019, 1500 no's schools with 2.22 lakh students are covered for classroom, hostel library programme and reading room. The training of teachers in tracking improvements in reading proficiency and digital assessment infrastructure. The digital infrastructures are provided for students also the SSD department has been integrated in "MO SARKAR" with effect from 15.01.2020 for special central assistance (SCA) and Tribal sub plan

scheme (TSS) for ST/SC students. A sum of rs.5,26,68,000/- has been sanctioned to provide uniforms from class-IX to XII and Rs.15,88,000/- sanctioned for implementation of Scouts and Red cross in high schools and also Rs.233.34 Cr. has been released towards pre-matric scholarship for 4,99,291 ST boarder students and Rs.19.69Cr.have been released for 42,071 SC students for the month of July to December 2020. During the year 2020- 21 up to February 2021, a sum of Rs.8,30,000/- has been received from ministry of Tribal Affairs, GOI under Article 275 (1) of the constitution of India as components wise funds are construction of kitchen/Dining Hall, Toilets, Sanitation facilities, Addl. Classrooms, boundary wall, lab and other facilities. The provision of amenities for school & hostel infrastructure a sum total amount Rs.7300.00 lakhs has been provided. For E-learning through tablets and open source learning materials have been provided. 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. Yet, 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 was studying the various skills and traits which can be demonstrated by leaders with various actions. These are reflected in directs and coordinates the group activities towards the achievement of a goal. inferred from the Leadership behaviour.

Through the literature reviews of the investigator, it was observed that very few studies are being conducted in India and mostly of the studies in abroad. Most of the studies focused on the leadership behaviour of college principal and school effectiveness. The investigator did not come across any study on leadership behaviour of the government (SSD) high school headmasters and school effectiveness in KBK 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 (SSD) high schools which amended for the holistic development for the ST&SC children.

Research Questions

1. How is the leadership behaviour of headmasters in government scheduled tribe and scheduled caste development (SSD) high schools?

2. How does the leadership behaviour of the government scheduled tribe and scheduled caste development (SSD) high school headmasters affect school effectiveness?

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

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 Headmasters.

Hypothesis of the Studies

Ho.1: There is no significance relationship between leadership behaviour trait of cooperation and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and Pupil-teacher relationship.

Ho.2: There is no significance relationship between leadership behaviour trait of courage and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.3: There is no significance relationship between leadership behaviour trait of trust and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.4: There is no significance relationship between leadership behaviour skill of decision-making and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.5: There is no significance relationship between leadership behaviour skill of problem-solving and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.6: There is no significance relationship between leadership behaviour skill of motivation and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.7: There is no significance relationship between leadership behaviour skill of communication and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.8: There is no significance relationship between overall traits of leadership behaviour and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

Ho.9: There is no significance relationship between overall skills of leadership behaviour and dimensions of school effectiveness; school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationship.

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 (SSD) 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 (SSD) 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 has been regarded as operative institutions to meet the educational needs of Scheduled Tribe and Scheduled Caste children in Odisha.

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.

Delimitation of the study

1. **Leadership Behaviour-** The present study was delimited to 7 dimension of leadership behaviour of Headmaster on traits i.e. cooperation, courage, trust, and leadership behaviour skills i.e. decision-making, problem-solving, motivation, and communication.
2. **School Effectiveness-** The present study was delimited to 6 dimension of school effectiveness i.e. 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) district.

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

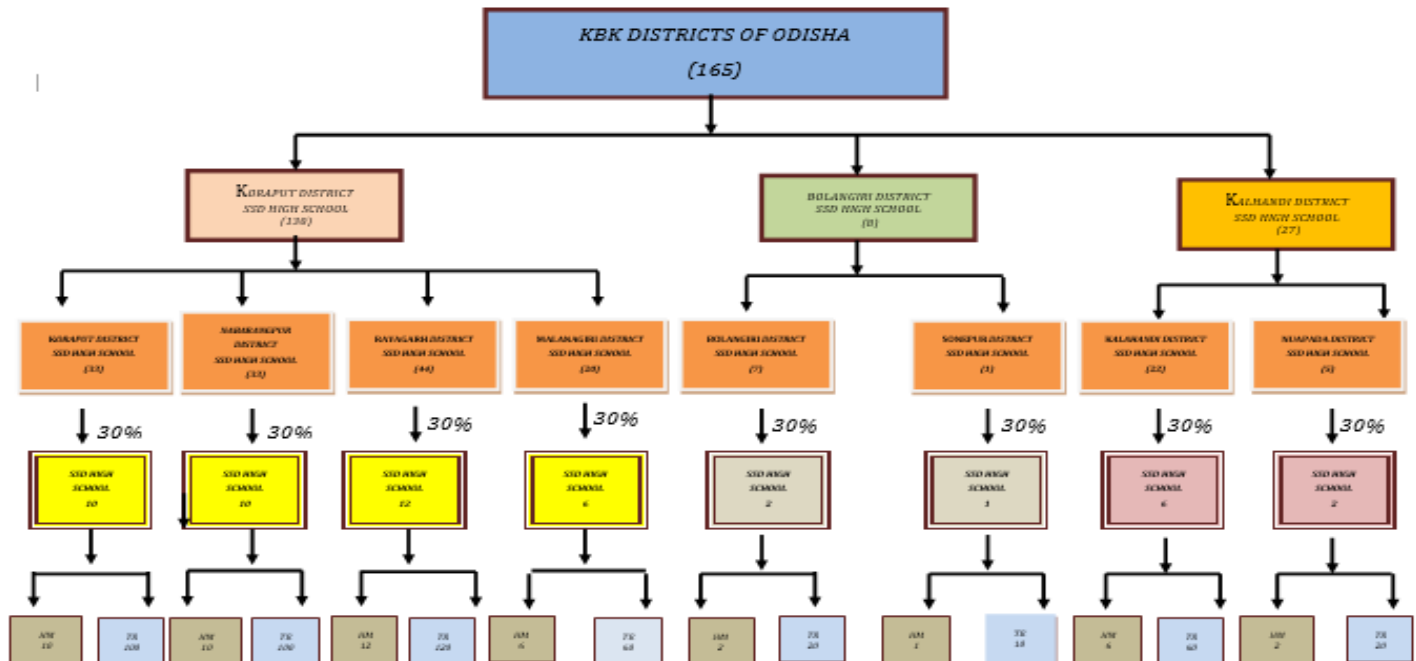
All the Headmasters and Teachers in the Government Scheduled Tribe and Scheduled Caste Development High School of Odisha were forming the population of the present study.

Sample

Stratified Random sampling technique has been used in the study. The Undivided tribal districts of Odisha are divided into three strata: Undivided Koraput, Bolangiri and Kalahandi. The undivided Koraput districts have four districts: Koraput, Nabarangpur, Rayagarh and Malkangiri . 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: Bolangiri and Subarnapur. 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: Kalahandi and Nuapada. 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 Eight districts, the sample consisted of 50 Headmasters and 324 teachers from Government Scheduled Tribe and Scheduled Caste Development High Schools.

The data was collected randomly from selected Government Scheduled Tribe and Scheduled Caste Development High Schools of Tribal Districts of Odisha, and the sample distribution is provided in Table 3.1

Flow Chart 3.1 KBK Districts of Odisha



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 seven dimensions of 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 has 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 was 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 seven dimensions of 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 make 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 make a tick mark (✓) in the appropriate box ranging from strongly agree to strongly disagree.

Semi-structured Interview- 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.

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.

Data Analysis

The data were analysed with Statistical Package for the Social Sciences (SPSS) in quantitatively using percentage, frequency, mean, SD analysis, Pearson correlation, diff mean, df & t-value. The data were analysed qualitatively by content analysis.

MAJOR FINDINGS:

On the basis of objectives the data were analysis in the present study, the following findings were drawn.

Objective No. 1

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

- It was found that Headmasters shown good on leadership traits of Cooperation, Courage and Trust in their perceived on leadership behaviour.
- It was found that Headmasters demonstrated Good leadership skills of Decision-Making, Problem-Solving, Motivation and Communication in their perceived on leadership behaviour.

Objective No. 2

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

- The School Culture, Teacher Effectiveness, Academic Achievement, Resource Management and Pupils' Development was found in effective. However, Pupil-Teacher Relationship was found moderately effective.

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

teacher effectiveness, pupil development, and pupil-teacher relationship.

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

Objective No. 4

To identify the problems that comes in the way of effective leadership behaviour of the Headmasters.

The various problems faced by Headmasters while demonstrated leadership behaviour which reflect in their leadership skills & traits have been described below:

❖ Lack of Cooperation

- Most of the headmasters faced problems when implementing new initiatives, academic work, and maintaining a positive school environment.

- Most of the headmasters were forced by political leaders and local people for financial mismanagement and misuse school resources.
- Media persons were interfered in different school activities like admissions, canteen management, and hostel problems that creates operational inefficiencies.
- SMC members were not attending regularly SMC meeting.
- ❖ Courage
 - Most of the headmasters while taking courageous decision face external pressures from political leaders, media, higher authorities and public i.e. students health issue, hostel management and while student death.
- ❖ Trust
 - Most of the headmasters were not fully rely on every staff such as non-teaching staff while financial management, and new staff in academic work.
 - Most of the headmasters faced problems related to staff behaviour or misconduct on trust within the school community.
 - Most of the parents sending their students to school without proper health check-up after vacation, so the headmasters do not trust on every parents.
- ❖ Decision-making
 - Most of the headmasters faced problems while making decision on these situations happened i.e. student deaths, medical emergencies of student and staff, or staff management while staff shortages.
- ❖ Problem-solving
 - Most of the headmasters faced logistical problems related to managing the mess, recruiting non-teaching staff (CCA staff), and organizing events.
 - Most of the headmasters faced problems while implementing policies, counselling their students, staffs and other stakeholders.
- ❖ Motivating
 - Most of the headmasters faced student-related problems while motivating them in different situation such as an enhanced interest on study, while misbehaving their teachers and peers.

- Most of the headmasters faced staff-related problem while motivating them in different situation including disobedience on academic work and staff management while staff shortages.
- ❖ Communication gaps
 - Most of the headmasters faced problems while communicating with their subordinate in different situation for examples technical challenges like computer operating, mobile network and internet problems disrupt the flow of information.
 - Most of the headmasters faced dissemination problems, such as notices not reaching School Management Committee (SMC) members.

CONCLUSION

Leadership behaviour is shown in the actions demonstrated by leaders as they direct and coordinate group activities toward achieving goals. The importance of leadership behaviour skills demanding by the recent NEP 2020 as essential 21st-century skills, leadership behaviour is central to effective management. This study provides a detailed details of the leadership behaviour of Headmasters in Government Scheduled Tribe and Scheduled Caste Development High Schools and its relation with school effectiveness. Headmasters exhibited good skills in Decision-Making, Problem-Solving, Motivation, and Communication, with notable traits of Cooperation and Courage, and Trust. While the schools effective in the areas such as School Culture, Teacher Effectiveness, Academic Achievement, and Resource Management, Pupils' Development and Pupil-Teacher Relationships. The study revealed a positive correlation between leadership behaviour of problem-solving, motivation, cooperation, courage and school effectiveness, and negative association between decision making, communication and trust with school 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.

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