



A Study of Leadership based LPM of Primary School Teachers

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1. Introduction

"Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education." Indeed, the Kothari commission has given importance to the role of teacher education. Education is the bipolar process in the context of classroom, there is one pole is teacher and another is student. To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-learning process are possible. Basically, the word 'performance' means an outcome a result. It is the end point of people, resources, and certain environments being brought together with the intension of producing certain things, weather a tangible product or less tangible service. It can be state as individual's judgment about desired level of satisfactory of the performance.

Performance is differed from person to person and time to time. It directly related to individual's ability and motivation to the work. Various kinds of the factor affect to individual's performance and the group performance. So, it can be said that performance is the function of the ability and motivation. The term 'Leadership based management' (LPM) refers to individuals and group work. In this paper 'LPM' refers to individual's function of ability and motivation. It covers planning, measurement, diagnosis, and help for individual.

2. Justification of the Study

Primary Schools are directly related with training of Primary Teachers in all spheres of education. Primary Schools try to develop various types of desirable skills for modifications of behaviors. The teacher is a one of the most effective change agents of the society who is accountable for responsible society and nation. Teaching is the only profession in which the teacher not only educates but also trains the Primary Teachers. In Primary Schools students come from different regional locations and community with their particular beliefs about the task. Primary Teachers also differ from their castes, qualifications, gender, habitat and stream. Hence, the Primary Teachers differ in their ability to work and manage the teaching-learning processes.

Today's teacher must be competent with modern teaching-learning processes, skills, using technologies and performing tasks related to teaching tasks. In this context, the Primary Teachers should be competent with respect to their own work and managing factors related to their own performance. So, it is necessary to know about the level of LPM of Primary Teachers according to their perceptions of their ability for particular tasks. So, in the present research work an attempt has been made to find out the level of LPM of Primary Teachers of Primary Schools.

3. Objectives of the Study

The objectives of the present research were:

1. To study the level of effectiveness of LPM of Primary Teachers.

2. To study the LPM of Primary Teachers in relation to following background variables:

- a) Gender
- b) Academic Qualifications
- c) Geographical Locations

4. Hypotheses of the Study

Hypotheses of the present investigation were

- Ho₁** There is no significant difference between Male Primary Teachers and Female Primary Teachers on the total Mean Score of LPM Scale.
- Ho₂** There is no significant difference between Graduate Primary Teachers and Post Graduate Primary Teachers on the total Mean Score of LPM Scale.
- Ho₃** There is no significant difference between Primary Teachers of Rural Area and Primary Teachers of Urban Area on the total Mean Score of LPM Scale.

5. Variables of the Study

Variables of the present research study were:

Sr.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	(a) LPM
2.	Independent Variable	(b) Teacher's Perception
3.	Moderate Variables	(a) Gender (b) Academic Qualification (c) Geographical Location

6. Operational Definitions of the Terms

1. LPM: LPM refers to individual's ability of Leadership based performance towards the work.
2. Primary Teachers' Perception: Primary Teachers' perceptions refer to Primary Teachers' perception of LPM.
3. Geographical Location: Geographical location refers to the urban and rural location of the Teacher Trainee's residence.
4. Gender: Gender refers to male and female category of the Primary Teachers.

7. Delimitations of the Study

1. The study has been delimited to the Primary Teachers of Primary Schools of Mehsana District.
2. The study has been delimited to following dimensions of LPM Scale:
 - a) Gender
 - b) Academic Qualifications
 - c) Geographical Locations
3. The study has been delimited to find out the effect of following variables:
 - a) Gender
 - b) Academic Qualifications
 - c) Geographical Locations

8. Research Area

The research study was conducted taking sample from Primary Schools of Mehsana District.

9. Research Design

The present research was Descriptive Survey by its nature.

10. Population and Sample of the Study

The population of the study was the Primary Teachers of Mehsana District. The sample for the study was selected by using purposive sampling method from the Primary Schools of Mehsana District.

11. Research Method

In the present investigation survey method was employed.

12. Tools of the Study

To collect the data for the present investigation the investigator had constructed the LPM Scale using seven scale measurements.

13. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

14. Data Analysis

The sample of 240 Primary Teachers from Primary Schools of Mehsana District were selected to study the effect on LPM Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

1. Level of Effectiveness of LPM on Primary Teachers.
2. Effect of Gender on Primary Teachers' LPM.
3. Effect of Academic Qualifications on Primary Teachers' LPM.
4. Effect of Geographical Location on Primary Teachers' LPM.

14.1 Level of Effectiveness of LPM on Primary Teachers

To visualize the level of Effectiveness of LPM on Primary Teachers, the total sample of 240 Primary Teachers were selected and measured using LPM Scale. The calculated mean and S.D. are tabulated in table no.1.

Table 1: Showing Mean and S.D. of Primary Teachers on LPM Scale

Primary Teachers (n=240)		
Dimensions	Mean	S.D.
Total Scores	69.36	6.859

From the above table it is evident that the obtained means scores of Primary Teachers' (N= 240) on Total Scores of LPM Scale was found to be 69.36 and the obtained S.D. of the Primary Teachers was 6.093 respectively. The highest score of the LPM Scale 70 and the minimum score on the scale was 10. The average score of the LPM was 40. Thus, the obtained mean scores was found to be higher $69.36 > 40$ than the average score which shows higher LPM of Primary Teachers. Hence, this has selected the H_0 , which states as "The Primary Teachers have higher mean score of LPM on Teacher Performance Scale."

14.2 Effect of Gender on Primary Teachers' Perceptions

The total sample of Primary Teachers was classified into two groups on the basis of gender of the Primary Teachers i.e., Male (N=120) and Female (N=120). To visualize the effect of gender of Primary Teachers on LPM Scale, the calculated mean, S.D. and t-value are tabulated in table no.2

Table 2: Showing Mean, S.D. and t-value of Male and Female Primary Teachers

Male Primary Teachers n=120			Female Primary Teachers n=120		t-value
Dimensions	Mean	S.D.	Mean	S.D.	
Total Scores	57.25	6.89	62.43	5.12	0.094

From the above table it is evident that the obtained means scores of Male Primary Teachers (N=120) on Total Scores was found to be 57.25 and the obtained S.D. was found to be 6.89 respectively. The obtained means scores of Female Primary Teachers (N= 120) on Total Scores was found to be 62.43 and the obtained S.D. was found to be 5.12 respectively. But no mean scores were found significantly higher since no t-value had not reached the 0.01 or 0.05 level of significance ($0.094 < 1.97$). Hence, this has accepted the **Ho₂**, which states as “**There is no significant difference between Male Primary Teachers and Female Primary Teachers on the LPM total Mean Scores on LPM Scale.**”

14.3 Effect of Academic Qualifications on Primary Teachers’ Perceptions

The total sample of Primary Teachers was classified into two groups on the basis of academic qualifications of the Primary Teachers i.e., Graduate Primary Teachers (N=42) and Post Graduate Primary Teachers (N=20). To visualize the effect of academic qualifications of Primary Teachers on LPM Scale, the calculated mean, S.D. and t-value are tabulated in table no.3

Table 3
Showing Mean and S.D. of Primary Teachers of different Academic Qualifications

Graduate Teacher Trainees (n=42)			Post Graduate Primary Teachers (n=20)		t-value
Dimensions	Mean	S.D.	Mean	S.D.	
Total Score	58.047	6.176	62.15	4.987	2.796**

From the above table it is evident that the obtained means scores of Graduate Primary Teachers (N= 42) on Total Scores was found to be 58.047 and the obtained S.D. was found to be 6.176 respectively. The obtained means scores of Post Graduate Primary Teachers (N= 20) on Total Scores was found to be 62.15 and the obtained S.D. was found to be 4.987 respectively. The mean score of the Post Graduate Primary Teachers was found to be 62.15 which was significantly higher than the mean scores of Graduate Primary Teachers which was 58.047. Thus, mean score Post Graduate Primary Teachers on LPM was found to be significantly higher since the obtained t-value had reached the 0.01 level of significance ($2.796 > 2.56$). Hence, this has rejected the **Ho₃**, which states as “**There is no significant difference between Graduate Primary Teachers and Post Graduate Primary Teachers on the LPM total Mean Scores on LPM Scale.**”

14.4 Effect of Geographical Location on Primary Teachers’ Perceptions

The total sample of Primary Teachers was classified into two groups on the basis of geographical locations (residence) of the Primary Teachers i.e. Primary Teachers of Rural Area (N=42) and Primary Teachers of Urban Area (N=20). To visualize the effect of geographical location on Primary Teachers on LPM Scale, the calculated mean, S.D. and t-value are tabulated in table no.4

Table 4
Showing Mean and S.D. of Primary Teachers having different Geographical Qualifications

Primary Teachers of Rural Area (n= 42)			Primary Teachers of Urban Area (n=20)		t-value
Dimensions	Mean	S.D.	Mean	S.D.	
Total Scores	60.5	5.875	57.583	6.121	0.343

From the above table it is evident that the obtained means scores of Primary Teachers of Rural Area (N=42) on Total Scores was found to be 60.5 and the obtained S.D. was found to be 5.875 respectively. The obtained means scores of Primary Teachers of Urban Area (N=20) on Total Scores was found to be 57.583 and the obtained S.D. was found to be 6.121 respectively. But no mean scores were found significantly higher since no t-value had not reached the 0.01 or 0.05 level of significance ($0.343 < 1.97$). Hence, this has accepted the **Ho₄**, which states as “**There is no significant difference between**

Primary Teachers of Rural Area and Primary Teachers of Urban Area on the LPM Total Mean Scores on LPM Scale.”

15. Findings

1. The LPM of Primary Teachers was found to be higher than the average scores on LPM Scale.
2. No significant difference was found between the mean scores of Male Primary Teachers and Female Primary Teachers on Total Scores of the LPM Scale.
3. The mean scores of Post Graduate Primary Teachers were found to be significantly higher than the Graduate Primary Teachers on LPM Scale.
4. No significant difference was found between the mean scores of Rural Primary Teachers and Urban Primary Teachers on Total Scores of the LPM Scale.

16. Conclusion

From the above findings it can be concluded that the Post Graduate Primary Teachers differed in their perceptions regarding LPMs than the Graduate Primary Teachers. They were found to have higher motivation for achievement. No significant difference was found between the male and female Primary Teachers and Primary Teachers of Rural Area and Primary Teachers of Urban Area.

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