

Leadership Behaviour of Secondary School Principals In Relation To Their Cultural Intelligence

Ajay Kumar

Assistant Professor

Dharam College of education, jagadhri

Abstract

The present study aimed to analyze the Leadership Behaviour of Secondary School Principals In Relation To Their Cultural Intelligence. The investigator has selected 40 Govt. secondary schools principals and 60 private secondary schools principals on the basis of purposive random sampling technique. The following tools used in present study; Leadership Behaviour Scale developed and standardized by Dr. Asha Hingar and Cultural Intelligence measured by Cultural Quotient scale (CQS) standardized and developed by Earley and Ang's (2003). Keeping in mind the nature and objectives of the study the descriptive survey method was used. The descriptive statistics were computed and to find out the relationship between Leadership Behavior and cultural intelligence, product moment co-efficient of correlation (r) were computed. The result revealed that the study of leadership behaviour of principals is negatively related with the three components of cultural intelligence. This indicates that though the leadership behavior among the principal had less rated diverse culture socially as well academically. The finding of the present study further indicates that the leadership behaviour of principals positively related with the Behavioural components of cultural intelligence.

KEYWORDS: Leadership Behaviour, Secondary School Principals, Cultural Intelligence.

INTRODUCTION

The place of education has become very important in this fast changing world with growing advancement in the field of science and technology. Education is regard as key to our nation's prosperity and welfare. Many educators and communities are searching for evidence on the best way to provide a high quality education for their children and to make the best use of their education funds. The efficient functioning of the school is vital for it to deliver to the people. Society looks at the school as a pious organization. The function of the school depends largely on the leadership of the principal. With increasing changes in the technology has become more a concern than a usual incidence. How effective is the principal, tells the tale of the school. Culture is the sum of tangible and intangible values of a society, and it is developed by previous generations and transferred to next generations to be further developed and transferred. Especially since the second half of the twentieth century, scientific studies on leadership have started to focus on the traits that distinguish leaders from non-leaders and followers (Hoy and Miskel, 2012) and traits that separate effective leaders from ineffective ones. The first theory on leadership suggests studying the traits that separate leaders from non-leaders (Robbins and Judge, 2012). Previous studies have presented many personal traits of leaders. As a matter of fact, the elements that distinguish leaders are their personal traits. Especially, the psychological and physiological traits of leaders have been the focus of studies so far (Şişman, 2002; Çelik, 1999; Stogdill, 1981; Immegart, 1988). Therefore, leadership at school remained a subject of study continuously to improve the functions of

education and it has changed with the changing needs of the time with the increasing responsibility of the school in the modern era, the schools are trying to find out new means to increase efficiency of leaders in a school situation. That is to say, cultural intelligence is a personal competence in its general sense (İşçi et al., 2013). Cultural intelligence is required to effectively interact with different cultures (Triandis, 2006). The studies show that cultural intelligence contributes to individual performance more than demographic characteristics and general cognitive competences, and it is found that cultural intelligence can positively affect performance in intercultural or multicultural environments.

MEANING OF LEADERSHIP

Leadership is an important element directing functions of a group, organization or management. Whenever there is an organized group of people working towards common goal some form of leadership becomes essential, a leader stimulates what is best in group, unites and concentrates scattering. In every society, there is a great demand for leaders. Leaders try to influence the behavior of others for attainment of some specified goals and objectives. Leadership behaviour is in demand in various fields of life situations social, cultural, political, educational etc. The leader in the traditional leadership process is considered to be the individual who has the biggest or most influential effect on the members of the group and it is basically defined as the person with most influence on the individuals or the group (Freadman et al., 2003) and as the person who directs the others to behave with a specific purpose (Hitt et al., 1975)

CONCEPT OF CULTURAL INTELLIGENCE

Cultural intelligence can be understood as the recognizing and understanding of the beliefs, values, attitudes, and behaviors of a group of people and the apply that knowledge toward the achieving of specific goals. Cultural intelligence, also known as “cultural quotient” or “CQ” is a theory within management and organizational psychology, positing that understanding the impact of an individual’s cultural background. These intelligences account for most of the variations between the achievement levels of persons in the personal, social and work domains within their own cultures (Viggiano, 2016). Cultural Intelligence refers to the cognitive, motivational, and behavioral and effectively responds to the beliefs, values attitudes and behaviors of individuals and group under complex and changing circumstances in order to effect a desired change. Cultural knowledge and warfare are bound together as cultural intelligence is central to ensuring successful military operations. Culture is composed of factors including language society, economy, customs, history, and religion. For military operation, cultural intelligence conference the ability to make decision an understanding of this factors. In the military since, Cultural is a complicated pursuit of anthropology, psychology, communication, sociology, history and above all military doctrine.

JUSTIFICATION OF THE STUDY

Groups and organizations of all sorts are liable to survive and succeed under an effective leadership. Under poor leadership performance of a group as that of an organization can be poor in the present age the concern with leadership has become prominent because of the increased demand for creative talent in every sphere of life. Modern organization and societies have grown more complex. Highly skilled leadership among the students in education institutions is very much, therefore required. In managing leadership, duties and roles, different abilities, various viewpoints, diverse attitudes and ideas have to be effectively combined so as to integrate and harmonize group behavior and performance. One incident

which mainly inspired the investigator to undertake his present venture while he was doing his field work in Govt. high school, Amadalpur. He observed that in presence of principal all the sub ordinal Staff members are changing the plan and schedule of the school. She was always in the back of stage, even in staff meeting she hesitate to utter a word. Even when we organized a tea party for staff her sub-ordinates take the change of stage. So, I realized that this higher post of an educational organisation when the principal must be a leader is still in a poor condition due to lack of abilities.

On the other hand, with greater diversity in the workforce demography and educational Institution entrenched in the global economy, individuals need to work and interact regularly with those who have different cultural or ethnic backgrounds. Knowledge of your cultural intelligence provides insights about your capabilities to cope with multicultural situation, engage in cross-cultural interactions appropriately, and performs effectively in culturally diverse study groups. Knowledge of the cultural intelligence of others provides Insights about how best to interact with others about how best to interact with others in multi-cultural situations, engaged in cross cultural interactions appropriately and perform effectively in cultural diverse study groups. The trend of research shows that On leadership behavior no study was found on leadership quality with the co-relation cultural intelligence if thus, the experience accumulated during field work and research reveals on leadership behaviour with the correlates self confidence , decision making, intelligence and others variables. Therefore, the investigator felt to undertaken his present research on the titled Leadership behaviour of Secondary school principals in relation to their Cultural Intelligence which play a vital role in smooth function of any organizations.

OBJECTIVES OF THE STUDY

1. To ascertain the leadership behaviour and cultural Intelligence of Secondary Schools Principals.
2. To determine the relationship between Leadership Behaviour and cultural intelligence of Secondary School Principals with respect to;
 - a) Meta cognitive
 - b) Cognitive
 - c) Motivational and
 - d) Behavioral
3. To compare the leadership behavior and cultural intelligence of secondary school principal in relation to their Gender

HYPOTHESES

1. There is a positive relationship between Leadership Behaviour and Meta cognitive cultural intelligence of Secondary School Principals.
2. There is a positive relationship between Leadership Behaviour and cognitive cultural intelligence of Secondary School Principals.
3. There is a positive relationship between Leadership Behaviour and Motivational cultural intelligence of Secondary School Principals.
4. There is a positive relationship between Leadership Behaviour and Behavioural cultural intelligence of Secondary School Principals.
5. There is a positive relationship between Leadership Behaviour and Cultural intelligence of Secondary School Principals.
6. There will be no significant difference between male and female leadership behavior of Secondary School Principals.
7. There will be no significant difference between male and female cultural intelligence of Secondary School Principals.

DELIMITATIONS

The study was delimited to Secondary schools of Yamuna Nagar district in Haryana only. The sample 100 principals only. The variables Leadership Behaviour and four factors cultural intelligence.

RESEARCH METHOD

Keeping in mind the nature and objectives of the study the descriptive survey method was used.

POPULATION

All the principals of secondary school of Yamuna Nagar District constituted as population.

SAMPLE

There are 45 Govt. secondary schools and 194 senior secondary schools in district Yamuna Nagar. Out of that, the investigator has selected 40 Govt. secondary schools principals and 60 private secondary schools principals on the basis of purposive random sampling technique.

TOOL USED

The following tools used in present study;

1. Leadership Behaviour Scale developed and standardized by Dr. Asha Hingar.
2. Cultural Intelligence measured by Cultural Quotient scale (CQS) standardized and developed by Earley and Ang's (2003).

STATISTICAL TECHNIQUES USED

In order to test the nature of the variable, the descriptive statistics were computed and to find out the relationship between Leadership Behavior and cultural intelligence, product moment co-efficient of correlation (r) were computed.

ANALYSIS AND INTERPRETATION OF DATA

DESCRIPTION OF DATA

Further in order to find out the relationship between Leadership Behaviour and cultural intelligence and its components- product moment coefficient correlation 'r' was computed.

ANALYSIS AND INTERPRETATION BASED ON DESCRIPTIVE STATISTICS

In order to calculate the values of the measure of central tendency (mean), standard deviation, skewness, kurtosis and frequency distribution of Leadership behaviour and cultural intelligence scores of the total sample- descriptive statistics was used. Further, C.I denotes class- Intervals; mid- pts denotes mid points and F denotes Frequency. The detail analysis and interpretation have been given in tables 1(a) & (b) to 2 (a) & (b).

Table 1(a); Frequency distribution of Leadership Behaviour of total sample

C.I	Mid point	Frequency	Cumulative Frequency
145-149	147	02	100
140-144	142	04	98
135-139	137	10	94
130-134	132	24	84
125-129	127	22	60
120-124	122	10	38
115-119	117	12	28
110-114	112	06	16
105-109	107	06	10
100-104	102	00	04
95-99	97	02	04
90-94	92	02	02

Table 1 (b): Results of descriptive statistic on Leadership Behaviour scores

N	10
Mean	125.02
Median	126.50
Mode	132.00
Standard deviation	11.78
Variance	124.38
Skewness	-0,617
Kurtosis	0.693
P ₂₅	118.00
P ₇₅	132.00
Range	56.00

INTERPRETATION

Table 1 (a) shows the frequency distribution of personality. The maximum frequency is 24 and falls under class interval; 130-134.

Table 1 (b) reveals that the mean, median, mode and standard deviation of leadership behaviour. The mean is 125.02, median is 126.50 and mode is 132.00, standard deviation is 11.78 that represent the scattered scores from the mean position. The value of skewness is - 0.617 that shows the distribution is negatively skewed. The value of kurtosis is 0.693 that shows the distribution is kurtosis which is more than the normal distribution i.e. 0.263. thus, the curve is plytokurtic.

Table 2 (a): Frequency distribution of cultural intelligence of total sample

C.I	Mid point	Frequency	Cumulative Frequency
120-124	122	4	100
115-119	117	4	96
110-114	112	2	92
105-109	107	8	90
100-104	102	8	82
95-99	97	22	74
90-94	92	14	52

85-89	87	26	38
80-84	82	8	12
75-79	77	2	4
70-74	72	0	2
65-69	67	0	2
60-64	62	0	2
55-59	57	2	2

Table 2 (b): Results of descriptive statistic on cultural intelligence scores

N	100
Mean	94.90
Median	93.50
Mode	86.00
Standard deviation	11.15
Variance	138.83
Skewness	0.159
Kurtosis	1.049
P ₂₅	86.00
P ₇₅	103.00
Range	65.00

INTERPRETATION

Table 2 (a) shows the frequency distribution of personality. The maximum frequency is 26 and falls under class interval; 85-89.

Table 2 (b) reveals that the mean, median, mode and standard deviation of cultural intelligence. The mean is 94.90, median is 93.50 and mode is 86.00, standard deviation is 11.15 that represent the scattered scores from the mean position. The value of skewness is 0.159 that shows the distribution is positively skewed. The value of kurtosis is 1.049 that shows the distribution is kurtosis which is more than the normal distribution i.e. 0.263. thus, the curve is platykurtic.

Result related to find out relation between leadership Behaviour and cultural Intelligence of Senior Secondary School Principals

In order to measure the relationship between leadership behavior and cultural intelligence of secondary schools principals data were collected from 40 Government and 60 Private Principals. This has been presented in table 3.

Table 3: Coefficient of correlation between Leadership Behaviour and cultural intelligence of Secondary Schools principals

Variables	Coefficient of Correlation	Level of significance
LB Vs Meta cognitive	-0.159	P<0.05
LB Vs Cognitive	-0.109	P<0.05
LB vs Motivational	-0.092	P<0.05
LB vs Behavioural	0.052	P<0.05
LB vs CQ	-0.073	P<0.05

*Not Significant at 0.05 level of significance at df/98 with TV=0.195

It is evident from table 3 that the obtained value of coefficient of correlation (-0.159) of leadership behaviour and Meta cognitive cultural intelligence of secondary school principal was negatively related and not significant at 0.05 level of significance with df/ 98. It means that leadership behavior of the secondary school principal is negatively related and not matched with their meta cognitive cultural intelligence. Further, it is stated that meta cognitive cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal. **Thus Hypothesis no. 1** which is stated earlier that there is a positive relationship between Leadership Behaviour and Meta cognitive cultural intelligence of Secondary School Principals is not retained.

From table 3 that the obtained value of coefficient of correlation (-0.109) of leadership behaviour and cognitive cultural intelligence of secondary school principal was negatively related and not significant at 0.05 level of significance with df/ 98. It means that leadership behaviour of the secondary school principal is negatively related and not matched with their cognitive cultural intelligence. Further, it is stated that cognitive cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal. **Thus Hypothesis no. 2** which is stated earlier that there is a positive relationship between Leadership Behaviour and cognitive cultural intelligence of Secondary School Principals is not retained.

It looks from table 3 that the obtained value of coefficient of correlation (-0.092) of leadership behaviour and motivational cultural intelligence of secondary school principal was negatively related and not significant at 0.05 level of significance with df/ 98. It means that leadership behaviour of the secondary school principal is negatively related and not matched with their motivational cultural intelligence. Further, it is stated that motivational cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal. **Thus Hypothesis no. 3** which is stated earlier that There is a positive relationship between Leadership Behaviour and motivational cultural intelligence of Secondary School Principals is not retained.

It is evident from table 3 that the obtained value of coefficient of correlation (0.052) of leadership behaviour and behavioural cultural intelligence of secondary school principal was positively related and not significant at 0.05 level of significance with df/ 98. It means that leadership behaviour of the secondary school principal is positively related and not matched with their behavioural cultural intelligence. Further, it is stated that behavioural cultural intelligence have shown relatively strong and positive relation with leadership behaviour of the secondary school principal. **Thus Hypothesis no. 4** which is stated earlier that There is a positive relationship between Leadership Behaviour and behavioural cultural intelligence of Secondary School Principals is retained.

Further table 3 reveals that the obtained value of coefficient of correlation (-0.073) of leadership behaviour and cultural intelligence of secondary school principal was negatively

related and not significant at 0.05 level of significance with df/ 98. It means that leadership behaviour of the secondary school principal is negatively related and not matched with their cultural intelligence. Further, it is stated that cultural intelligence have shown relatively less and adverse relation with leadership behaviour of the secondary school principal. **Thus Hypothesis no. 5** which is stated earlier that there is a positive relationship between Leadership Behaviour and behavioural cultural intelligence of Secondary School Principals is retained.

Result related to Significance difference in the mean's scores of male and female of the leadership behavior and cultural intelligence of Secondary School Principals

In order to measure the Significance difference in the mean's scores of male and female of the leadership behavior and cultural intelligence of Secondary School Principals t-test was computed. This has been presented in table 4 and 5.

Table 4: Significance difference in the mean's scores of male and female of the leadership behavior of Secondary School Principals

Groups	N	Mean	SD	S.Ed	t-ratio	Level of Significance
Male	50	123.18	12.47	2.23	1.041**	P<0.01
Female	50	126.18	9.65			

**Not Significant at 0.05 level of significance at df/98 with TV=

It can be observed from table 4 that the mean scores of male and female in leadership behavior of secondary school principals are 123.18 and 126.18 with corresponding S.D. are 12.47 and 9.65 respectively. The calculated t-value (1.041) is not significant at 0.01 level of significance with df/ 98. It means that the Male and Female secondary school principals do not differs significantly on leadership behavior. **Thus Hypothesis no. 6** which is stated earlier that that there is no significant difference in the mean scores of Male and Female in leadership behavior of secondary school principals is retained.

Table 5: Significance difference in the mean's scores of male and female of the cultural Intelligence of Secondary School Principals

Groups	N	Mean	SD	S.Ed	t-ratio	Level of Significance
Male	50	93.80	11.70	2.36	0.933**	P<0.01
Female	50	96.00	11.88			

**Not Significant at 0.05 level of significance at df/98 with TV=

It can be observed from table 5 that the mean scores of male and female in cultural intelligence of secondary school principals are 93.80 and 96.00 with corresponding S.D. are 11.70 and 11.88 respectively. The calculated t-value (0.933) is not significant at 0.01 level of significance with df/ 98. It means that the Male and Female secondary school principals do not differs significantly on cultural intelligence. **Thus Hypothesis no. 7** which is stated earlier that that there is no significant difference in the mean scores of Male and Female in cultural intelligence of secondary school principals is retained.

MAIN FINDINGS

Main findings of the present study have been drawn after analysis and interpretation of data. This has been presented as follows as:

1. It is hypothesized that there is a positive relationship between Leadership Behaviour and Meta cognitive cultural intelligence of Secondary School Principals is not retained it means that leadership behaviour of the secondary school principal is negatively related and not matched with their Meta cognitive cultural intelligence. Further, it is stated that Meta cognitive cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal.
2. It is hypothesized that there is a positive relationship between Leadership Behaviour and cognitive cultural intelligence of Secondary School Principals is not retained. It means that leadership behaviour of the secondary school principal is negatively related and not matched with their cognitive cultural intelligence. Further, it is stated that cognitive cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal.
3. It is hypothesized that there is a positive relationship between Leadership Behaviour and motivational cultural intelligence of Secondary School Principals is not retained. It means that leadership behaviour of the secondary school principal is negatively related and not matched with their motivational cultural intelligence. Further, it is stated that motivational cultural intelligence have shown less and adverse relation with leadership behaviour of the secondary school principal.
4. It is hypothesized that There is a positive relationship between Leadership Behaviour and behavioural cultural intelligence of Secondary School Principals is retained It means that leadership behaviour of the secondary school principal is positively related and not matched with their behavioral cultural intelligence. Further, it is stated that behavioral cultural intelligence has shown relatively strong and positive relation with leadership behaviour of the secondary school principal.
5. It is hypothesized that there is a positive relationship between Leadership Behavior and behavioral cultural intelligence of Secondary School Principals is retained. It means that leadership behavior of the secondary school principal is negatively related and not matched with their cultural intelligence. Further, it is stated that cultural intelligence have shown relatively less and adverse relation with leadership behavior of the secondary school principal.
6. It is hypothesized that there is no significant difference in the mean scores of Male and Female in leadership behaviour of secondary school principals is retained. It means that the Male and Female secondary school principals do not differs significantly on leadership behaviour .
7. It is hypothesized that there is no significant difference in the mean scores of male and female in cultural intelligence of secondary school principals is retained. It means that the Male and Female secondary school principals do not differs significantly on cultural intelligence.

EDUCATIONAL IMPLICATIONS

From the above findings, it is observed that a study of leadership behaviour of principals is negatively related with the three components of cultural intelligence. This indicates that though the leadership behavior among the principal had less ratted diverse culture socially as well academically. This indicates that the principals have confined their profession in regular routine manner instead of introducing new concepts and techniques while in their classroom teaching and less group cohesiveness for developing conducive environment. The finding of the present study further indicates that the leadership behaviour of principals positively related with the Behavioural components of cultural intelligence. This results shows that

principals should also be motivated to attend seminars, conferences etc. for enhancing their competency level according to the demand of present scenario. The results of the present study may help to the principals to adopt new methods, techniques and making more good and wide curriculum for the development of their outlook and personality.

On the basis of the findings of the present study will help the educational planner, administrator, schools, teachers and leadership quality among students in the following ways;

- a) The principal should use innovative methods and strategies in order to recognize and excel the standard.
- b) The leader should provide eco-friendly environment in and outside the classroom.
- c) The principal should develop stress free personality among students.
- d) More seminars, workshop and conference should be organized in the institution for nurturing their personality.

REFERENCES

- Hitt MR, Dennis M, Robert LM (1975). Effective management, Hougron, Thierry, L'Analyse de la Valeur Outil de Gestion, Les Edition d'Organisaiton, Paris.
- Immegart GL (1988). Leadership and leader behavior. In: N. J. Boyan (Ed.) Handbook of Research on Educational Administration. New York: Longman. pp. 259-277.
- İşçi E, Söylemez Ö, Kaptanoğlu AY (2013). Research conducted to determine cultural intelligence level in hospital management Kafkas University. J. Econ. Adm. Sci. Faculty, Kau Easf J. 4:5.
- Robbins SP, Judge TA (2012). Organizational Behavior (Translation Editor, İnci Erdem), 14. Edition, Ankara, Nobel Publications.
- Sisk, D.A., & Rosselli, H. (1987) *Leadership: A Special Type Of Giftedness*. New York: Trillium Press.
- Şimşek H (2010). Total quality management, theory, principles and practice, Ankara, Seçkin Publications.
- Stogdill, R.M. (1948) *Personal factors associated with leadership: A survey of the literature*. Journal of Psychology 25:35-71.
- Triandis HC (2006). Cultural intelligence in organizations, Group and Organizations Management. Am. Educ. Res. J. 31(1):20-26.
- Viggiano, E. (2016). The role of cultural intelligence in cyber warfare. In D.T. Zlateva & V.A. Greiman (Eds.), *Proceedings of the 11th International Conference on Cyber Warfare and Security* (pp. 415-422). Boston, MA: Academic Conferences and Publishing International.
- Yıldırım B (2001). Effects of school administrators' cultural leadership roles on teachers' job satisfaction and professional ethic. Unpublished Doctorate Thesis. Fırat University Social Sciences Institute.