

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

A

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1.0.INTRODUCTION

Among educational policymakers, researchers, and practitioners, there is an emerging consensus that the leadership behaviour of school headmasters is increasingly recognized as a crucial factor in driving educational reform and enhancing school effectiveness, particularly as we align with the objectives of the National Education Policy (NEP) 2020 and the Sustainable Development Goals (SDGs). Both NEP 2020 and SDG 4 emphasize the importance of inclusive, equitable, and quality education for all, which directly places a significant burden on school leadership to bring about meaningful change. As education becomes more complex, school headmasters are no longer viewed merely as administrators; they are key leaders responsible for creating a conducive learning environment, setting high expectations, monitoring progress, and fostering a positive school culture that enhances student outcomes. 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. (Pont et al., 2008) stated that 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.

(Wahlstrom & Louis, 2008) stated that 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.

In the context of Government Scheduled Tribe (ST) and Scheduled Caste (SC) Development High Schools, particularly in the tribal districts of Odisha, the leadership role of headmasters takes on an even greater significance. These headmasters are tasked with overcoming geographical isolation, socio-economic challenges, and cultural barriers to provide quality education to some of the most marginalized communities in India. Their role goes beyond administrative duties, as they are essential in addressing the educational disparities faced by ST and SC students (Valli & Buese, 2007). This includes promoting culturally responsive education, encouraging community participation, and ensuring that the specific needs of tribal students are met in both academic and non-academic spheres.

Effective leadership in these schools is characterized by several key behaviors: fostering cooperation among teachers and students, setting clear and high expectations for academic achievement, and promoting a school culture to continuous learning and development. These leaders must also be adept at problem-solving, as they frequently face resource constraints, teacher shortages, and infrastructural limitations, which require innovative approaches to ensure that education delivery is not compromised (Mulford, 2008). Their ability to inspire teachers, engage with the community, and maintain a focus on student achievement is pivotal to realizing the goals of both 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.

2.0. 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 on problems & challenges faced by school leaders. 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 research was 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 was a need for research in the area of study proposed by the investigator.

3.0. 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 needs to be studied.

The investigator will study the various skills and traits which can be inferred from the Leadership behaviour. The different behaviours like cooperation, courage, trust, decision-making, problem-solving, motivation and communication are required for effective interpersonal relationships in order to accomplish the goals of the schools. The different dimensions of school effectiveness are school culture, resource management, academic achievement, teacher effectiveness, pupil development and pupil-teacher relationship need to be studied whether school effectiveness exists or not.

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). It needs to be studied whether these funding given by the government is being utilised may or not.

The different problems that are being faced by the headmasters in leading their schools need to be studied.

Out of the literature reviewed it was found most of the studies focused on the leadership behaviour, and leadership style 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 schools headmasters and school effectiveness in tribal districts of Odisha. Therefore the studies was undertaken.

4.0 RESEARCH METHODOLOGY OF THE STUDY

4.1. RESEARCH QUESTIONS

1. How is the leadership behaviour of headmasters in the government scheduled tribe and scheduled caste development 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?

4.2. 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

4.3. 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 find out 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.

4.4. 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 0.05 level of significance

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.”

4.5. EXPLANATION OF TERMS

- **Leadership behaviour:** In this study leadership behaviour includes traits and skills, whereas traits are cooperation, courage, trust, and skills are decision-making, problem-solving, motivation, and communication of the Government Scheduled Tribe and Scheduled Caste Development High Schools 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:** Government 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.

4.6. 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.

4.7. DELIMITATION OF THE STUDY

- **Leadership Behaviour-** The present study will be delimited to 7 leadership behaviours of headmaster namely traits like cooperation, courage, trust, and skills like decision-making, problem-solving, motivation, and communication.
- **School Effectiveness-** The present study will be delimited to 6 dimension of school effectiveness namely school culture, resource management, academic achievement, pupil development, teacher effectiveness, and pupil-teacher relationship.

- **Secondary School**-The present study will be delimited to secondary level headmasters and teachers of the Government Scheduled Tribe and Scheduled Caste Development High School from Tribal districts of Odisha.

4.8. PLAN AND PROCEDURE OF THE STUDY

4.8.1. 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.

4.8.2. 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.

4.8.3. 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.

4.9. 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.

5.0. 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.

6.0. 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.

6.1. MAJOR FINDINGS OF THE STUDY

Based on objectives, the data were analysis 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 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.

6.2. 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 ordinance 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.

6.3. 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.

6.4. 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.

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