

**FRUSTRATION AND WORK MOTIVATION OF SECONDARY
SCHOOL TEACHERS AS A CORRELATE OF LEADERSHIP
BEHAVIOR OF THEIR HEADS**

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ABSTRACT

The role of leadership in organization is the behavior of an individual where by he/she guides. The success and failure of a concern depends upon the quality of leadership. Hence, an enquiry into the leadership behavior in various educational organizations is of great significance to determine how leader can become effective. Keeping this fact in mind an attempt has make to measure the effect of leadership behavior of heads on their subordinate teacher's work motivation and frustration. With the sample of 80 teachers and 20 heads this was concluded that leadership behavior of heads has a direct and significant effect on the frustration and work motivation. It was found that where there is a cooperative head is working there teacher are also enjoying their jobs with zeal.

Keywords: Leadership behavior, Work motivation, Frustration.

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**Research Guide

INTRODUCTION

Teaching is the most arduous and complex profession for the very that unlike artisans and craftsman, a teacher deals with most sensitive of the subject matter is human child. The task of a teacher has always been held at zenith with high esteem. The success of a teacher depends not only what he is, but what he does. Moreover, a teacher is completely responsible for the child's instructional program in assessment of his capacity to provide new knowledge and evaluate as to how much the child has learnt. In every social group, we have leaders and the led. The former are active whereas the later are passive. Every society for its survival asks for more and better leaders. The insistence for the demand for leaders evidently due to pressing needs of environment. Everybody cannot lead and every person cannot effectively handle organized human relationship. A leader is always and individual who has outstanding qualities of head and heart. The identification of an institution depends upon its head. Leadership is in demand in different field and situations like social, political, cultural and educated.

Modern educational organizations have grown more complex. There is requirement for intelligent guidance and supervision which only talented and creative people can give. Need of highly skilled leadership is therefore the psychology of the group. The leader has to provide good morale and sustain the influence which involves as attempt to affect the behavior through communication. Leadership is generally associated with certain goals and the means to achieve the group. A good leader is not only able to command well but is able to interact work from his followers to the best of their abilities and aptitudes. The role of principal and head as a leader in a school situation is very much important for the smooth running of the educational institutions. To emphasize it again the head plays a predominant role in making of an organization. It is common experiences that social climate of the various levels of education is mainly affected by the leadership behavior of the heads.

Therefore, the investigators planned to examine the relationship between leadership behavior of the heads and frustration and work motivation of their staff members.

LITERATURE REVIEWED

Gallmeier(1992) concluded that the leadership style and its effect on teacher motivation suggest the traits of the leader are important to group effectiveness, however, this is only one teacher among many. There is considerable evidence that administrators who seek to release the potential of organization member need to produce opportunities for teachers to feel more

responsibility in their role and to values. Teacher need to feel that their contribution to accomplishment of organizational goals is recognized and valued. Taylor and Tashakkon (1994) revealed in his study that the role of the principal is instrumental in encouraging collaboration among faculty members. When teachers feel more competent in their job, their positive feelings about their role also improve. There was a relative strength of the correlation between efficacy and job satisfaction. Caults (1997) identified from the surveys for school climate were effectiveness of instructional leadership, opportunity to learn, clarity of instructional goals and objectives, monitoring of student progress, student discipline, communications of expectations for success. The result indicates that new principals had no clear impact on school climate. Davis and Wilson (2000) explored that a significant relationship between the principal empowering behavior items and teacher motivation. The researcher found that the higher the PEB scores per building, the higher the teaching motivation in that building. They also found that teacher motivation is revealed to job satisfaction and job stress. However, the PEB was not found to relate to teacher job satisfaction nor teacher job stress. Barnett and McCornick (2003) in his study revealed that teacher motivation is most influenced by the relationship within the school, teacher to student, teacher to teacher, teacher to leader and teacher to the school community and the success the teachers believe evolves from these bonds. Additionally, teachers claimed there was no change in their instructional practices because or regardless of the leadership style of the principal. Riffatetal. (2008) said in their study that high directive leadership contributed negatively in job satisfaction with supervision and job in general. High directive leadership had inverse relationship had inverse relationship with acceptance of the leader in cases where subordinate need for achievement was high. High achievement-oriented leadership had a positive effect on subordinate's job expectations and job satisfaction in cases where subordinates had a high need for achievement. The result reveal that subordinate are more motivated in cases where they work with a participated leader and have high perception about their ability. Yusuf (2009) revealed that strong positive relationship was revealed between servant leadership behaviors of school principals and teacher's job satisfaction and servant leadership was a significant predictor of teacher's job satisfaction. George and Sabhepak (2010) found a significant positive correlation between work motivations of degree college teachers and transformational and transactional leadership behavior of principals.

OBJECTIVES

The main objectives of this investigation are as follow:

- a. To find out whether leadership behavior of principals or heads affects the frustration and work motivation of their school's teachers.
- b. To find out whether male and female principals or heads significantly differ on leadership behavior.

HYPOTHESES

- a. There exists a significant positive relationship between frustration of secondary school teachers and leadership behavior of their heads.
- b. There exists a significant positive relationship between work motivation of secondary school teachers and leadership behavior of their heads.
- c. There exists a significant difference between male and female heads on leadership behavior.

CLARIFICATION OF TERMS USED

Frustration

Frustration is the condition that results when as impulse or actions that are worked by an external and internal force. Frustration is a deep chronic sense or start of increasing and dissatisfaction arising from understands problems or unfulfilled needs. For the present study frustration deals with the emotional state of mind relates to negative consequences among secondary school teachers.

Work Motivation

Motivation is an effective factor which operates in determining the direction of the individual's behavior towards an end on goal consciously apprehended or unconscious.

Leadership Behavior

The term leadership describes a relation between persons. It refers to interplay among persons. The relation results in one person having for a time the major responsibility for the activities and the welfare of the group. Leadership is displayed when one person affects another person or a group of person in such a way that common direction is given to their efforts through this one person. Leadership is always accomplished in relation to other never alone.

Population and Sample

In this study investigators consider secondary school teachers of Rampur city as population. In this population investigators randomly selected 80 teachers and 20 principals from different schools as sample. In this sample there were 12 male principals and 8 female principals.

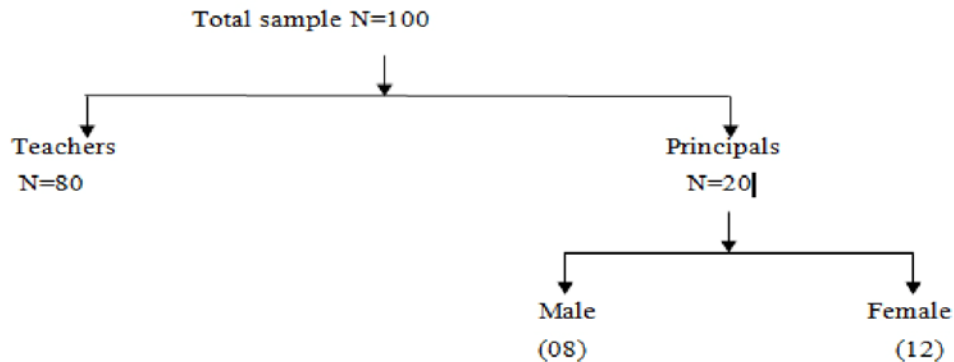


Figure 1. Sample

TOOLS USED

Reaction To Frustration Scale (RFS) By Mailer (1949).

RFS covers four reaction namely- aggression, resignation, fixation and regression. It consists of 40 items out of which each reaction to frustration has 10 items equally divided into positive and negative items. These items are presented in the simple statements and provide six alternative responses options graded on a six point scale.

Work Motivation Questionnaire (WMQ) By Agarwal (1988).

WMQ covers six factors of work motivation i.e. dependence, organization orientation, work group relation, psychological incentives, material incentives and job situation. This tool consists of 26 items. All the items were likert type which are rated on a five point scale.

Leadership Behavior Description Questionnaire (LBDQ)

LBDQ consists of 100 items and explains twelve dimensions of leadership behavior i.e. Representation, Demand reconciliation, Tolerance of uncertainty, Persuasiveness, Initiating structure, Tolerance of freedom, Role assumption, Consideration, Production emphasize, Predictive accuracy, Integration and Superior orientation. Each item was rated on a five point scale.

STASTICAL TREATMENT AND INTERPRETATION**Hypothesis 1**

There exists a significant positive relationship between frustration of secondary school teachers and leadership behavior of their heads.

Table 1. Coefficient of correlation between frustrations of secondary school teachers and leadership behavior of heads in general

<i>S.No.</i>	<i>Variables</i>	<i>Groups</i>	<i>N</i>	<i>df</i>	<i>Coefficient</i>	<i>Level of of significance</i>
1	Frustration	Teachers	80	98	.63	.01
2	Leadership behavior	Principals	20			

Table 1 denotes that the coefficient of correlation between frustration and leadership behavior of heads is .63 which is significant at .01 level of significance. That means there is significant positive relationship between frustration of secondary school teachers and leadership behavior of heads. Thus the hypothesis 1 that there exists significant relationship between frustration of the secondary school teachers and leadership behavior of their heads is retained.

Table 2. Coefficient of correlation between frustrations of secondary school teachers and leadership behavior of their heads dimensions wise

N=100

S.NO.	Dimensions of leadership behavior of heads	<i>r</i> (coefficient of correlation)				
		Overall frustration	(Dimension of Frustration of Teachers)			
			Regression	Fixation	Resignation	Aggression
1	Representation Demand	.59**	.25**	.25**	.21**	.21**
2	reconciliation	.61**	.02	.02	.18**	.19**
3	Tolerance of uncertainty	.62**	.20**	.20**	.20**	.20**
4	Persuasiveness	.63**	.06**	.22**	.26**	.26**
5	Initiating structure	.04**	.08**	.28**	.28**	.21**
6	Tolerance of freedom	.54**	.28**	.24**	.28**	.20**
7	Role assumption	.03**	.21**	.21**	.21**	.21**
8	Consideration	.57**	.09	.09	.19**	.18**
9	Production emphasize	.01	.20**	.20**	.20**	.20**
10	Predictive accuracy	.59**	.03**	.23**	.23**	.21**
11	Integration	.23**	.21**	.29**	.21**	.19**
12	Superior orientation	.21**	.20**	.21**	.20**	.18**

** Significant at .01 level

Table 2 depicts correlation between frustration and leadership of heads. It is evident from the table as many as nine dimensions of leadership behavior are significantly related to frustration. These dimensions are representation, demand reconciliation, tolerance of freedom, consideration, predictive accuracy, integration and superior orientation. But the dimensions like initiating structure, role assumption and production emphasize are not significantly related with frustration of secondary school teachers.

Table 2 shows correlation between various dimensions of leadership behavior of heads and frustration dimension i.e. regression of secondary school teachers. It is evident from the table as many as seven dimensions of leadership behavior are significantly related to regression dimension of frustration of teachers. These dimensions are representation, tolerance of uncertainty, tolerance of freedom, role assumption, production emphasize, integration and superior orientation. But the dimensions like demand reconciliation, persuasiveness, initiating structure, consideration and predictive accuracy are not significantly related with regression dimension of frustration of teachers.

It is evident from the table 2 as many as ten dimensions of leadership behavior are significantly related to fixation dimension of frustration of teachers. These dimensions are representation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, production emphasize, predictive accuracy, integration and superior orientation. But the dimensions like demand reconciliation and consideration are not significantly related with regression dimension of frustration of teachers.

Table 2 shows that all dimensions of leadership behavior are significantly related to resignation dimension of frustration of secondary school teacher. Aggression dimension of frustration of secondary school teachers is significantly related to all dimension of leadership behavior of their institutional heads.

Hypothesis 2

There exists a significant positive relationship between work motivation of secondary school teachers and leadership behavior of their heads.

Table 3. Coefficient of correlation between work motivations of secondary School teachers and leadership behavior of heads in general

<i>S.No.</i>	<i>Variables</i>	<i>Groups</i>	<i>N</i>	<i>df</i>	<i>Coefficient of correlation</i>	<i>Level of significance</i>
1	Work motivation	Teachers	80	98	.46	.01
2	Leadership behavior	Principals	20			

Table 3.denotes that the coefficient of correlation between work motivation and leadership

behavior of heads is .46, which is significant at .01 level of significance. It means there is significant positive relationship between work motivation of secondary school teachers and leadership behavior of heads. Leadership behavior of the heads has direct impact on the work motivation of the teachers. Thus hypothesis 2 that there exists significant relationship between work motivation of the secondary school teachers and leadership behavior of their heads stand accepted.

Table 4. Coefficient of correlation between work motivations of secondary School teachers and leadership behavior of their heads dimension wise

<i>S.No.</i>	<i>Dimensions of leadership behavior</i>	<i>r with work motivation</i>
1	Representation	.45**
2	Demand reconciliation	.03
3	Tolerance of uncertainty	.24**
4	Persuasiveness	.24**
5	Initiating structure	.17**
6	Tolerance of freedom	.19**
7	Role assumption	.20**
8	Consideration	.37**
9	Production emphasize	.28**
10	Predictive accuracy	.26**
11	Integration	.36**
12	Superior orientation	.25**

** Significant at .01 level of significance

Glimpses of Table 1.4 show that correlation between work motivation of secondary school teachers and leadership behavior of heads. It is evident from the table that all the dimensions of leadership behavior are significantly related to work motivation. These dimensions are representation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, productive emphasize, predictive accuracy, integration and superior orientation. But the dimensions like demand reconciliation is not significantly related with work motivation of secondary school teachers. Thus the hypothesis 2 that there exists a significant positive relationship between work motivation of secondary school teachers and leadership behavior of their heads, with respect to representation,

tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, productive emphasize, predictive accuracy, integration and superior orientation is accepted. But the dimensions like demand reconciliation is rejected.

Hypothesis 3

There exists a significant difference between male and female heads on leadership behavior.

Table 5. Significance of difference between male and female heads on leadership behavior

<i>Variables</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>t-ratio</i>	<i>Level of significance</i>
Leadership behavior	Male		12220.04	8.90	11.86	.01
	Female		8201.86			

It is revealed from the Table 5 that the mean scores of male and female of heads on leadership behavior are 220.04 and 201.86 with S.D.=8.90. The t-ratio of both groups is 11.86 which is significant difference male and female on leadership behavior. Again, the mean scores of male heads more than the female heads. It indicates that these male heads had better leadership behavior than female heads. Thus hypothesis 3 that there exists a significant difference between male and female heads on leadership behavior is retained.

FINDINGS

1. Relationship between frustration and leadership behavior:
 - a. There is no significant difference between frustration of secondary school teachers and leadership behavior of heads in general.
 - b. There is a significant positive relationship between representation of leadership behavior of heads and frustration of secondary school teachers
 - c. There is a significant relationship between demand reconciliation of leadership behavior of heads and frustration of secondary school teachers
 - d. There is a significant relationship between tolerance uncertainty of leadership behavior of heads and frustration of secondary school teachers.
 - e. There is a significant relationship between persuasiveness of leadership behavior of heads and frustration of secondary school teachers.

- f. There is a significant relationship between initiating structure of leadership behavior of heads and frustration of secondary school teachers.
 - g. There is a significant relationship between tolerance of freedom of leadership behavior of heads and frustration of secondary school teachers.
 - h. There is a significant relationship between role of assumption of leadership behavior of heads and frustration of secondary school teachers.
 - i. There is a significant relationship between consideration of leadership behavior of heads and frustration of secondary school teachers.
 - j. There is a significant relationship between productive emphasize of leadership behavior of heads and frustration of secondary school teachers.
 - k. There is a significant relationship between predictive accuracy of leadership behavior of heads and frustration of secondary school teachers.
 - l. There is a significant relationship between integration of leadership behavior of heads and frustration of secondary school teachers.
 - m. There is a significant relationship between superior orientation of leadership behavior of heads and frustration of secondary school teachers.
2. Relationship between work motivation of secondary school teachers and leadership behavior of heads:
- a. There is a significant positive relationship between work motivation of secondary school teachers and leadership behavior of their heads in general.
 - b. There is a significant relationship between representation of leadership behavior of heads and work motivation of secondary school teachers.
 - c. There is a significant relationship between demand reconciliation of leadership behavior of heads and work motivation of secondary school teachers.
 - d. There is a significant relationship between demand reconciliation of leadership behavior of heads and work motivation of secondary school teachers.
 - e. There is a significant relationship between tolerance of uncertainty of leadership behavior of heads and work motivation of secondary school teachers.
 - f. There is a significant relationship between persuasiveness of leadership behavior of heads and work motivation of secondary school teachers.
 - g. There is no significant relationship between initiating structure of leadership

- behavior of heads and work motivation of secondary school teachers.
- h. There is a significant relationship between tolerance of freedom of leadership behavior of heads and work motivation of secondary school teachers.
 - i. There is a significant relationship between consideration of leadership behavior of heads and work motivation of secondary school teachers.
 - j. There is no significant relationship between productive emphasize of leadership behavior of heads and work motivation of secondary school teachers.
 - k. There is a significant relationship between predictive accuracy of leadership behavior of heads and work motivation of secondary school teachers.
 - l. There is a significant relationship between integration of leadership behavior of heads and work motivation of secondary school teachers.
 - m. There is a significant relationship between superior orientation of leadership behavior of heads and work motivation of secondary school teachers.
3. Difference between male and female heads on leadership behavior:
- a. There is a significant difference between male and female secondary school heads on leadership behavior.

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