

**CHAPTER I**  
**CONCEPTUAL FRAMEWORK**



# CHAPTER I

## CONCEPTUAL FRAMEWORK

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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.

### **1.1 POLICY PERSPECTIVES**

Almost all the Commissions, Committees and Policies have envisioned the roles and responsibilities of school heads and functions of school. The Mudaliar's Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel Committee (1977), National Policy on Education (1986), Yashpal Committee (1993), Central Advisory Board of Education (CABE) 2005, National Education Policy 2020, National Education Technology Forum (NETF, 2023) have explained the roles and responsibilities of school leaders and functions of school in detail.

#### **Mudaliar's Commission (1952-53)**

The Mudaliar Commission also known as the Secondary Education Commission, emphasized the pivotal role of school leaders, particularly headmasters, in shaping the quality of secondary education. It highlighted the importance of strong leadership in fostering extracurricular activities, such as sports and debates, which are essential for building character, discipline, and leadership skills among students. The commission recommended that headmasters be trained in modern educational management and pedagogy to effectively guide their schools. By advocating for well-rounded development, the commission underscored the need for school leaders to create a balanced environment that nurtures both academic and leadership qualities in students.

**Kothari Commission (1964-66)**

The Kothari Commission placed significant emphasis on the role of school leaders in enhancing the quality of education in India. The commission advocated for the need to strengthen the leadership capacity of headmasters and principals, highlighting their responsibility in shaping school culture, improving teaching methods, and fostering a positive learning environment. It recommended comprehensive training programs for school leaders to equip them with effective management skills and pedagogical knowledge. By promoting a collaborative approach to leadership, the Kothari Commission aimed to empower school leaders to inspire teachers and students alike, ultimately contributing to a more dynamic and responsive educational system.

**Ishwarbhai Patel Committee (1977)**

The Ishwarbhai Patel Committee focused on reviewing school education, emphasized the crucial role of school leaders in promoting the development of social and moral values in students. It highlighted the importance of headmasters in implementing programs like Socially Useful Productive Work (SUPW) ensuring that students engage in activities that blend academic learning with practical skills. The committee advocated for school leaders to foster a culture of community service and experiential learning, helping students develop leadership qualities and social responsibility. By stressing the need for proactive and visionary leadership, the committee underscored the headmaster's role in shaping holistic education and values-driven schooling.

**National Policy on Education (1986)**

The National Policy on Education (1986) emphasized the critical role of school leaders in implementing educational reforms and ensuring quality education in India. It highlighted the need for strong leadership at the school level, advocating for the selection of headmasters who are not only qualified but also possess the vision and commitment to foster a supportive learning environment. The policy called for ongoing professional development and training for school leaders to enhance their management and instructional skills, enabling them to effectively guide teachers and students. By promoting participatory decision-making and community involvement, the policy aimed to empower school leaders to create an inclusive and dynamic educational atmosphere that meets the diverse needs of students.

**Yashpal Committee (1993)**

The Yash Pal Committee emphasized the pivotal role of school leaders, particularly headmasters, in transforming educational practices and fostering a positive learning environment. It advocated for visionary leadership that inspires both teachers and students

while stressing the importance of ongoing professional development to enhance their management and pedagogical skills. Additionally, the committee encouraged school leaders to implement student-centric curricula that promote critical thinking and creativity, engage with parents and the community, and create a supportive atmosphere where students feel empowered to express themselves. By focusing on these areas, the committee aimed to equip school leaders with the tools necessary to nurture leadership qualities in students and drive meaningful educational reform.

### **Central Advisory Board of Education (CABE, 2005)**

The Central Advisory Board of Education is a vital platform for policy-making in education. It regularly discusses and recommends policies that focus on educational leadership and administration. CABE emphasizes the need for effective leadership training for headmasters and encourages the adoption of best practices in school management. The board aims to foster collaboration among educational stakeholders, empowering headmasters to become leaders of change within their institutions and the broader educational ecosystem.

### **National Education Policy (NEP, 2020)**

NEP 2020 set the goal to visualize the roles and competency framework for academic leaders. This implies to improve the leadership and management skills, leaders would be expected to participate in maximum time for their professional development under CPD (continuing professional development.). School principals will have access to modular leadership/management workshops, online development opportunities, and platforms for the purpose of perpetually enhancing their own leadership and management skills and sharing best practises with one another. In addition, these leaders will be required to participate in at least 50 hours of CPD modules per year covering leadership and management, as well as content and pedagogy with a concentration on developing and implementing competency-based education-based pedagogical plans.

### **National Education Technology Forum (NETF, 2023)**

It aims to facilitate the integration of technology in education. It encourages headmasters to adopt digital tools and platforms for effective school management and teaching practices. By embracing educational technology, headmasters can enhance their leadership skills, improve administrative efficiency, and foster an innovative learning environment that engages both teachers and students.

The development of leadership traits and skills among headmasters in Indian school education is being reinforced by various policies, commissions, committees, and agencies that emphasize continuous professional development, inclusive practices, and community engagement. These policies empower school leaders to create effective, innovative, and inclusive learning environments. While leadership is crucial in implementing these policies and fostering excellence, the gap between policymaking and implementation remains a challenge. As India's educational landscape increasingly focuses on leadership development, empowering headmasters is key to driving positive change and improving the quality of education. Hence, an in-depth understanding of leadership behaviour theories become critical which includes meaning, content and nature of leadership behaviour.

## **1.2 LEADERSHIP BEHAVIOUR THEORIES**

Leadership is inevitable for a school to improve its effectiveness, as it is helpful to promote a culture that enhances student learning outcomes and achieves desired goals. (Bolden et al., 2003) stated that 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.

### **Tri-Dimensional Theory of Leadership**

According to the tri-dimensional theory of leadership, the leaders' multiple and flexible behaviours can be grouped into three-dimension or orientations: relation- oriented leadership behaviour, task-oriented leadership behaviour, and change-oriented leadership behaviour. This behaviour taxonomy is comprehensive, clear, distinct, and observable (Yukl, 2004, 2012).

### **Michigan Leadership Studies**

It is a behavioural leadership theory. The Institute for Social Research at the University of Michigan conducted empirical studies to identify styles of leader behaviour that results in higher performance and satisfaction of a group. The value of Michigan Leadership Studies lies in the analysis of 2 leadership styles, task and employee-oriented styles. Instead of restricting the traits of leaders, they concentrated on the behaviour of leaders. Katz, et al. (1959) at the University of Michigan were also attempting to describe the specific behaviors of effective leaders.

### **Ohio State Leadership Studies**

It is a behavioral leadership theory. A series of studies on leadership was done by Ohio State University in 1945 to identify observable behaviours of leaders instead of focusing on their traits. Ohio State Leadership Studies showed that initiating structure and consideration are two distinct dimensions and not mutually exclusive. A low score on one does not require a high score on the other. Consideration is the people orientation and initiating structure is the task orientation. The Ohio State studies were conducted around the same time as the Michigan Leadership Studies, which also identified as critical the focus on tasks and people. The Ohio State University began conducting extensive studies on effective leadership as part of the Ohio State Leadership Studies, directed by Dr. Carroll L. Shartle.

### **Managerial Grid Theory**

Blake and Mouton Managerial Grid is a leadership style paradigm that identifies five manager styles based on two dimensions, namely concern for people and concern for production. Managerial Grid employs a concern for production approach that is heavily influenced by McGregor's Theory X. This theory by Blake and Mouton (1978) has a popular application of both task and person orientation. According to this theory leaders are most effective when they achieve a high and balanced concern for people and for tasks. Blake and McCauley (1991) suggested that it is possible that a given leader can exhibit behavior consistent with two styles. They identified two in particular: paternalistic and opportunistic.

### **Behavioral Theory of Leadership**

Leaders were believed to be 'naturally born' before the behavioural theory of management. The great man theory states that good leaders are born with leadership skills. Even if you have leadership qualities like confidence, you may not succeed. Therefore, this leadership theory was heavily attacked. The game changed with behavioural theory. The 1950s behaviourism movement inspired behavioural leadership. Many behavioural scientists tried to uncover leadership style patterns. They did this by evaluating many leaders' acts. According to behavioural theory, a leader's success depends on their environmental response. Therefore, anyone may become a leader by learning and using certain characteristics.

### **Fielder's Leadership Contingency Theory**

This theory developed by Fred Fiedler. Fielder's (1974) contingency model of leadership proposed that the effectiveness of an organization depends upon two main factors: (1) the

personality of the leader and 2nd is the degree of stability or uncertainty in the situation. Fiedler defined two basic leader personalities (1) relationship motivated and another task motivated.

### **Path-Goal Theory**

This theory explain to the effects of four kinds of leader behaviour on subordinates attitudes and expectations. Path Goal theory advanced by House (1971) and others (Evans,1970; House & Dessler, 1974) differs from Fiedler's theory in its defination of leadership effectiveness, which path-goal theory defines as subordinates job satisfaction, acceptance of the leader, and motivation. path-goal theory identifies two categories of contingency factors. There were (a) personal charecteristics of subordinates and environmental pressures and demands.

### **Trait Theory of Leadership**

The trait theory of leadership assumes that individuals are born with inherited traits, some of which are particularly suited to leadership. Effective leaders possess the correct (or sufficient) combination of traits, and outstanding leaders share certain personality traits. Trait theories enable us to identify advantageous leadership traits and dispositions. This theory, as described by Kelly (1974), attempts to classify the physical, personality, and cognitive traits associated with leadership success. Trait theory is based on research that correlates a variety of leadership attributes with success. "The moment a person forms a theory, his imagination sees in every object only the traits which favor that theory" - Thomas Jefferson. The trait theory of leadership focused on analysing mental, physical, and social characteristics to obtain a better understanding of the characteristic or combination of characteristics shared by leaders. There have been numerous studies of leadership traits, with a focus on discovering these traits, often by examining successful leaders, but with the underlying assumption that if these traits could be discovered in other people, then they too could become great leaders.

### **Leader-Member Exchange (LMX) Theory**

It focuses on the unique, dyadic relationships that develop between leaders and their followers, emphasizing that the quality of these relationships significantly impacts organizational outcomes such as employee performance, job satisfaction, and commitment. According to LMX Theory, leaders naturally differentiate among team members, forming "in-groups"—followers with whom they have high-quality, trust-based relationships—and "out-groups," characterized by lower-quality, transactional interactions. High-quality LMX relationships involve mutual trust, respect, and support, often leading to higher levels of motivation,

engagement, and productivity, while low-quality relationships tend to result in reduced satisfaction and increased turnover. The development of these relationships occurs through a series of exchanges over time, involving stages of role-taking, role-making, and routinization, influenced by factors such as individual characteristics, task demands, and organizational culture. LMX Theory suggests that leaders should aim to build high-quality exchanges with all followers, fostering a more inclusive and supportive work environment that can enhance overall organizational 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.

### **1.3 LEADERSHIP DEFINED**

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

**Robbins (1979)** referred to leadership as the capacity to persuade a group to work toward a common goal.

**Joseph (1980)** defines leadership as helping a group create and achieve shared goals. (Cited in Kolzow, 2014).

**Koontz and Donnell (1985)** the act of leadership is the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of the group goal.

**Lall & Lall (1988)** states that " actual leadership ought to lead, now not dominate. It ought to inspire and encourage, not forcefully. True leadership must arouse in others as an emergent leadership."

**Moshal (1998)** the greater common capabilities of leadership are: motivating staff members, boosting morale, supporting functions, satisfying the needs of members, undertaking commonplace goals, representing members, developing confidence, bringing changes, adjustments and resolving conflicts.

**Yoki & Vanfleet (1998)** considered “leadership as a process that includes influencing the task, objective and techniques of a group or an organization and define the leadership as influencing people in the organization to implement strategies and achieve objectives.

**Leithwood & Riehl (2003)** states the success and improvement of school performance largely depends on how leaders lead the schools.

**Shields (2004)** recognized Educational Leadership as complex and challenging and the professional leadership by the head of the school contributes positively to school effectiveness.

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

In a nutshell, leadership can be defined as the skill of influencing other personnel of an organisation regarding goal attainment and enhancing school effectiveness. The meaning of behaviour has been explained below.

#### **1.4 BEHAVIOUR: MEANING**

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

**Pierce & Cheney, (2004)** states that behavior is what one is doing or the product of what one has done.

**Nock & Kurtz, (2005)** states that behaviour is defined in observable terms, the occurrence of that behavior is readily apparent to an observer.

**Bergner, (2010)** states that behaviour is “any observable overt movement of the organism, generally taken to include verbal.

**Fatima (2019)** states that “behavior can be defined as the actions or reactions of a person in response to external or internal stimulus situation.”

**D.G. Ryan, (2022)** states that behaviour is defined as the activities of persons as they go about doing whatever is required of them.

**Wikipedia, (2023)** states that behaviour is the range of actions and mannerisms made by individuals, organisms, systems or artificial entities in some environment.

#### **1.5 LEADERSHIP BEHAVIOUR**

Leadership behaviour is the behaviour demonstrated by leaders with various actions. These are reflected in direction and coordination of the group activities for in their achievement of goals. 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.

### **1.5.1 Leadership Behaviour and Traits**

Leadership traits are critical in shaping a headmaster’s behavior. Key traits like integrity, confidence, empathy, resilience, visionary thinking, adaptability, cooperation, and courage enable headmasters to lead with honesty, decisiveness, and flexibility, earning trust and respect from the school community.

Cooperation focuses on building teamwork and unity among members, allowing leaders to create an environment where individuals collaborate toward shared objectives. By promoting cooperation, leaders enhance collective problem-solving, creativity, and overall productivity (Littrell, 2013). In schools, for example, leaders who foster cooperation among staff create a supportive culture where everyone feels their contributions are valued, which is key to achieving institutional goals.

Courage is the ability to make bold, decisive choices and tackle challenges head-on. Courageous leaders do not shy away from difficult decisions, but instead face issues with resilience and a sense of purpose (Bass & Avolio, 1994). In educational settings, courage might

involve advocating for necessary changes or standing up for the interests of students and staff, even when faced with opposition. Leaders who demonstrate courage inspire others by modeling integrity and the willingness to take risks when necessary for the greater good, which is crucial for navigating uncertain or difficult situations.

Trust is essential for building strong, lasting relationships within a team. A leader who fosters trust ensures that their team members feel safe, respected, and supported. Trust encourages open communication and mutual respect, which are critical for effective collaboration (Leithwood & Jantzi, 2006). In schools, for example, headmasters who earn the trust of teachers and staff can create an environment where individuals feel confident in taking initiative and contributing to innovative solutions. Trustworthy leaders—those who are honest, transparent, and consistent in their actions—build loyalty and commitment among their teams, leading to stronger morale and overall performance.

Historical perspectives, dating back to Lao Tzu, have emphasized traits such as ambition, honesty, and persistence as vital for effective leadership. Over time, the understanding of these traits has evolved, with modern leadership theories recognizing the importance of trust and cooperation in building successful teams. The trait theory of leadership suggests that leaders are born with these qualities, but their success depends on applying them effectively. Researchers like Ohler (2017) and Derue (2011) highlight the importance of combining traits with behaviors to enhance leadership effectiveness. Critical traits like adaptability, assertiveness, cooperation, and courage help headmasters manage challenges, maintain authority, and guide their schools through crises, all while fostering a positive and resilient culture.

Ultimately, a headmaster's leadership success depends on using the right traits at the right time to foster cooperation, build trust, and ensure the success of both staff and students. By balancing these traits, a headmaster can create a supportive, innovative, and thriving school environment where challenges are met with confidence and unity.

### **1.5.2 Leadership Behaviour and Skills**

The concept of leadership is multifaceted and includes a blend of personality skills. Skills are the competencies and knowledge that leaders use to guide their teams and organizations toward achieving goals and objectives. These skills are essential for effective leadership, influencing how leaders interact with their teams and make strategic decisions. Northouse (2010) described

leadership skills as the capacity to apply knowledge and abilities to achieve specific goals or objectives. This perspective highlights the importance of not just possessing skills but also applying them effectively in practice. Ohler (2017) emphasized that skilled leaders are competent individuals who understand the methodologies and practices necessary to carry out their roles effectively. Competence in leadership goes beyond mere knowledge; it encompasses the ability to navigate complex situations and make informed choices that lead to positive outcomes.

Whitehead (2009) and Komives et al. (2007) articulated that effective leadership is not solely defined by individual traits but is a dynamic interplay of various skills and situational awareness. Kouzes and Posner (1980) emphasized that credibility is a fundamental indicator of leadership skills, characterized by essential traits such as honesty, vision, inspiration, and competence. A credible leader enhances the skills of their team, which fosters a positive organizational culture and encourages open communication.

To evaluate leadership behaviors effectively, it is crucial to assess a range of skills. Decision-making stands out as a vital skill; it involves the ability to make informed, timely choices that align with the organization's objectives. (Bingham et al., 1995) stated that effective decision-makers gather relevant information, weigh their options, and consider the potential impacts of their decisions. This skill is essential for navigating challenges and seizing opportunities in a fast-paced environment.

Problem-solving is another critical leadership skill, encompassing the capacity to identify challenges, analyze possible solutions, and implement effective strategies. (Graesser et al., 2018) stated that proficient problem solvers possess a systematic approach to challenges, enabling them to transform obstacles into opportunities for improvement. This skill not only contributes to individual and team success but also fosters a culture of innovation and resilience within the organization.

(Batool, 2013) stated that motivation plays a significant role in effective leadership, as skilled leaders can inspire and energize their teams. They understand the individual and collective motivators that drive their team members and create an environment that fosters enthusiasm and commitment to shared goals. By recognizing achievements and providing constructive feedback, leaders can boost morale and enhance team performance.

Moreover, effective communication is a cornerstone of successful leadership. Leaders must convey information clearly and foster an atmosphere of transparency and collaboration. (Hargie et al., 2004) stated that strong communicators actively listen to their team members, ensuring that all perspectives are acknowledged and valued. This inclusive approach not only strengthens relationships but also enhances team cohesion and productivity.

The studies on headmasters' leadership behavior highlight that leadership success hinges on the ability to apply the right traits and skills at the appropriate times. A headmaster must leverage key traits to foster cooperation, build trust, and support both staff and students. Headmasters can create an environment that promotes collaboration, innovation, and growth by effectively balancing technical, interpersonal, and conceptual skills and demonstrating decision-making, problem-solving, motivation, and communication abilities. Ultimately, successful leadership is not just about managing people but about nurturing a culture where individuals are empowered to succeed and achieve collective goals. Each study has its reflection and reveals various dimensions of leadership behaviour have been discussed below.

## **1.6 DIMENSIONS OF LEADERSHIP BEHAVIOUR**

Leadership behaviors in educational settings play a crucial role in shaping the dynamics of schools. Leadership behavior is inherently multi-dimensional, encompassing various approaches that leaders can adopt to effectively guide their teams. According to Stogdill (1974) and Littrell (2013), leaders primarily exhibit two types of behaviors to facilitate goal accomplishment: **people-oriented behavior** (consideration) and **task-oriented behavior** (initiating structure). Understanding these dimensions is crucial for effective leadership in any organizational context, particularly in areas such as education.

### **People-Oriented Behavior (Consideration)**

People-oriented behavior, often referred to as consideration, reflects the extent to which a leader demonstrates concern for the welfare of group members. This dimension focuses on interpersonal relationships, fostering mutual trust, and promoting a sense of friendship within the team. Leaders who exhibit high levels of consideration prioritize the emotional and psychological needs of their team members, creating a supportive and inclusive environment. This approach encourages open communication and collaboration, which are essential for building strong relationships within the group. By prioritizing the well-being of their team

members, people-oriented leaders can enhance job satisfaction and foster a culture of loyalty and commitment (Littrell, 2013).

### **Task-Oriented Behavior (Initiating Structure)**

Task-oriented leaders play a critical role in educational settings by providing clarity and structure to their teams. For instance, a headmaster who effectively communicates the school's goals and outlines the roles of teachers and staff can create a more organized and efficient learning environment. By delineating responsibilities and establishing clear protocols, task-oriented leaders can enhance productivity and ensure that the school operates smoothly (Bowers & Seashore, 1966). This leadership style is particularly important in high-pressure environments, where clarity of purpose and direction can significantly impact the ability of staff to meet the diverse needs of students.

In conclusion, understanding the dimensions of leadership behavior is vital for developing effective leaders in educational settings. By cultivating people-oriented, task-oriented leaders can navigate the complexities of their roles, inspire their teams, and drive organizational success in schools. Addressing leadership behavior in schools is essential for fostering an environment where teachers and students can thrive. 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.

## **1.7 NEED AND IMPORTANCE OF LEADERSHIP BEHAVIOUR FOR SCHOOL EFFECTIVENESS**

Leadership behavior is crucial for school effectiveness because it directly impacts the overall environment, culture, and performance of educational institutions. (Robbins et al., 2016) stated that effective leadership begins with setting a clear vision and direction for the school, ensuring that all stakeholders are aligned toward common goals. This is particularly significant in the context of the United Nations' Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By inspiring motivation and communicating a compelling vision that aligns with SDG 4, school leaders foster a sense of purpose among teachers, students, and staff, driving the school's mission forward.

Moreover, leadership plays a pivotal role in creating a positive school culture, which is integral to the National Education Policy (NEP) 2020. The NEP emphasizes the importance of holistic development, including emotional and social well-being, alongside academic achievement. (Ferguson, 2005) state that leaders who promote collaboration and teamwork among teachers, staff, and students help build a supportive environment where everyone feels valued. This nurturing atmosphere is essential for both academic and social success, as it encourages risk-taking, innovation, and engagement among all members of the school community. When individuals feel appreciated and supported, they are more likely to contribute positively to the school environment, thus fostering a culture of inclusivity and respect.

Effective leaders are instrumental in improving teacher performance, a key factor highlighted in NEP 2020, which stresses the need for continuous professional development for educators. Leaders identify professional development needs, provide growth opportunities, and offer regular, constructive feedback that enhances instructional quality. By investing in teachers' professional growth, leaders create a culture of continuous improvement that directly impacts student engagement and achievement. This commitment to teacher development aligns with SDG 4, which calls for trained and motivated educators to improve the quality of education.

Leadership behavior also directly influences student achievement, which is at the core of both SDG 4 and NEP 2020. (Glowa & Goodell, 2016) stated that leaders who prioritize student-centered learning ensure that teaching strategies are tailored to meet students' diverse needs, leading to improved academic outcomes. This aligns with the NEP's focus on multidisciplinary education and the holistic development of students. Furthermore, by establishing systems for monitoring progress and holding staff accountable, leaders create a culture of high expectations and achievement. This accountability motivates educators to deliver high-quality instruction and enhances students' learning experiences, directly impacting their academic success.

Efficient resource management is another critical area where leadership behavior is vital. (Ferguson, 2005) stated that leaders who manage finances, facilities, and human resources effectively ensure that these resources are utilized optimally to maximize educational outcomes. The NEP 2020 highlights the need for efficient resource allocation to support quality education, including technology integration in schools. Their ability to embrace innovation and manage change enables the school to adapt to new challenges and continuously improve, particularly in a post-pandemic context where digital learning has become increasingly important.

As an academician, a headmaster conducts leadership behavior toward their students by formulating various academic programs that align with both SDG 4 and NEP 2020. These programs aim to promote critical thinking, creativity, and collaboration among students. Furthermore, headmasters organize workshops, seminars, and conferences that foster professional growth and community engagement. In their supervisory role, headmasters periodically check lesson plans, supervise timetables, observe classroom teaching, and oversee curricular and co-curricular activities. This hands-on approach ensures that educational standards are met and that students receive a well-rounded education.

Moreover, as an administrator, the headmaster makes informed decisions, motivates both students and staff, addresses problems within the school, and maintains discipline and ethics to achieve the ultimate goals of the institution. This aligns with the NEP 2020's emphasis on ethical leadership and governance in education. Furthermore, effective leadership behavior significantly contributes to staff retention. High turnover rates can be costly for schools, and effective leadership is key to managing resources and achieving educational goals. Leaders who cultivate strong relationships, resolve conflicts, motivate staff, and enhance group competence through meetings and collaborative efforts create a more stable work environment. An open-minded attitude that involves group members as collaborators rather than subordinates fosters trust and respect among all stakeholders.

The need and importance of leadership behavior for school effectiveness are profound. (Day et al., 2020) stated that effective leadership shapes the school's vision, promotes a positive culture, enhances teacher performance, influences student achievement, manages resources efficiently, and supports staff retention. By embodying strong leadership behaviors, school leaders create an environment conducive to academic success and foster a thriving educational community. This is not only aligned with the goals of SDG 4 but also resonates deeply with the principles outlined in the NEP 2020, which aims to transform India's educational landscape into one that is equitable, inclusive, and effective for all learners. Leadership behaviours are essential for the effective running of a school. Similarly, the importance of leadership behaviours envisaged in the Government Scheduled Tribe and Scheduled Caste Development high schools for improving school effectiveness cannot be ignored. The leadership behaviour of headmasters play a critical role are schools catering to Government Scheduled Tribe and Scheduled Caste children.

## **1.8 GOVERNMENT SCHEDULE TRIBE AND SCHEDULE CASTE DEVELOPMENT HIGH SCHOOLS**

Educational development of the Scheduled Tribe and Scheduled Caste communities & improving access to educational facilities, is the goals of Ashram schools. It is divided into four types such as Sevasharms (1-5), Ashram schools (1-8), Govt. ST and SC (SSD) high schools (9-10) and higher secondary schools (11-12). These residential educational institutions have been an identified thrust area of the ST and SC department. Govt. (SSD) high schools aimed at the educational- advancement of ST and SC children. The Govt. (SSD) high schools are residential schools, imparting secondary education to ST and SC boys and girls. The Govt. (SSD) high schools which are run by state and central governments under ST and SC Development, Minorities and Backward Classes Welfare Department have been an important tool to give formal education to mostly ST and SC children at the secondary level.

So the Govt. (SSD) high schools are established for the achievement of educational goals. The importance of leadership behaviours envisaged on roles and practices of the headmaster in improving school effectiveness has been elaborated below.

## **1.9 ROLE OF A HEADMASTER IN GOVERNMENT SCHEDULE TRIBE AND SCHEDULE CASTE DEVELOPMENT HIGH SCHOOLS**

In supersession of circulars no 8055/SSD Edn-1 (p)29/12 dated 19/02/2013 relating to the following role and responsibilities of headmasters for the schools run under the ST & SC Development Department (SSD). The role of headmasters in government Scheduled Tribe and Scheduled Caste development high school includes as academicians, supervisors, and administrators, hostel management, co-curricular activities, mess management responsibilities, and they are involves in other activities on the campus of the hostel. They have been discussed below.

### **Academician**

A headmaster as an academician plays a vital role in the government. (SSD) high school. He/she shall teach eight periods a week and guide subject teachers, arrange professional guidance from his/her own and also from local experts, formulate minimum academic programs, arrange action research programs, conduct conferences, workshops, seminars, organize the supervised study, self-study by students, etc. Academic interactions should use lesson plans, notes, and teaching materials. Where high schools have computers, class VIII pupils must be tech-savvy. Individual project/group work should be pushed, especially in upper classes, and good works

should be exhibited in class to stimulate students and teach assignment completion. Borders will receive writing materials from DWOs under circular 35035 dated 1.8.03.

Co-curricular activities will be guided. Nodal teachers should prioritise student co-curricular and extracurricular activities for personality development. Classwise debates, essays, letters, art, quiz, recitation, extempore, theatre, singing, communication, word maze game, role play, oratory, creative writing, etc. should be held weekly. This requires scheduling school time for all students. The school should prominently showcase students' monthly stories, poems, drawings, sketches, etc. in a 'Wall Magazine Box' Keep such contributions and evaluate them periodically to select the top three Certificate of Excellence recipients. Students will be more inventive. Football, volleyball, hockey, cricket, table-tennis, kho-kho, skipping, badminton, basketball, chess, carom, and other games should be offered in schools to help students develop physically and mentally and compete. High schools can get funding for one sports- and non-sports-intensive activity. The headmaster should report meritorious/outstanding student success in curricular, co-curricular, and extra-curricular competitions to the District Welfare Officer by the 10th of the next month, who should develop a district database and transmit it to the Career Counselling Department. All high schools need cells. Functioning school cabinets and holding weekly learning activities as per the Guideline increase student engagement. upcoming month optimistically. TLM-cum annual sports/science exhibition/function Exhibition of school work. Hostel House Systems foster healthy boarder competition and personalised student development. The guide will be delivered separately.

### **Supervisor**

A school leader, as a supervisor, supervises the development of the government. (SSD) high school. A headmaster periodical check-up of the lesson plans and year plans prepared by the assistants, preparation of timetables and their proper implementation, observation of classroom teaching of the assistants, proper organization of activity areas i.e., Physical Education, Health Education, Creative Activities, S.U.P.W. and Moral Education, the introduction of Scouting and Guiding as co-curricular activities and their proper supervision, preparing the school for participation in Science Fairs, Mathematical Olympiad, General Knowledge Test and in Games and Sports competitions, etc. Completion of the syllabus as per the Common Examination Board Plan, arranging Book Banks, Sanchayakas, Co-operative Stores, etc. wherever possible, maintenance of a watch register to note the academic work turned out by Assistants, and Para academic work and supervision of hostel.

The Assistant Superintendent should actively engage other students in order to foster a participatory environment that promotes effective administration. The weekly menu chart, which displays the dinner options, should be printed in a prominent area of substantial size.

### **Administrator**

Headmaster and concerned subject teachers should regularly offer unit exams to identify students who are progressing and struggling. The teacher, number of students, topics/hard areas handled, etc. must be recorded in a remedial teaching register. Lessons, notes, and TLM should be used in academic transactions. As an administrator, a headmaster has the power sanctioning 5 optional holidays to the teaching and non-teaching staff and also declare holiday for school local festival, distribute the in-charge ships and secondary duties among all the teaching staff and no individual teacher shall be over-burdened, submit 9 confidential reports at the end of the year to the Secretary, maintain all the Registers, collect, utilize and maintain the accounts relating to special fee funds, organize auditing of accounts and submits reports to the higher authority, ensure regular attendance of teachers, pupils and Office staffs, conduct daily school assembly, arrange for the proper maintenance and utilization of Library, school uniform, celebrate National Festivals, make the pupils participate in competition of academic importance, conduct tests and examinations efficiently, organise Parent-Teacher Association and Community development activities for school improvement programmes. The special role of headmasters of govt. (SSD) high schools is financial management. The funds that are received from different department and organisations just like Tribal and Rural welfare departments, ST & SC Development, Ministry of Tribal Affairs and Ministry of Human Resources Development utilized properly.

The headmaster/headmistress runs the hostel. A teacher will be appointed Assistant Superintendent by the HM. Rotating teachers can serve as Assistant Superintendent for at least three months. Kitchen gardens on residential school campuses and Revolving Fund account administration in local post offices/banks are recommended. The Account needs kitchen garden vegetable savings. A separate Cash Book is needed for Kitchen Garden receipts and use. A committee of HM, at least two teachers, and three school cabinet representatives, including the food minister, can use the revolving fund. Hostel superintendent and boarder's representative will update mess attendance register, cash book, and stock and issue register periodically. Buy vegetables and other commodities for the food minister and mess committee. The food minister should see and record daily ration distribution in the daily consumption register. Buy branded items wherever possible. Women SHGS may receive market rates for poultry, pork, veggies,

etc. The end-of-month meal cost should be put on the notice board for all boarders. Monthly stipend savings should go into the revolving fund account.

The headmaster significantly influences a school's success by guiding its vision, culture, and operations. Therefore, the recruitment process is crucial and involves selecting candidates with the right qualifications, leadership skills, and alignment with the school's goals. This process ensures that the chosen headmaster is well-equipped to drive the school's effectiveness and growth. The effectiveness exhibited by the headmasters in Scheduled Tribe and Scheduled Caste development high schools also depends on the recruitment procedure followed in the schools.

### **1.10 RECRUITMENT PROCEDURE OF HEADMASTER**

The Governor of Odisha circular no. 8680—Edn-I(C)-100/2013(Pt.)-SSD makes the following rules to regulate the recruitment and conditions of service of persons appointed to different grades of the Odisha Higher Secondary Education Service in exercise of the powers conferred by the proviso to Article 309 of the Constitution of India and in supersession of the Rules/Regulations/Orders/Instructions issued in this regard, except for things done or omitted to be done before it. Since 2013 years, the S.T. and S.C. Development Department has promoted from Class-III (Non-Gazetted) posts, leaving a shortage of eligible candidates for Class-II (Gazetted) Headmaster/Headmistress/District Inspector of Schools (S.S.D.) positions. Trained Graduate Teachers in Junior Grade Subordinate Tribal Education Service who have served for at least 7 years can be promoted to Senior Grade Class-III (Non-Gazetted) Headmaster/Headmistress/Deputy Inspector of Schools under the Orissa Subordinate Tribal Welfare Education (Recruitment and Services) Rules, 1993. Under Resolution No. 24128, dated August 4, 1989, of the erstwhile Welfare Department, one must serve five years. One must serve twelve years to become a Class-II (Gazetted) Headmaster/Headmistress/Deputy Inspector of Schools. Thus, certain Headmaster/Headmistress/District Inspector of Schools (S.S.D.) Class-II (Gazetted) offices are vacant, rendering high schools unmanageable. Thus, the Resolution's provisions must be relaxed for tribe welfare. The Orissa Gazette Extraordinary Authority No. 1113 Cuttack, Saturday, June 7, 2008/Jaistha 17, 1930 ORISA GOVERNMENT Edn.-I (P)-62/08-S.S.D. 2 #22344 Published by Orissa Director of Printing, Stationery, and Publication, Cuttack-10 Ex. Gaz. 443–193+100 The government waived the 5-year eligibility period for Class-III (Non-Gazetted) Headmaster/Headmistress/Deputy Inspector of Schools (S.S.D.) rank for Class-II (Gazetted) Headmaster/Headmistress/District Inspector of Schools.

Trained Graduate Teachers must have: (a) 3 years of regular service as Trained Graduate Teachers in ST & SC Development Department High School(s); (b) Masters Degree in the concerned subject with at least 50% aggregate marks; and (c) Consistently good Performance Appraisal Report to be eligible for promotion to Post Graduate Teacher. (2 Post Graduate Teachers must have (a) eight years of continuous service as Post Graduate Teachers in Higher Secondary Schools and (b) satisfactory performance as Post Graduate Teachers with consistently good Performance Appraisal Reports to be eligible for promotion to Principal. (3 To promote Post Graduate Teachers to Principal, a combined gradation list of all qualified Post Graduate Teachers, regardless of discipline, will be compiled in order of their dates of appointment: Given that two or more Post Graduate Teachers have the same appointment date, their interse seniority will be established by their birth dates, with the older employee being placed above the younger one.

Therefore senior teachers on promotion to headmasters post they may or may not have the leadership traits and skills. The recruitment procedure may impact the leadership behaviour exhibited by headmasters. Major dimensions have been undertaken in the study of leadership behaviour and have been elaborated below.

## **1.11 MAJOR DIMENSIONS OF LEADERSHIP BEHAVIOUR UNDERTAKEN**

The major dimensions of leadership behaviour undertaken in this study are leadership behaviour traits and skills. Whereas traits are like cooperation, courage, trust and skills are like decision-making, critical thinking, problem- solving, motivation and communication.

### **1.11.1 Cooperation**

Fair Child stated that “Co-operation is the process by which individuals or groups combine their effort, in a more or less organised way for the attainment of common objective”. A.W. Green says “Co-operation” is the continuous and common endeavor of two or more persons to perform of a task or to reach a goal that is commonly cherished”. Wikipedia, (2019) "Cooperation is the process of groups acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit." Headmaster must find ways to promote school organisation cooperation. In school, the headmaster or principal promotes administration collaboration. According to Kuo et al. (2014), teamwork and compromise can improve school performance. To improve school performance, ‘cooperation’ is best. Cooperation is two people working together to attain a goal. In this case, a group member's progress towards goals will assist others attain the goal is fulfilled; school principals should encourage employee cooperation through various activities discuss given below.

Cooperative leaders create an environment where team members actively collaborate, promoting joint problem-solving and shared decision-making to ensure collective involvement (Msila, 2002). They emphasize the importance of individual contributions toward team objectives, fostering a sense of purpose and unity (Kuo et al., 2014). Respect is central, with leaders valuing open communication and embracing diverse perspectives (Green, 2002). They encourage mutual assistance and step in to support when needed, cultivating a culture of collaboration (Fairchild, 2019). Effective teamwork is ensured through fair task distribution, promoting communication and equality (Kuo et al., 2014; Msila, 2002). By distributing responsibility, leaders empower the group and build trust, while also encouraging compromise during conflicts to maintain harmony (Wikipedia, 2019; Green, 2002).

These sub-components are vital in building a cooperative leadership behaviour that emphasizes teamwork, mutual respect, equality, and collective responsibility. By incorporating compromise and fostering collaboration, leaders ensure that even during conflicts, the team remains united and focused on their shared goals. Ultimately, the ability to agree to compromise, along with these other components, enhances the effectiveness of cooperative leadership in achieving common objectives.

### **1.11.2 Courage**

Courage, it seems, lies at the root of accomplishing a lot of other good things. Without it, we cannot function as leaders. There is a gutsiness to courage, but there also must be knowledge, even wisdom. We must know what we are doing, what risks we are taking, even if that knowledge seems more like instinct than comprehension of all of the factors at hand, in the words of writer William Ian Miller. One of the more important qualities of a good leader is courage. Having the quality of courage means that you are willing to take risks in the achievement of your goals with no assurance of success. Because there is no certainty in life, every commitment you make and every action you take entails a risk of some kind. Great, (2020) “Courage is rightly considered as the virtues, for upon it, all others depend”. Successful school leaders have the desire and patience to finish. They take risks and challenge under performance and bad behaviour. "there's a courage that you don't waver from," says castle partnership academy trust principal madeleine vigar in haverhill, suffolk. Later, Lisa Beamer showed courage in a less dramatic but no less difficult move. The dimension of courage plays a critical role in how courageous leaders manage uncertainty, drive change, and foster a culture discuss below.

Courageous leadership is characterized by several key dimensions, including risk-taking, decisiveness, moral courage, resilience, accountability, visionary courage, delegation, and adaptability. Courageous leaders take calculated risks, fostering innovation and empowering teams to experiment without fear of failure (Kouzes & Posner, 2006). They make swift decisions in the face of uncertainty, earning trust through decisive action (Hannah et al., 2007). Leaders with moral courage uphold ethical principles, creating an environment of integrity and fairness (Treviño, Brown, & Hartman, 2003). Resilient leaders persevere through adversity, maintaining optimism and boosting team morale (Harland et al., 2005). Accountability is crucial, as leaders who take responsibility for their actions foster a culture of ownership (Leroy et al., 2012). Visionary courage inspires teams to stay focused on long-term goals, while the courage to delegate empowers team members and promotes collaboration (Kirkpatrick & Locke, 1996; Yukl, 2013). Lastly, adaptability allows leaders to navigate change, ensuring their teams remain agile in dynamic environments (Heifetz, Grashow, & Linsky, 2009).

The dimensions of courageous leadership—risk-taking, decisiveness, moral courage, resilience, accountability, open dialogue, challenging the status quo, empathy, visionary thinking, delegation, and adaptability—are essential for creating a dynamic, forward-thinking organization. By embodying these traits, leaders not only set a powerful example for their teams but also cultivate a culture of integrity, innovation, and resilience.

### **1.11.3 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. The leadership behavior trait of trust is foundational in creating strong, cohesive teams and fostering organizational success. Trust is critical to the leader-follower relationship and plays a central role in team dynamics, communication, and decision-making. The dimensions of trust provide insight into how leaders build, maintain, and leverage trust within their teams given below.

Trust in leadership is built through several key components, including integrity, consistency, competence, empathy, supportiveness, fairness, vulnerability, and authenticity. Leaders who demonstrate integrity by aligning their actions with their words create reliability and credibility,

fostering trust (Brown & Treviño, 2006). Consistency in leadership decisions and behavior creates stability, leading to stronger relationships (Colquitt et al., 2012). Trust is also enhanced when leaders exhibit competence, as team members gain confidence in their leader's ability to guide them effectively (Dirks & Ferrin, 2002). Empathy plays a crucial role in trust-building by showing an understanding of team members' emotions, while supportiveness strengthens trust by promoting both professional and personal growth (Goleman, 1998; Kahn, 1990). Fair leaders who treat everyone equitably further build trust through impartiality (Colquitt et al., 2001). Vulnerability, where leaders admit mistakes and show their human side, deepens trust by fostering authenticity (Brown, 2018). Finally, authentic leadership, where leaders are true to themselves and transparent, cultivates long-term loyalty and trust within teams (Avolio & Gardner, 2005).

The leadership behavior trait of trust encompasses several essential sub-components: integrity, consistency, competence, empathy, accountability, openness, supportiveness, fairness, vulnerability, reliability, and authenticity. These dimensions collectively enable leaders to foster deep, sustainable trust within their teams, which is critical for effective leadership, team cohesion, and organizational success.

#### **1.11.4 Decision-making**

Anybody can make a decision. But it takes a great leader to take on the hard decisions with authority and confidence. Success here comes from balancing emotion with reason, enlisting input from others to ensure the move forward is well-informed, yet acting with authority. Even when decisions may be unpopular, a leader who honestly communicates the rationale behind them is in a better position for long-term success. (As cited, The University of Notre Dame, 2019). Simon (1993) outlined three phases of the decision-making process. The first is to find problems that need attention. Many problems of educational leaders are presented directly to them, such as an adult referring a child for discipline, a parent registering a complaint about a staff member, or a staff member describing a grievance with a colleague. However, there is a corollary skill of identifying which problems of the many that come across one's desk require immediate attention, or any attention at all. Second, Simon highlighted “designing possible courses of action” (p. 395). Finally, educational leaders must assess their decisions. Once a viable and positively rated solution pathway is chosen, implementation begins. Principals prioritise students and employees. Many aspects must be addressed and understood while making a decision. Making the proper choice for everyone is hard. Principals must involve the

right individuals and use the relevant information to make informed decisions. The leadership behavior skill of decision-making encompasses several critical sub-components that enable leaders to navigate complex situations, make informed choices, and drive organizational success. Some dimensions contribute to the overall effectiveness of a leader's decision-making process.

Effective decision-making involves a blend of analytical thinking, intuition, risk assessment, collaboration, strategic thinking, emotional intelligence, adaptability, and ethical judgment. Leaders use analytical skills to break down complex problems and make data-driven decisions (Robinson, 2016). Intuition complements this by allowing leaders to rely on their experience in time-sensitive situations (Gladwell, 2005). Risk assessment helps leaders evaluate potential outcomes and develop contingency plans (Tversky & Kahneman, 1974). Collaboration ensures diverse perspectives are considered, fostering stronger decisions (Senge, 1990). Strategic thinking aligns decisions with long-term goals (Mintzberg, 1994), while emotional intelligence helps leaders manage interpersonal dynamics during the process (Goleman, 1995). Adaptability allows leaders to adjust decisions in evolving circumstances (Heifetz & Laurie, 1997), and ethical judgment ensures alignment with organizational values, promoting fairness and integrity (Trevino et al., 2006). Together, these components equip leaders to make informed, balanced, and responsible decisions.

The sub-component of decision-making—analytical thinking, intuition, risk assessment, decisiveness, problem-solving, collaboration, strategic thinking, emotional intelligence, adaptability, ethical judgment, and communication—are essential for leaders to navigate complexities, make informed choices, and drive organizational success. By cultivating these skills, leaders can enhance their decision-making processes and foster a culture of collaboration and trust within their teams.

#### **1.11.5 Problem-Solving**

Problem-solving skills are essential for improving efficiency. Leaders who are skilled at problem-solving can identify inefficiencies in their organization and implement changes to streamline processes. They can also identify areas where resources are being wasted and redirect them to more productive areas. Problem-solving skills are arguably one of the most important skills for headmasters to have, since on a daily basis, principals are presented with a range of problems from funding issues to students' home issues. If anyone (staff or students) has any kind of problem then the principal is the person that they will go to in order to help

them solve it. The Headmaster is responsible for setting the operational plan at the beginning of the school year. But, as is always the case, there will be unexpected challenges such as budget constraints, student incidents, and other issues. Using critical thinking and communication, a Headmaster must discover the underlying problem that causes an operational issue and set a plan to correct it, bringing in support if needed, (as cited, American university, 2019). Solving problems for practicing principals could be described as constructivist, since most principals do solve problems within a social context of other stakeholders, such as teachers, parents, and students (Leithwood & Steinbach, 1992). Leithwood and Steinbach (1992, 1995) outlined a set of competencies possessed by expert principals, when compared to their typical counterparts. Expert principals were better at identifying problems, having a sense of priority, difficulty, how to proceed, and connectedness to prior situations, setting meaningful goals for problem solving, such as student-centered and knowledge-focused goals, using guiding principles and long-term purposes to determine the best ways to proceed, and seeing fewer obstacles and constraints. Leaders in any field must solve problems. They enable leaders to foresee and overcome issues, enhance efficiency, foster creativity and innovation, create trust, collaborate, and manage risk. Management of risk requires good problem-solving skills. Identifying and mitigating risks helps leaders defend their organisations. They can also prevent costly blunders and make informed decisions in tricky situations. Innovation and creativity are needed to solve problems. Leaders with these qualities can solve challenges creatively. They also urge their workforce to think creatively and innovate. Problem-solving leaders increase team trust. When team members know their leader can recognise and manage challenges, they are more likely to achieve their goals. Motivation, productivity, and job satisfaction can increase. The leadership behavior skill of problem-solving is essential for school leaders, as they navigate various challenges that impact the educational environment. The key sub-component of problem-solving skills specific to school leadership discuss given below.

Effective school leaders excel in identifying issues such as academic challenges and resource allocation through keen observation and an understanding of school dynamics (Davis et al., 2018). They rely on data analysis to uncover trends and root causes, allowing for data-driven decision-making (Davis et al., 2018). Collaborative problem-solving is key, involving teachers, staff, and students to create an inclusive environment for addressing challenges (Harris, 2010). Leaders also promote creative solutions by encouraging innovative thinking, especially in curriculum design and student engagement (Fullan, 2016). Once decisions are made, they implement clear action plans with defined roles, responsibilities, and timelines (Kotter, 1996). Monitoring and evaluation help leaders track progress and make necessary adjustments,

fostering continuous improvement (Dufour & Eaker, 1992). Finally, resilience enables leaders to navigate setbacks with optimism, inspiring perseverance among staff and students (Seligman, 2011). By developing these skills, leaders can build a supportive and effective learning environment.

#### **1.11.6 Motivation**

The most successful leaders have a vision that motivates people to follow. But it's not just the vision – for whatever future or goal or purpose – that inspires. It's expressing it with passion and energy, and backing it with strong beliefs and values that count. It's a matter of exciting people to be equally engaged and uplifted for being a part of something bigger and better, (as cited, The University of Notre Dame, 2019). In the school leadership, the skill of motivation plays a vital role in inspiring both teachers and students to strive for excellence. One of the key aspects is the ability to clearly communicate a compelling vision for education and learning. A school leader must articulate a strong educational mission that emphasizes student achievement, staff development, and community engagement. By setting high academic and behavioral standards, leaders create a motivating environment where everyone knows what is expected and works toward common goals, fostering a shared sense of purpose (Branch, 2018). Some components are discussed given below.

Empathy and emotional support are essential aspects of motivational leadership in schools, as leaders who understand the needs of teachers, staff, and students can provide tailored support that enhances morale and engagement (Miller, 2020). Recognizing and celebrating achievements also fosters motivation, with public acknowledgment of both staff and student successes reinforcing a positive and appreciative culture (Smith & Bell, 2019). Empowerment and autonomy further motivate staff, as leaders who grant freedom in lesson design and decision-making foster ownership and creativity (Thompson, 2021). Trust and credibility are crucial for sustaining motivation; consistent and fair leadership builds a cooperative atmosphere where individuals feel confident and supported (Harrison, 2019). Coaching and professional development also play a vital role, as investment in staff growth through mentoring and training keeps educators motivated and engaged (Adams & Hayes, 2020). Encouraging innovation by allowing teachers to take risks without fear of failure promotes a stimulating and motivating environment (Robinson, 2020). Finally, community engagement strengthens motivation by connecting the school with a broader support network, fostering a sense of shared purpose among staff and students (Brown & Lewis, 2021).

By focusing on these sub-components, school leaders can create an environment that inspires teachers, staff, and students to work together toward achieving educational excellence.

### **1.11.7 Communication**

Developing communication skills is a life-long endeavour. Successful Headmasters know how to keep an open and transparent dialogue with all members of their school. A Headmaster must listen to the concerns of teachers and parents, and learn how to address those concerns with understanding and empathy, (as cited, American university, 2019). Oral, writing skills and body language are important for school Headmaster. The headmaster must prioritise employee communication. Managers must know that most organisational issues can alienate employees. Communication is how customers share information and ideas. Communication helps users understand each other, define goals, and reach consensus. Software systems communicate via email, instant messaging, and video and audio conferences. Communication can occur between two people, a group, via broadcast, or with the system. One-way or two-way communication might be synchronous or asynchronous. Users communicate synchronously and two-way. Two-way, synchronous group videoconferencing. One-way, multicast, asynchronous website. When designing software for user communication, designers must consider why, when, and how. Voice communication may work better in some situations than texting. Communication can quickly become noisy in systems with many users, making it hard for consumers to discriminate between vital and trivial communications. Understanding user goals and how they change is essential to effective communication. The user's system action is usually informed by contextual communication. Communication management is a leadership responsibility. It helps principals successfully impact teachers, students, and families using their skills, values, attitudes, knowledge, and expertise. With today's technology, it's easier than ever to engage families and students. Whether it's SMS messaging, email blasts, or social media updates, there are various ways for principals, teachers, and families to connect. Using technology to our advantage is crucial. Teachers and schools can use several texting apps to improve communication speed, ease, and security. Video conferencing and cloud-sharing technologies have also helped educators and students with remote learning owing to the pandemic. Principals benefit from video recording and editing software. Using emails, the school website, blogs, and social media is also vital. Social media can deliver public updates and information. Communication is a fundamental leadership behavior skill for school leaders, encompassing various sub-components that contribute to successful interactions with teachers, staff, students, and the community.

Effective school leadership communication encompasses several key components. Clarity is essential, as leaders must articulate ideas, goals, and expectations in a straightforward manner, avoiding ambiguity (Robinson, 2020). Active listening and empathy are equally vital; leaders who listen attentively to feedback and concerns demonstrate value for others' input, fostering open communication and trust (Miller, 2020). Adaptability in communication style is crucial, as leaders must adjust their approach based on the audience and medium, while nonverbal communication, such as body language, further enhances the message (Thompson, 2021). Transparency builds trust by sharing information openly, while conflict resolution skills help leaders address disagreements effectively (Harrison, 2019). Feedback mechanisms, including constructive feedback and encouraging input, promote growth and improvement (Branch, 2018). Cultural competence allows leaders to communicate inclusively with a diverse school community, fostering a sense of belonging (Brown & Lewis, 2021). Lifelong development of communication skills is important, as leaders must continuously improve their oral, written, and nonverbal communication (American University, 2019). Utilizing technology, such as email, social media, and video conferencing, facilitates engagement and ensures timely dissemination of information, enhancing connection with stakeholders. Finally, school leaders should use multiple channels to share information, ensuring that announcements and updates reach all members of the school community promptly, fostering an inclusive environment where everyone feels informed and involved.

By mastering these sub-components of communication, including clarity, SMS, received letters, sharing, explanation, information, and oral skills, school leaders can create an environment that fosters collaboration, trust, and engagement, ultimately leading to a more effective educational experience for both teachers and students.

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.

## **1.12 SCHOOL EFFECTIVENESS**

### **1.12.0 Concept of School Effectiveness**

The concept 'school effectiveness' can, however, mean different things and this has led to a global debate around the concept (Mortimore, 2000). According to Sun, Creemers, and De Jong (2007), studies of school effectiveness have two distinctive aims: firstly, to identify factors that

are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. School effectiveness refers to how well schools achieve their educational goals, particularly in enhancing student learning and development. This multifaceted notion encompasses various dimensions, including school culture, resource management, pupil development, academic achievement, teacher quality, curriculum and instruction, leadership, engagement, data use, and equity and inclusion. Effective schools are characterized by higher student performance on standardized tests and assessments, demonstrating that strong academic outcomes often result from effective teaching methods and curricula aligned with educational standards (Creemers & Reynolds, 2001). Such schools contribute significantly to the achievement of Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education for all. Successful schools also strive for equity, ensuring that all students have access to resources and opportunities. Addressing the diverse backgrounds and needs of students is essential for fostering an inclusive environment (Lubienski, 2006).

Klopf et al. (Balci, 2007) describe an effective school as one that establishes an optimum learning environment that adequately provides for the cognitive, emotional, psychomotor, social, and aesthetic development of students. Similarly, Şişman (2011) links an effective school to various outcomes, including development in social, academic, emotional, moral, and aesthetic aspects, teacher satisfaction, effective resource use, goal accomplishment, and environmental conformity.

According to Sadker and Zittleman (2008), school effectiveness can be understood through a five-factor theory that outlines common characteristics of effective schools. The first characteristic is quality leadership, where effective leaders are visible, successfully convey the school's goals, collaborate with teachers to enhance their skills, and actively seek solutions to problems. The second characteristic involves high expectations for both students and teachers. High expectations for student performance have consistently shown a positive impact on outcomes, and it is equally important for teachers to meet these expectations, particularly when evaluations and professional development focus on improving instructional quality. The third characteristic is ongoing assessment of student performance and development. Schools should utilize assessment data to compare their students' performance with others nationally. Effective use of this data helps identify problematic areas of learning and generate solutions for improvement. The fourth characteristic is the existence of clear goals and direction; administration should actively establish and communicate goals to all stakeholders. Schools

where the community works collaboratively toward shared goals tend to see improved student performance. Lastly, effective schools prioritize a secure and organized environment. For optimal learning to occur, students need to feel safe, and respect must be promoted. Trained staff, including social workers, can help address issues before they escalate, contributing to a secure school environment. This comprehensive approach not only enhances school effectiveness but also aligns with the overarching objectives of the SDGs and NEP 2020, promoting a sustainable and equitable educational landscape for all students.

A positive school climate—marked by safety, respect, and emotional support—fosters better learning outcomes. Research indicates that schools promoting inclusivity and positive relationships among students and staff are more effective (Thapa et al., 2013). Moreover, the presence of highly qualified and motivated teachers is crucial in effective schools. These institutions typically feature effective teaching practices, ongoing professional development, and strong teacher-student relationships that enhance student achievement (Ingersoll, 2003). A well-structured and engaging curriculum tailored to meet diverse learner needs is vital, with studies showing that effective schools employ varied instructional strategies catering to different learning styles (Hattie, 2009). The National Education Policy (NEP) 2020 emphasizes the need for holistic education that meets these diverse needs, aligning with the global objective of providing equitable quality education.

Strong leadership plays an essential role in creating a clear vision, setting high expectations, and promoting a culture of continuous improvement within schools. Effective school leaders inspire and support both staff and students, driving school effectiveness (Leithwood & Jantzi, 2000). Schools that actively involve families and the community tend to be more effective, as family engagement is linked to improved student achievement and overall school performance (Henderson & Mapp, 2002). Data-driven decision-making is another hallmark of effective schools, utilizing data to assess student progress, inform decision-making, and tailor interventions, thereby allowing for targeted support and improvement strategies (Bernhardt, 2013). This focus on community involvement and data-driven practices aligns well with the goals set forth in the NEP 2020.

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.

### **1.13 LEADERSHIP BEHAVIOUR AND SCHOOL EFFECTIVENESS: THE PRESENT SCENARIO**

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

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

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

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

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

engaging learning environment for students who may feel alienated by mainstream education systems (Sahoo, 2021).

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

The effectiveness of schools in these regions can be evaluated through a variety of indicators, including student achievement in literacy and numeracy, dropout rates, and the efficient use of available resources (Tripathy & Jena, 2017). Leadership behavior is central to managing these factors. Headmasters who effectively manage their school's resources, create safe and inclusive learning environments, and foster strong relationships with the community are more likely to see improvements in student performance and retention rates (Sahoo, 2019). In many cases, these headmasters must go beyond their traditional administrative roles and act as community advocates, promoting the importance of education to families who may not fully recognize its value due to economic pressures or cultural beliefs (Mishra, 2020).

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

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

#### **1.14 MAJOR DIMENSIONS OF SCHOOL EFFECTIVENESS**

Major dimensions of school effectiveness undertaken in the study.

##### **1.14.1 School Culture**

School culture is the culture of an institution or school. School culture refers to the attitudes, values, and ways of behaving that are shared by people who work or study in schools, for example, teachers, non-teaching staff, and students. New students have to learn new knowledge, new skills, new attitudes, values, and ways of behaving; that is, they have to learn a new school culture. Fullan, (2007). The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of a school's operation. However, the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the extent to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity. As described during a session of the National Institute for Urban School Leaders at the Harvard Graduate School in 2018, school culture is comprised of the relationships, fundamental beliefs, and behaviours of students, families, and educators. It is imperative that we encourage current and future teachers to become stewards of and true advocates for effective school cultures. The effectiveness of a school is significantly influenced by its culture, which fosters academic achievement, student well-being, and teacher satisfaction. Key subcomponents contributing to an effective school culture include shared vision and values, positive relationships, high expectations, supportive learning environments, inclusivity and diversity, student voice and agency, collaboration and professional development, and community engagement. A cohesive environment is established when all

stakeholders—administrators, teachers, students, and parents—align around common goals and beliefs about education, providing clarity and direction (Leithwood & Jantzi, 2000).

A shared vision and set of values unite the entire school community—administrators, teachers, students, and parents—toward common goals, fostering a sense of purpose and guiding decisions and practices (DuFour & Eaker, 1998). Positive relationships grounded in trust and respect enhance engagement, promote academic success, and support professional development (Hattie, 2009; Bryk & Schneider, 2002). Establishing high expectations for both academics and behavior encourages a growth mindset, pushing students to challenge themselves with appropriate support (Good, 1987; Dweck, 2006). Supportive learning environments ensure students feel safe and have access to the necessary academic and emotional support, improving outcomes (Zins et al., 2004; Darling-Hammond, 2008). Inclusivity and diversity create equitable opportunities for all students, enriching the learning experience and fostering empathy (Banks, 2009; Gay, 2000). Schools that empower student voice and agency help students take ownership of their education, developing independence and critical thinking skills (Mitra, 2004; Fielding, 2001). Collaboration among teachers, students, and the broader school community enhances instruction, builds social skills, and strengthens support systems, benefiting student outcomes (Fullan, 2014; Johnson & Johnson, 1999).

These components collectively create a school culture that supports academic success and social-emotional well-being, fostering an environment where everyone can thrive. By focusing on these subcomponents, schools can create a culture that enhances academic achievement and social-emotional well-being, ultimately contributing to long-term effectiveness and sustainability (Louis, 2007).

### **1.14.2 Resource Management**

Resource management is one of the most important responsibilities of school headmasters. The effective management of human and financial resources is a crucial obligation. In addition to maximising potentially limited resources, school administrators must also ensure that their resource management strategy is consistent with the mission and vision of the entire school community. Management of resources is the process of planning, scheduling, and designating people, money, and technology to a project or programme. In essence, resource allocation is the process of allocating resources to accomplish the greatest organisational value. After govt. (SSD) high schools receive funding from state and federal governments, they must allocate

those resources to fund programs and other school necessities. Effective management of human and capital resources is a critically important responsibility. School headmasters not only need to make the most of potentially scarce resources but also align their resource management strategy with the mission and vision of the whole school community, Brianna Hansen (2018). Effective resource management is essential for enhancing school effectiveness, as it ensures that schools can deliver high-quality education while optimizing their available resources. Key subcomponents of resource management include financial resources, infrastructure resources, material resources, information and communication technology (ICT) resources, and time resources. Each of these plays a vital role in the overall functioning and success of an educational institution.

Financial resources are essential for strategic budgeting in schools, ensuring that funds are allocated to crucial programs, staffing, and materials, while involving stakeholders in transparent decision-making processes (Odden & Picus, 2011). Infrastructure resources, including well-maintained facilities, support a conducive learning environment, with schools prioritizing regular maintenance and accessibility for all students (Duncombe & Yinger, 2004). Material resources like textbooks and laboratory equipment are vital for enhancing instruction and student engagement, necessitating regular assessment and distribution (Gordon & Gordon, 2007). Information and Communication Technology (ICT) resources play a growing role in education, requiring investment in digital tools and teacher training to facilitate modern, interactive learning (Earle, 2002). Time resources, critical yet often overlooked, must be managed effectively to balance instructional time, teacher development, and collaboration, fostering a more organized and productive school environment (Reeves, 2006).

By strategically managing these resources, schools can create an environment that fosters academic achievement, supports teacher development, and meets the diverse needs of students.

### **1.14.3 Academic Achievement**

Academic achievement is the extent to which a student, teacher, or institution has achieved their short or long-term educational goals. Academic achievement is commonly measured through examinations or continuous assessments. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates, Wikipedia (2017). Academic achievement in this study was children's proficiency in language literacy and maths. (Donnelly et al., 2016; Xiang et al., 2017). Individual factors' capacity to predict academic achievement is also uncertain. Test anxiety,

environment, motivation, and emotions must be considered when modelling academic accomplishment. Schools now receive financing depending on student success. Academically successful schools earn more financing. In California, the achievement of schools is measured by the Academic Performance Index. Academic achievement is a critical indicator of school effectiveness, reflecting the extent to which students meet educational goals and learning standards. This encompasses various subcomponents that collectively influence students' academic performance, including curriculum quality, teaching effectiveness, student engagement, assessment practices, and support systems. Each of these components plays a significant role in fostering an environment conducive to academic success.

Curriculum quality is key to academic success, as it shapes what and how students learn, ensuring alignment with standards while being adaptable for diverse needs (Marzano, 2003). Teaching effectiveness directly impacts learning outcomes, with skilled educators fostering critical thinking and collaboration, supported by professional development and strong teacher-student relationships (Hattie, 2009). Student engagement is crucial, as active participation and a growth mindset enhance academic performance, while schools promote this through interactive learning and recognizing achievements (Fredricks, Blumenfeld, & Paris, 2004). Assessment practices, including formative and summative assessments, provide feedback and guide instruction, helping identify learning gaps and informing interventions (Black & Wiliam, 1998). Support systems, such as tutoring, counseling, and community collaboration, address students' academic and emotional needs, ensuring they have the resources to succeed, especially at-risk learners who benefit from structured programs like Response to Intervention (RTI) (Epstein, 2011).

By focusing on these subcomponents, schools can create an environment that maximizes student learning and fosters overall success. Schools that commit to continuous improvement in these areas can enhance their effectiveness and better prepare students for the challenges of the future.

#### **1.14.4 Pupil Development**

Albert Einstein famously said, "Education is not the learning of facts, but the training of the mind to think." Yet here we are in a world where exam results continue to have such an impact on the destinies of our students. Children must not only acquire knowledge, but also learn how to acquire knowledge: a synthesis of knowledge and abilities NEP, 2020. In addition to the conventional acquisition and growth of subject-specific knowledge. The school also values,

promotes, and cultivates the character traits of successful learners, such as autonomy, leadership, collaboration, and communication. Currently, our education system often focuses on a narrow sliver of children's cognitive development with an emphasis on transmitting content knowledge; often to be memorized and repeated in the same form it was received. Lessons in math, science, and reading—and tests in those skills—dominate the curriculum. Piaget and Vygotsky were among the first who drew our attention to the constructivist nature of knowledge for pupil development. The mental, emotional, social, moral, cultural, and spiritual development of pupils is important for school development. Student development is a continuous process that every teacher should endeavour to improve. Each student is distinct and may process and receive information differently. This information will become part of the student's acquired knowledge based on how it is communicated to the student. My sincere hope is that educators will endeavour to hone their skills and devise innovative methods for students to not only process information but also retain it in their knowledge base. Pupil development is a crucial aspect of school effectiveness, focusing on the holistic growth of students in academic, social, emotional, and physical domains. Effective schools prioritize comprehensive pupil development by implementing programs and practices that nurture individual strengths and address diverse needs. This multifaceted approach not only enhances academic achievement but also prepares students for future challenges in life.

Academic growth is central to pupil development, emphasizing a well-rounded curriculum that fosters critical thinking, creativity, and problem-solving skills through diverse learning opportunities like project-based learning, extracurricular activities, and advanced placement courses, supported by regular assessments for targeted improvement (Marzano, 2003). Social and emotional development is equally crucial, as it enhances the school environment and cultivates healthy relationships among students through social-emotional learning (SEL) programs that teach empathy and resilience, ultimately reducing behavioral issues (Durlak et al., 2011). Physical development, prioritized through physical education and healthy meal options, encourages active lifestyles and improves cognitive functioning, supporting overall well-being and academic performance (Harris & Cale, 2018). Cognitive development is fostered by engaging students in critical thinking and inquiry-based learning, promoting independence and a lifelong love of learning (Bransford et al., 2000). Furthermore, moral and ethical development shapes students' values, guiding them through ethical dilemmas while community service programs foster social responsibility (Schulz et al., 2011). Finally, cultural awareness and global citizenship are vital in today's interconnected society, as schools that

emphasize diversity help students appreciate various perspectives and develop empathy for global issues, preparing them for a diverse world (Banks & Banks, 2010).

By addressing academic, social-emotional, physical, cognitive, moral, and cultural dimensions, schools can promote well-rounded individuals who are prepared for future success.

#### **1.14.5 Teacher Effectiveness**

Teacher effectiveness is defined as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement; strong, Ward & Grant, (2011). The content knowledge, teaching methodology, positive attitude, fairness with students, admitting mistakes, listening well, showing empathy, and lifelong learner are usually used as a measure of a teacher's effectiveness. Many local, state, and federal policies enhance teacher quality, and people value them. Teacher quality matters. It is the biggest school-related factor affecting student achievement. In 2002, the US spent \$192 billion on teacher salary and benefits. Student test scores support the idea that certain teachers improve test scores better than others. Standardised accomplishment test scores in maths and reading are often used to evaluate teachers. Teacher effectiveness is a multifaceted concept encompassing various components that contribute to successful teaching and student learning. Understanding these components helps educators and administrators identify areas for improvement and professional development.

Content knowledge is fundamental to a teacher's effectiveness, as a deep and comprehensive understanding of the subject matter enables teachers to deliver accurate information, answer student questions, and connect concepts to real-world applications while staying updated with the latest developments in their field (Darling-Hammond, 2000). Coupled with strong pedagogical skills, effective teaching involves designing engaging lesson plans, implementing diverse instructional strategies, and adapting methods to meet students' varied needs, including employing differentiated instruction and active learning techniques (Tomlinson, 2001). Classroom management is crucial for creating a conducive learning environment; effective teachers establish clear rules and expectations, maintain an organized classroom, and constructively manage student behavior to minimize disruptions and maximize instructional time (Emmer & Evertson, 2013). Additionally, effective teachers utilize various assessment methods to evaluate student learning, employing formative assessments to gauge progress and provide timely, constructive feedback that fosters a growth mindset and promotes academic success (Hattie & Timperley, 2007). Building positive relationships with students is also key;

teachers who develop rapport create a supportive learning environment where students feel safe, respected, and valued, enhancing engagement and overall well-being (Pianta, 2006). Commitment to continuous professional development is essential; effective teachers actively seek opportunities to enhance their skills through workshops and reflective practices to improve their teaching effectiveness (Guskey, 2002). Moreover, culturally competent teachers respect and understand their students' diverse backgrounds, incorporating multicultural perspectives to promote inclusivity and create an equitable learning environment (Ladson-Billings, 1994). Finally, effective collaboration with colleagues, administrators, and parents enhances the educational experience, contributing to a cohesive school culture focused on student success (DuFour & Eaker, 1998).

By focusing on these components, educators can enhance their teaching practices, ultimately leading to improved student outcomes and a positive learning environment.

#### **1.14.6 Pupil-Teacher Relation**

Teachers play a vital role in ensuring quality education delivery. They are best known for the role of educating students in their care. Teacher-student relationships play a role in creating such a climate in which there is room for socio-political discussion (Fraser, 1991; Campbell, 2008; Isaac et al., 2014; Loukas, 2007). Keating & Janmaat, (2015) students who enjoy a better relationship with their teachers are more likely to freely discuss their ideas, are more willing to engage in discussions and citizenship practices at school are more likely to become engaged with societal issues. A positive, long-term teacher-student connection improves student engagement and achievement. Positive student relationships boost teachers' job satisfaction. Trusting, courteous, and cooperative relationships between teachers, students, parents, and the community also improve learning. Teacher-student relationships can help struggling students catch up and close the achievement gap. It is one of the longest-lasting ways a teacher can impact student academic and professional achievement. Teacher-student relationships shape learning environments. Teacher-student interactions, including gender, affect student behaviour and academic performance. Teachers' connections with students must improve learning settings. Teacher-student relationships strongly affect student learning and studying. To promote learning, educators should improve student communication. Positive teacher-student connections improve classroom and school education. Healthy instructor-student relationships enhance self-esteem and engagement in all ages. Although excellent student-teacher interactions may not ensure academic success, children who bond with their tutor do better. Set high standards for students, provide them equal opportunity to participate in class discussion, and encourage confidence in homework and assignment success to promote

academic success. Teachers' connections with students must improve learning settings. Teacher-student relationships strongly affect student learning and studying. To promote learning, educators should improve student communication. Positive teacher-student connections improve classroom and school education. Healthy instructor-student relationships enhance self-esteem and engagement in all ages. Although excellent student-teacher interactions may not ensure academic success, children who bond with their tutor do better. Set high standards for students, provide them equal opportunity to participate in class discussion, and encourage confidence in homework and assignment success to promote academic success. The relationship between pupils and teachers is crucial for a positive and productive learning environment. A strong pupil-teacher relationship fosters trust, enhances motivation, and supports academic and personal development. Major components of an effective pupil-teacher relationship discussion below.

Trust and respect are the foundation of meaningful pupil-teacher relationships, where trust allows students to feel safe and supported, enabling them to take risks in their learning, while mutual respect fosters a positive classroom environment as teachers acknowledge their students' individuality and ideas (Pianta, 2006). Effective communication is essential, creating an environment where students can comfortably express their thoughts and concerns, which helps avoid misunderstandings and ensures clear expectations, allowing teachers to provide constructive feedback and effectively guide learning (Hattie, 2012). Additionally, emotional support from teachers, characterized by empathy and care for students' well-being, fosters a sense of value and understanding, leading to increased student engagement and a positive attitude toward school (Hamre & Pianta, 2001). Fairness and consistency in treatment establish trust, as teachers who apply rules uniformly create a just environment, preventing feelings of favoritism and promoting a sense of belonging among all students (Wubbels et al., 2006). Engagement and involvement are also crucial; effective teachers encourage active participation, collaboration, and critical thinking, making students feel connected and invested in their learning, particularly through lessons that cater to their interests and learning styles (Fredricks, Blumenfeld, & Paris, 2004). Positive reinforcement, such as praise and recognition, further builds a supportive relationship, enhancing students' self-esteem and motivation, while a focus on strengths creates an atmosphere of confidence and value (Skinner, 1953). Finally, effective conflict resolution is vital for maintaining healthy relationships, as teachers who address issues calmly and listen to student concerns model valuable social skills and preserve

the integrity of the relationship (Johnson & Johnson, 1994). By emphasizing these components, teachers can nurture both academic and personal growth for their students.

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 establishment of the Government Scheduled Tribe and Scheduled Caste development high schools have special significance here.

### **1.15 TRIBAL DISTRICTS OF ODISHA**

The tribal districts of Odisha are home to a substantial part of the state's population, comprising over 62 distinct tribal groups, including Particularly Vulnerable Tribal Groups (PVTGs). Districts such as Mayurbhanj, Sundargarh, Keonjhar, Kandhamal, Koraput, and Malkangiri are characterized by rich cultural diversity but face significant developmental challenges, including inadequate infrastructure, poor healthcare, and limited access to quality education. Despite various governmental interventions aimed at improving socio-economic conditions through education, livelihood development, and infrastructure initiatives, these areas still grapple with high levels of poverty, malnutrition, illiteracy, and unemployment.

The KBK (Koraput, Bolangir, Kalahandi) region is particularly disadvantaged, historically plagued by extreme poverty, food insecurity, and inadequate healthcare. The region has been targeted by various welfare programs, such as the Biju KBK Yojana and the Western Odisha Development Council (WODC), yet it remains one of India's most backward areas in terms of human development indicators. Since 1992-93, the old districts of Koraput, Bolangir, and Kalahandi have been divided into eight districts: Bolangir, Subarnapur, Kalahandi, Nuapada, Rayagada, Koraput, Nabarangpur, and Malkangiri, which collectively include 14 subdivisions, 80 Tahsils, and numerous Community Development Blocks. The total number of revenue villages in the KBK region is 12,293.

Education is vital for improving conditions in the KBK region, with Scheduled Caste and Scheduled Tribe Development (SSD) high schools serving as crucial institutions for tribal children. Among the 165 Government SSD high schools in the KBK districts, the distribution

is as follows: Koraput has 33, Nabarangapur has 33, Rayagada has 44, Malkangiri has 20, Bolangir has 7, Subarnapur has 1, Kalahandi has 22, and Nuapada has 5. However, these schools face numerous challenges, such as poor infrastructure, teacher shortages, and insufficient resources. Many SSD high schools are located in remote areas, complicating attendance and teacher recruitment, while basic facilities are often lacking. Teacher shortages, especially for subjects like science and mathematics, further limit educational opportunities and hinder academic progress.

Despite these challenges, SSD high schools have contributed to improving literacy rates and educational attainment in the KBK districts, supported by initiatives like Mid-Day Meal schemes and scholarships. The government is also focusing on modernizing educational delivery with digital tools and smart classrooms under the Odisha Adarsha Vidyalaya (OAV) scheme, though effective implementation requires better monitoring and community involvement. The Government of Odisha recognizes that education is crucial for transforming the future of tribal children in the KBK districts, and enhancing school leadership, teacher development, and community engagement is essential for improving educational outcomes.

The KBK region borders Chhattisgarh and Andhra Pradesh and is among the poorest areas in India, marked by high rates of illiteracy, poverty, and socio-economic challenges. A large tribal population, including groups like Paraja, Kondh, Gond, and Durua, faces issues such as starvation, displacement, and migration. The geographical isolation, characterized by forest cover and a lack of transport and communication infrastructure, exacerbates these challenges. Additionally, left-wing extremist activities hinder development efforts, creating an unfavorable atmosphere for progress.

Traditional communication methods, including local folk culture and rituals, play a critical role in disseminating development messages, as modern mass media often fails to reach these remote areas. Given the extreme backwardness of the KBK districts in terms of various developmental indicators, the government has designated these districts as a special group for targeted developmental efforts. Over one-third of the population in the KBK districts consists of scheduled tribes, with a literacy rate of approximately 62% among them and 93% among scheduled caste communities. Combined, the Scheduled Tribe and Scheduled Caste populations make up 39.98% of the total state population, indicating a grim picture of educational development in the KBK region. The geographical figure 1.1 given below.

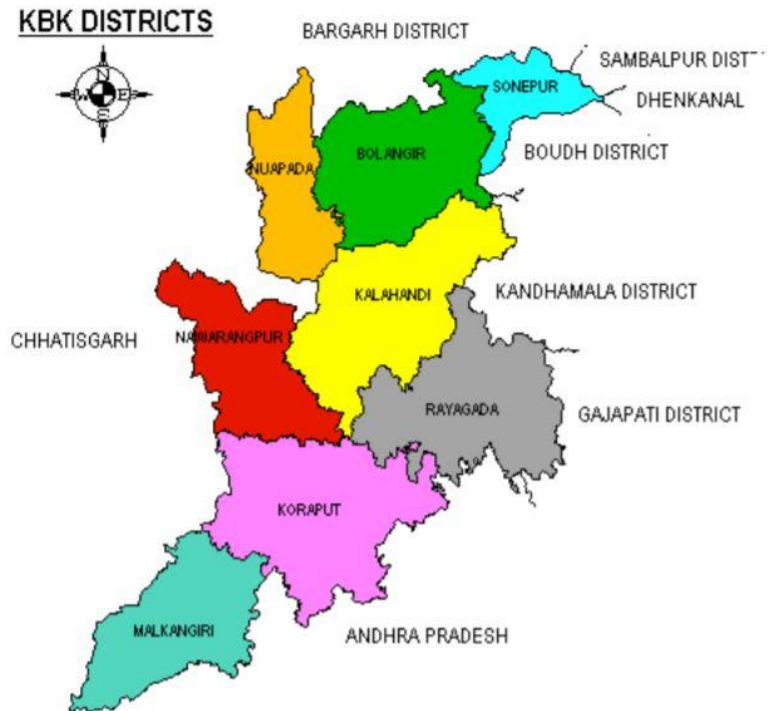


Figure: 1.1 KBK Districts of Odisha

Source: Tribal Welfare Department of Odisha

### 1.16 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.

### **1.17 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?

### **1.18 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

### **1.19 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.

### **1.20 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.”

### 1.21 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.

### 1.22 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.

### 1.23 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.

