

# A Study on Relationship between Supervisory Styles of Principle/Head and Organizational Climate of Primary & Secondary Schools in Patna

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## Abstract

The study investigated the relationship between supervisory styles of principals/head and organizational climate of Primary and secondary schools in Patna. Two research objectives guided the study while a null hypothesis was tested at 0.05 level of significance in order to make decisions on the issues investigated. The data for the study were collected with the use of two questionnaires called Supervisory Styles of Principle/Head (SSHP) and School Organizational Climate (SOC). These were pilot tested using schools composed of 7 Head teachers and 93 students from the same area of that study, bringing the total subjects to 105. These 105 subjects did not form part of the main study. The reliability coefficient of the instruments was ascertained through the split-half method which gave reliability coefficient of 0.78. The sample of the study was 560 subjects composed of principals, teachers and students, selected by stratified random sampling procedure. The analysis of data collected was done using mean, standard deviation and Pearson Product-Moment). The results of the study indicated low relationship. Correlation Coefficient between the organizational climate of schools and supervisory roles of principals/Head of secondary schools in Patna.

**Keyword:** School Organizational Climate, Head, Principle, Supervisory Styles.

## Introduction

One key behaviour head teachers can practice to improve the quality of instruction in school is effective professional interaction with teachers. This interaction is best regarded as support supervision.

Nonetheless, the quality and extent of support supervision teachers are provided seem to depend, to a large extent, on the kind of leadership approach a given head teacher uses, other factors notwithstanding. This paper looks at a study that investigated the correlation between head teacher's supervisor's styles and Organizational Climate in primary and secondary schools in Patna Bihar. The importance of supervisory relationship has received much attention in supervision literature. In addition to enhancing the professional functioning of counselors, supervisors have an ethical and legal responsibility to monitor the quality of care that is being delivered to the supervisee's clients (Syracus, 2013). Alberta Education (2003) defines teacher supervision as the on-going process by which an administrator (in this case head teacher supports and guides teaching. Another study examined the perceptions of participants and how they perceive instructional supervision in terms of strengths and weaknesses (Ayse, 2002).. This is evidenced in the complaints parents, guardians, researchers, teachers, students themselves including personal experience of the researcher that there is high incidence of failure of students in both internal and external examinations. Basically, if supervision of instruction is properly undertaken by principals, there is tendency that the standard of education will be promoted in Patna. The need to raise the standard of education in Patna demands that the roles principals play in the process of guiding their teachers and the climate in which the instructional processes takes place becomes pertinent, especially in consideration of Oyedeji's (2012) report that supervision of instruction by Principle/head Teacher's today moves beyond the concept of inspection and reporting. According to Nwankwo (1991), supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. He further added that the process involves using expert knowledge and experience to verse, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching process in schools.

## Review Literature

This made it necessary to study the behavioural patterns or supervisory styles exhibited by the Primary and secondary school principals in Patna Bihar State as they really exist, so as to make appropriate justification or techniques to be adopted in the appointment of principals. Insofar the supervisory styles revolves around the principal for good or bad, studying the supervisory behaviour of secondary school principals as they monitor their teachers, the assessment of the impact of

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such monitoring becomes necessary. It could easily be deduced from these assertions that teacher's perception of their principals and the school organizational climate will largely influence the teacher's attitude towards performing his teaching job.

Wallace's work since 2000 suggests that this entails five key responsibilities: *f*

1. Shaping a vision of academic success for all students, one based on high standards. *f*
2. Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail. *f*
3. Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision. *f*
4. Improving instruction to enable teachers to teach at their best and students to learn to their utmost. *f*

5. Managing people, data and processes to foster school improve men  
Kochlar (2005), supervision include those activities which are primarily and directly concerned with studying and improving the conditions of which surround the learning and growth of pupils. Supervision is therefore the process which principals/head adopt to help teachers achieve both qualitative and quantitative instructional delivery. It is the effort to stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively (Ashtricks, 2012).

Nwankwo (1991) identified five styles of principals' supervisory styles as democratic style, autocratic, laissez-fair, the transaction and the pseudo-democratic. Similarly, Okorie (1983) identified the same principals' styles in supervising teachers as obtained by Nwankwo (1991). However, both authors differed in their ranking of the principals' supervisory styles. This suggests that principals have rules and regulations which guides them in monitoring the quality and quantity of teaching delivered to the students by the teachers. Such supervisory relationship enable the principal to constantly monitor and receive feedback regarding students performance. On the principal's ability or skill, as a sound and effective educational leader is dependent on the success of a school system and the school climate. For how the teachers will perform their roles will depend on how they see the school principal as a leader, and how they perceive and relate to the school climate (Okoli, 1995).

#### **Statement of the Problem**

Today, one of the greatest complaints by the general public against the educational sector is the high incidence of failure of their students in both internal and external examinations. The researcher

personally observed that the students' failure in these examinations is associated with teachers' lateness and truancy to school attendance. The principals of Primary and secondary schools appears to be exhibiting poor supervisory behaviours following their inability to check teachers' truancy, lateness and lack of commitment to duty. Furthermore, school principals are generally expected to establish a good measure of rapport with their teachers. These facilitative climate factors make for effective of teaching and learning situation. Considering high incidence of failure of students in examinations and the way principals of secondary schools are appointed, one could link these to poor school organizational climate and lack of rapport between principal and teachers. The situation appears to suggest that principals are not performing their supervisory styles effectively. The problem then is to what extent do supervisory styles of the principals/head relate with the organizational climate of the schools? The study covers Patna education zone. Specifically, the study covers Head teachers and organizational Climate in the education zones and did not involve non-tutorial staff of the sample schools in the zones.

#### **Research Objectives**

The research objectives were posed as follows:

1. What are the supervisory roles of Primary and secondary school Principle/Head in Patna?
2. What is the organizational climate of Primary and secondary schools in Patna?

**Hypothesis:** The study was guided by one hypothesis. The hypothesis was tested at 0.05 significant level.

**H<sub>0</sub>:** There is no significant relationship between school organizational climate and supervisory roles of school principals/head in Patna.

#### **Methodology**

The descriptive survey design and the correlational design were used for the study. Both designs were considered suitable for the study because, according to Nworgu (1988:68), descriptive surveys "aim at collecting data in, and describing in a systematic manner the characteristics, features or facts about a given population". This study is concerned with description of supervisory roles of principals/head and the organizational climate of schools in Patna . Furthermore, Nworgu (1988:69) defined a correlational study as "one which seeks to establish what relationship exists between two or more variables". The other part of the study seeks to find out the relationship of such variables as supervisor variables (as independent variable) and supervisor behaviour and school organizational climate as dependent variable. The target

population for the study consisted of the entire 283 Principle/head currently heading 283 Primary and secondary schools in Patna. A random sample of used for the study. For the purpose of data collection, the researcher developed two instruments namely, Supervisory Styles of Principle/head composed of six (6) items measuring supervisory styles of Principals/Head and School Organizational Climate (SOC) composed of five (5) items measuring organizational climate of schools were used for the study. The SSPH and SOC were administered to 27 respondents comprising 6 principals and 21 teachers. The data obtained from these respondents (27) were used in establishing the reliabilities of the instruments. These 27 respondents were not involved in the main study. SSPH was a questionnaire instrument for measuring the supervisory roles of principals and was administered to the 112 Principle/head Teacher's, which yielded a set of one hundred and twelve scores, representing the supervisory roles of school principals/head in Patna. The SOC was administered to all the 560 subjects, which comprises sampled teachers. The scores obtained from the principals, teachers and students on this instrument is the organizational climate score. The instruments were administered to the subjects by the researcher in collaboration with teachers; one from each sampled school who acted as research assistants.

The data obtained from the administration of the instruments was analyzed using mean (x), the standard deviation (S.D.) and t-test statistic.

**Results**

**Table 1:**

Mean (x) and S.D. of the Types of Supervisory Styles of Principals/Head Teacher's and Organizational Climate of Schools.

Type of Supervisory Style/Org.Climate	X Response (Rating)	S.D.	Ranking	Remark
Autocratic	3.74	0.018	1	Predominant
Laissez-faire	2.53	0.091	3	Not Predominant
Democratic	3.13	0.032	2	Less Predominant
Grand Mean	41.371	10.028		Less Predominant

Table 1, it is obvious that the greatest proportion of principals in Patna Primary and secondary schools exhibit autocratic supervisory style in their headship affair. This has mean rating of 3.74 and S.D. of 0.018 followed by democratic which recorded mean score of 3.13 with S.D. of 0.032. The autocratic and democratic types of supervisory styles

were remarked predominant and less predominant respectively. Laissez-faire type of supervisory style of principals recorded the mean response/ rating of 2.53 with S.D. of 0.091 and was remarked as not predominant **H0:** Research hypothesis was represented in.

**Table 2:** Mean Response of the Subjects on the Organizational Climate

Responses Mean	(x)	S.D.
Organizational climate of schools	82.07	17.13

t-test statistic analysis of data on school organizational climate and supervisory roles of Principals/Head.

Category	No. of Respondents	Mean (X)	S.D.	Difference Between Means	t-Cal Value	t- Critical Value
School org. climate(X1)	560	4.00	1.04	0.14	1.186	1.645
Supervisory styles of principals (X2)	112	3.86	1.16	0.14	1.186	1.645

**Table 2** shows that the calculated t-value of 1.186 is less than t-critical value of 1.645, the null hypothesis is therefore upheld. This means that there is no significant difference between the mean response of the respondents on the relationship between school organizational climate and supervisory roles of school Principals/Head.

**H0:** Research Hypothesis was presented in.

**Table 3:** Pearson Product-Moment Correlation Coefficient (on School Organizational Climate and Supervisory Roles of Principals/Head)

PearsonY	Calculated Value
	0.37503

**Table 3:** shows that the calculated PearsonY value of 0.37503 indicates low (relationship between the variables; school organizational climate and supervisory roles of principals/head.

**Discussion of Results**

Based on the findings, a grand mean of supervisory style score of 41.371 with standard deviation of 10.028 was obtained. This mean score (41.271) indicates that supervisory style among Patna Principals/Head is less predominant or ineffective while the standard deviation of 10.028 indicates that the ineffectiveness of the supervisory style of the principals/Head is relatively uniform across board. This finding confirms Ezenwaji's (2012) report that principals no longer carry out routine checks on their teachers that will create a natural and conducive atmosphere for efficiency and effectiveness. The current state of poor job

performance of teachers has been linked to the ineffectiveness of the supervisory practices of the school principals over their teachers (Udebunu, 2012). Based on these reports, it appears that students' poor performance in examinations (internal and external) hinges on poor supervisory styles of the principals over their teachers' teaching activities. Furthermore, the finding of this study revealed low relationship between school organizational climate and supervisory roles of Principals/Head. This finding is consistent with earlier reports of Eboka (2008) and Ezenwaji (2012) that principals/Head leadership styles and organizational climate are not related. Based on the foregoing, it appears that principals/head supervisory styles over their teachers teaching process is ineffective. The finding suggests that poor organizational climate of the school may not be due to poor supervisory styles of the principals/head, and vice versa. The issue of principals/head supervisory styles and school organizational climate appears to be inconclusive. There is need to make further enquiry on this issue so as to clarify the notion.

### Conclusion

The following conclusions are made based on the findings of this study. The results of this study provided the empirical evidence that supervisory styles of Primary and Secondary school principals in Patna are ineffective. There was no significant relationship between the supervisory styles of the principals and the organizational climate of the schools. Principals/Head of Primary and secondary schools should therefore wake up from their slumber and undertake effective supervisory styles so as to enhance the organizational climate of the schools. Consequently, there may be high relationship between the organizational climate of the schools and the principals/head Teacher's' supervisory styles.

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