

CHAPTER - V  
REVIEW, FINDINGS AND  
SUGGESTIONS

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"There is no greater test of leadership on the part of a principal than his positive influence on the professional growth of his teachers. If he is accepted by his teachers merely as a school executive and not as a professional leader, he cannot be regarded as a successful principal. He is responsible for contributing definitely to the professional improvement of his teachers and he will probably not succeed unless he becomes to them a stimulating professional leader".

- William C. Reavis, et.al.,  
Administering the Elementary  
School, (New York: Prentice Hall,  
1953), p.303

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CHAPTER - V

FINDINGS AND IMPLICATIONS

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### 5.1 Introduction

The present study is perhaps the first full scale study on leadership behaviour dimensions and patterns of high school principals in Indian Situation. It is true, earlier Patel (1973) and Shelat (1974) had studied leadership behaviour of secondary school principals, but, whereas Patel's primary concern was not the study of leadership behaviour patterns but instructional leadership of secondary school principals and Shelat's focus on the study of leadership behaviour of secondary school principals was as one of the variables which included organizational climate, teacher morale, leadership behaviour and pupil motivation towards school. Thus, it is probably in this study that leadership behaviour gets the main focus and other variables are examined as only its correlates.

The problem of the study was to investigate into the dimensions and patterns of leadership behaviour being manifested by secondary school principals of Panchamahals district which has been striving hard to achieve progress and development on social, economic and political spheres of life ever since Gujarat emerged as a separate State in 1960. If secondary schools are to play a vital role in developing necessary potential in respect of intermediary manpower for developing this backward district, then it is assumed that leadership in the high schools of the Panchamahals will have to be reoriented or strengthened on lines that are likely to prove more productive.

In order to do this, it was necessary to survey and take a stock of the quality of leadership possessed by the principals of the secondary schools of the district. This could have been done either directly by studying the leadership acts of these principals or indirectly through the perceptions of the teachers who work under them and who carry in them the effects of the leadership acts, possessed by the principals. The second approach is favoured, because a standardized tool to identify and categorize the leadership behaviour, viz., the L.B.D.Q. was available.

Specifically, the major aim of the study was to identify the leadership behaviour of school principals and to determine various patterns so that it can be known which principals manifesting which leadership patterns could be assumed to be effective in school situations. This objective added further colours by seeking to identify the organizational Climate of the schools, the morale category of their teachers, the motivation of their pupils towards school, their innovativeness of the schools and their academic status. This has been done to identify the correlates of leadership behaviour which can be pressed into service to strengthen and enrich the role of leadership in making schools better schools. Leadership behaviour has been perceived as the main input, which could obtain further support from other inputs such as openness of climate, high teacher morale and innovativeness of schools so that the emergent inputs are not only laudable both in quantity and quality. It is presumed that one effective way of educational

planning to be done at grass-root level is to plan for leadership behaviour which manifests high 'initiating structure' and high 'consideration' (the HH Pattern) and the school principals are to be helped to move away from the low 'initiating structure' and Low 'consideration' (the LL pattern).

Leadership behaviour was studied not only in terms of its two dimensions and four patterns, but in relation to climate, morale, pupil motivation, school innovativeness and school achievement status. It was also studied in relation to some personal variables like age, sex, experience and also some non-personal variables like management, urban-rural character of schools, school size, sex-wise characteristic of schools, and socio-economic status of schools. It was assumed that these independent variables would provide further clues to understand, and eventually to plan for their modification or re-orientation, of the leadership behaviour of principals of secondary schools.

## 5.2 Review, Findings and Conclusion

Following the lead given by Hemphill, Galpin rendered a meritorious service particularly to the educational administrators in leadership position by exploring the "behavioural approach" to the study of leadership. Winer collaborated with him in modifying the instrument for evaluating "Leadership Behaviour" of a person designated as a leader of any type of organization. This "behavioural approach" lent an innovative vision to view the leadership position of a person in an

organization - airforce, army, educational, industrial, public service, etc. Leader in any organization holds the key-position and his behaviour has a great influence on the effectiveness of the group. He has a exemplary impact on group "syntality" (Cattell, 1951). "Syntality" means for the group what "personality" means for individual. His behaviour influences the behaviour of the members of the group and vice versa (Halpin, 1966). Epithets like "good" or "bad" given to leaders now appear to be anachronistic. These epithets should be referred to in the context of the production of increase in a particular dimension of group syntality. In this way, Halpin opened up a new horizon for the study of leadership behaviour. This also gave a new angle of vision to view educational administration in general and the leadership behaviour of educational administrators in particular. His researches and general writings on "leadership behaviour" of the school superintendents and organizational climate of the schools contributed very significantly to the widening of the horizon of knowledge about the organizational behaviour in educational and other types of organizations. The two innovative dimensions of the behaviour of a leader in any formal organization are "Initiating Structure" and "Consideration" which are also known by other terminologies used by other research workers in this areas as "task effectiveness" and "interaction effectiveness"; "goal achievement" and "group maintenance", "concern for production" and "concern for people", "production-centred" and "employee-centred", and "system oriented" and "person oriented"

and the new eight dimensions of the organizational climate of school, viz., desengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration have acquired a prominent place in the field of school administration and school organizational behaviour and have begun to motivate the leaders of the school to improve the "inner life" of the school.

This innovative approach to study the behaviour of the principal and the "personality" of the school gathered momentum during sixties in the U.S.A., Canada, Korea, Australia. It made a small beginning in India only in seventies, and that, too, only in States like Rajasthan, Gujarat and Tamil Nadu.

The present investigation constitutes a step forward in the direction of studying the school leadership with a "behavioural approach" or "evaluative approach" and gives support to the findings of the several researches done earlier on leadership behaviour, organizational climate and other correlational factors, viz. teacher morale, innovativeness of the school, academic motivation of students and academic achievement of the school. The influence of the age of the principal, his experience as a principal on the two dimensions of leadership behaviour <sup>are</sup> also measured. In addition to this, the influence of other characteristics of the school, viz., rural-urban location of schools, nature of the pupils population, strength of the school, academic status of the school, socio-economic status of the school and the type of the

management of the school, On leadership behaviour dimensions, "initiation" and "consideration" is also studied. The results are very briefly summarized below chapter-wise.

### Chapter - I

The principal is the designated leader of the school. For the achievement of the goal set by the school, he needs cooperation from his colleagues. The extent of cooperation from his colleagues depends on how he behaves. His behaviour creates perceptible effects on the workers of the school. So, the real question is not that of the effectiveness of a school leader, but is that of the manifestation of effective and productive leadership behaviour. He will have to raise the teacher morale, increase his own and his colleagues' receptivity of new ideas, motivate the school students and raise up its academic status of his school.

Efforts have been made to study leadership with various approaches, namely the "trait-approach", the "type approach" the "situational approach", and the "behavioural approach", last one being the result of the failure of previous approaches. Hemphill, Halpin and Winer are the pioneer explorers of this behavioural approach to the study of leadership in any organization. They have devised tools to evaluate leadership behaviour of a person who is at the helm of affairs in any institution. Halpin and Winer prepared the most modified version of the tool measuring the leadership behaviour on two counts, namely,

"Initiating Structure" and "Consideration", having 30 statements in all - 15 statements on each. Halpin very emphatically pointed out that these two dimensions are basic dimensions to which any behavioural acts of a leader can be boiled down. If perceived by his colleagues, the leader - the principal should receive sufficiently high score on both the dimensions, i.e. he has to reconcile both the dimensions at a high level to be effective. If the principal is perceived low on one dimension and high on another dimension or low on both the dimensions, his leadership behaviour is presumed to be not effective. The effectiveness of a principal as a designated leader of the school is observed in the form of high level of teacher morale, high adaptability of new ideas, high level of pupil motivation and high school effectiveness in term of pupils' academic achievement. Leadership behaviour of the school principal percolates down to the achievements of the students through the teacher behaviour and climate of the school. This means, the relation between leadership behaviour and the motivation of pupils towards their schools and their academic achievement is distant rather than direct. When a principal of a school manifests high "initiation" and high "consideration", he is likely to prove to be effective in building high teacher morale and creating an inspiring climate for students and teachers to venture on new grounds in the interest of the school and in the interest of every school personnel. The present investigation was undertaken in this perspective.

## Chapter - II

On the line of Halpin, many researchers in the U.S.A. and in other countries have tried to evaluate leadership behaviour of school principals in the context of some biographical data of the principal and his staff, and some static characteristics of the school, viz., strength of the school, nature of population of the school, location of the school, nature of management, socio-economic status of the school, academic status of the school, etc. There are researchers who have also tried to study leadership behaviour of the school principal in the context of organizational climate of the school, teacher morale, innovativeness of the school, academic motivation of pupils and their academic achievement. In our country this type of researches have only been recently started. During early seventies, Rajasthan and Gujarat took the lead in this direction. The contribution of the CASE and the Department of Educational Administration of the M.S. University of Baroda is particularly noteworthy in this respect. The most pertinent findings of Chapter II briefly are put below :

- (1) There is positive correlation between the two dimensions of leadership behaviour of the school principal.
- (2) The principals of the secondary schools manifest mostly the HH and the LL pattern of leadership behaviour leaving middle positions sufficiently vacant.

- (3) The HH pattern of leadership behaviour is associated with Open, Autonomous and Controlled climate, and the LL pattern of leadership behaviour is associated with the Closed Climate.
- (4) A Principal's effectiveness is a significant predictor of organizational climate.
- (5) A principal's effectiveness and teachers' satisfaction are positively related.
- (6) The results of the effective behaviour of principals are : (a) the instructional programme improves; (b) teacher morale improves; (c) students morale improves. Similarly, the results of ineffective behaviour of principals are : (i) teacher morale continues to be low; (ii) poor discipline in the school continues; (iii) instructional effectiveness decreases; and (iv) teachers get fed up with their principal.
- (7) There is high correlation in relationships involving morale and 'consideration' than in relationships between 'initiating structure' and morale.
- (8) A significant correlation is found among various of leadership styles, of principals, student perception of school atmosphere and students' self reported absence frequency.

- (9) Differences in perceived supervisor behaviour style are related to differential morale scores in statistically significant manner.
- (10) The principal is the key person in fostering high morale in programme of curriculum development.
- (11) An increase in years of experience of principal results in decrease in consideration scores and increase in the initiating structure scores, and increase in the age of faculty members also results in an increase in the 'initiating structure' scores.
- (12) The principal plays the key-role in the acceptance and diffusion of innovative ideas and in making the school highly or poorly innovative.
- (13) There is positive correlation between openness of climate and innovativeness of the school.

### Chapter - III

The present investigation has also followed the behavioural or the evaluative approach in studying the leadership behaviour of the school principal in the context of organizational climate of the school, teacher morale, innovativeness of the school, academic motivation of pupils and academic achievement of the school. The two dimensions of leadership behaviour of the school principal, namely, "Initiating Structure" and "Consideration" are studied in the context of the above mentioned

independent variables. So, the "Initiating Structure" and "Consideration" are the dependent criterion variables, which are studied also in the context of the age of the principal, his experience as a principal, his sex, and the number of schools changed by him as a principal. The leadership behaviour of the school principal is in the main focus of the study and all other factors like school climate, teacher morale, innovativeness, motivation of students towards the school and the academic achievement of the school are studied as correlates of leadership.

The necessary data were gathered from one hundred secondary schools of Panchamahals District of Gujarat State with the help of the LBDQ (Halpin and Winer), the OCDQ (Halpin and Croft), the School Survey for Measuring Morale Status (Coughlan), the Innovativeness Scale (Doctor), the JIM Scale (Frymier) and Self-Prepared Personal Data Sheet for the Teachers and the Principals.

#### Chapter - IV

The Summary of the findings of the present investigation as they have emerged in Chapter IV is given below :

#### The Findings

- (1) In Panchamahals District, the percentage of principals manifesting the HH leadership behaviour pattern is the highest (49.00 p.c.) and the principals manifesting the

LL pattern occupies the second position (36.00 p.c.) followed by the HL and the LH patterns. Principals are clustered at two extremes leaving the middle positions sufficiently vacant.

- (2) In Open climate schools, all the principals manifest the HH pattern of leadership behaviour. Most of the schools having principals with the HH behaviour pattern seem to fall in Open, Controlled, Paternal, and Autonomous climate type schools, whereas most of the schools having principals manifesting the LL behaviour pattern fall in the Closed climate types.
- (3) The mean of "Initiating Structure" seems to go well with Open, Paternal, Autonomous and Familiar climate types, but not so well with the Controlled and Closed climate.
- (4) The mean of "consideration" goes on very well with Autonomous, Familiar, and Paternal climate types, but not well with Closed and Controlled type.
- (5) As one moves from High Morale Schools to Low Morale Schools, the percentage of principal manifesting the HH leadership behaviour pattern goes on decreasing and the percentage of principals manifesting the LL leadership behaviour pattern goes on increasing.
- (6) The relation between teacher morale and the two dimensions of leadership behaviour, namely, "Initiating Structure"

and "Consideration" is significant.

- (7) There is positive high correlation between teacher morale and "Initiating Structure" ( $r = 0.632$ ), and teacher morale and "consideration" ( $r = 0.631$ ).
- (8) "Initiating Structure" changes to the extent of 0.289 units and "consideration" changes to the extent of 0.323 units of teacher morale.
- (9) There is no direct relationship between motivation of students and leadership behaviour of the principal.
- (10) In schools having principals with the HH leadership behaviour pattern, motivation of students towards the school is high and in the schools having principals manifesting the LL leadership behaviour pattern, motivation of pupils is slightly low.
- (11) Most of the schools having high innovativeness have principals manifesting the HH and the HL leadership behaviour patterns, whereas the schools with low innovativeness have principals manifesting the LL and the LH leadership behaviour patterns.
- (12) Most of the high academic status schools have principals manifesting the HH leadership behaviour pattern, whereas among the schools having low academic status, have principals manifesting the LL and the LH patterns.

- (13) The relation between academic status of the school and the leader behaviour dimensions of the principal is not significant.
- (14) Majority of the principals in the age group of 36-40 years manifest the HH leadership behaviour pattern, and the majority of the principals in the age group of 30-35 years manifest the LL leadership behaviour pattern.
- (15) The significance of difference between the means of "Initiating Structure" and "Consideration" is with the principals in the age group of 36-40 years.
- (16) Most of the male principals manifest the HH pattern and most of the female principals manifest the LL pattern of leadership behaviour.
- (17) The relationship between male principals and 'Initiating Structure' is significant.
- (18) The majority of the principals with 1-5 years of experience as a principal manifest the LL pattern and the majority of the principals with 6-10 years of experience as a principal manifest the HH pattern of leadership behaviour.
- (19) There is no significant relationship between experience of the principal as a principal and the two leadership behaviour dimensions.

- (20) Most of the principals (about 82 p.c.) have stuck to only one school and they are fairly distributed over the HH and the LL leadership behaviour patterns leaving middle positions largely vacant.
- (21) Majority of the Ashram schools have principals manifesting the HH pattern of leadership behaviour.
- (22) The relation between the type of management of the school and the dimensions of leadership behaviour is not significant statistically.
- (23) In rural areas principals of the schools are fairly distributed over the HH and the LL patterns, whereas about fifty per cent of the urban schools have principals manifesting the HH pattern of leadership behaviour.
- (24) Majority of large schools have principals manifesting the HH pattern of leadership behaviour and the majority of the small schools have principals manifesting the LL pattern of leadership behaviour.
- (25) The principals of the large schools manifest higher "Initiating Structure" as compared to the principals of small schools. The relation between "size" of the schools and "Consideration" is not significant.

- (26) The principals of all the Boys' schools manifest the HH pattern of leadership behaviour. The percentage of schools having principals manifesting the LL pattern of leadership behaviour is higher among the co-educational schools.
- (27) There is no significant relationship between the nature of school population and the leadership behaviour dimensions - 'Initiation Structure' and 'Consideration'.
- (28) In the schools of Adivasi area, principals manifest the HH leadership behaviour pattern. Socio-economic Status of the schools has no significant relationship with Leadership Behaviour dimensions.
- (29) Moving from low achieving schools to high achieving schools the motivation mean scores go on increasing.
- (30) There is positive high correlation between : (i) Initiating Structure and Consideration, (0.774, significant at .01 level), (ii) Initiating Structure and Experience of the Principal, (0.234, significant at .05 level), (iii) Initiating Structure and Teacher Morale, (0.632, significant at 0.01 level), (iv) Consideration and Teacher Morale, (0.631, significant at 0.01 level, and (v) Academic Motivation of students and their Academic Achievement, (0.309, significant at 0.01 level.)

- (31) R between criterion variable "Initiating Structure" and the six predictor variables namely schools changed by the principal as a principal, the S.S.C. Examination results, age of the principal, experience of the principal as a principal, teacher morale and motivation of pupils towards the school came to be .70 which is highly significant beyond .01 level of probability.
- (32) The Multiple Regression Equation shows that "Initiating Structure" changes to the extent of .806 and .289 units for the variables experience of the principal as a principal and teacher morale.
- (33) R between criterion variable "Consideration" and the six predictor variables mentioned in (31) came to be .65 which is highly significant beyond .01 level of probability.
- (34) The Multiple Regression Equation shows that "Consideration" changes to the extent of .323 units for the variable teacher morale.

Such are the major findings of the present study.

### 5.3 Achievement of Objectives of the Study

It may be recalled that the present study had formulated seven specific objectives. They<sup>are</sup> related to identification of leadership behaviour patterns of principals of the secondary schools of Panchamahals district, classifying the schools on the continuum of organizational climates, assessment of staff morale, discovering inter-relationship, if any, among leadership behaviour, climate, staff morale, school innovativeness and pupil motivation towards school, measurement of academic motivation of school pupils, examining the significance of dimensions and patterns of leadership behaviour in relation to some independent variables and computation of multiple correlation and regression equations for prediction for each of the two dimensions of leadership behaviour in perspectives of certain independent variables. It would be seen that all these seven objectives have been achieved during the course of this study. The summary of major findings given in a previous section is a clear indication of this.

Further, the study answers almost all the pertinent questions raised in section 4, Chapter III. For instance, it provides a definite pointer as to what is the desirable pattern of leadership in secondary schools. It is the HH Pattern where the principal manifests high "Initiating Structure" and high 'consideration. In other words, the laudable pattern of leadership behaviour perceived in the study is one

in which he is not only highly task-oriented, but is also highly humane, considerate and manifests high degree of human relationship. It also shows how the varying degrees in which teachers and principals of a school manifest behaviour which, through intervening interactions and influences create different categories of climate. The study has been enlightening in identifying the leadership behaviour patterns through the combination of interplay of the two leadership behaviour dimensions and in giving meaningful interpretation to each one of the four patterns. It is, further, seen from the study that leadership plays a helpful or detrimental role in creating openness of organizational climate of schools and if openness can be achieved, it can be a good investment for developing effectiveness leadership, high staff morale, innovativeness of school, improved school achievement index and better pupil motivation towards school.

Thus, in the study not only all the objectives are very well achieved, but it provides directions and dimensions of solution to issues and problems that relate to leadership, climate, etc.

#### 5.4 Implications for Improving Leadership Behaviour of School Principals

As shown earlier, the present study has been quite helpful in identifying the different dimensions and patterns of leadership behaviour of high school principals. For instance,

it has shown that in Panchmahals district high schools, the mean score of the principals on 'Initiating Structure' dimension of leadership behaviour is 40.07 and the mean score on 'Consideration' dimension is 39.08. Both these mean scores cannot be considered to be satisfactory. In an effective school system, it should be considerable higher. It, therefore, means that leadership 'behaviour on both, 'Initiating Structure' and 'Consideration' dimensions should be improved. The problem is : how can this be attempted and achieved?

A school principal is the leader of the school community of teachers and pupils. The school has, or should have, its goals. There are expectations from the society about the school. For instance, in any community, it is expected that a school should provide qualitative and effective instruction so that most of the pupils get creditable pass in the S.S.C. Examination which is a public examination to get into a university or a college or in a vocational training programme or get a job to earn or supplement family bread. Parents also expect that a school develops the son's and daughter's character - the morality, the honesty of purpose and action, sociability, cooperativeness, dependability, patriotism and civic virtues. In order that a school is able to meet such societal expectations, the principal who is the leader should lead - he must initiate action and get things done.

But he cannot get things done in an autocratic and authoritarian way. He must get things done through other people - his teachers, pupils, guardians, management, etc. This he must do by carrying the group with him through establishing a good channel of communication, providing coordination, undertaking institutional planning, evaluation and feedback. A school principal should, therefore, know both the art and science of accomplishing his purposes through other people, and that, too without jeopardizing, what Halpin (1966, p.87) says, "the intactness or integrity of the group".

Not many school principals are able to do this though it sounds easy and simple. This is partly due to the fact that a principal as soon as he sits in the 'principals chair' feels that he has all power and authority to decide things in his school. The school principal has to be saved from falling prey to this erroneous ideology and action-patterns. And this cannot be achieved unless by exposing him to these democratic ideas and practices. The perceptions, attitudes, values, etc. of authoritarian or dogmatic individuals who occupy a principal's position in a school need to be changed. And it is no easy to accomplish this, particularly when authoritarianism has become a part and parcel of one's personality. But more exposure to liberal and humanistic ideas, involvement in discussion, more participation in situational analysis, role-playing, observation of film strips and films depicting the ill-effects of dictatorialism and authoritarianism on staff initiative,

motivation, morale, achievement etc. could help in changing the perceptions and attitudes of principals, though this process is slow. Only through several -series of situational discourses and discussions a principal can be made aware of the precious little fact that he must contribute to both major group objectives of goal achievement and group maintenance. In Barnard's terms, he must facilitate cooperative group action that is both effective and efficient.

The purport of the discussion is that inservice training experiences in democratic school leadership should be made available to all school principals. These training experiences could take the following forms :

- Lectures, seminars, workshops, panel discussions etc. in :

- (a) democratic leadership acts;
- (b) conditions contributing to group cohesion and solidarity;
- (c) group dynamics;
- (d) human relations;
- (e) courses which will broaden and deepen his understanding of the present social climate and order;
- (f) courses which will deepen his understanding of the functions of the secondary school in a socialistic pattern of Indian society;
- (g) techniques and approaches in democratic school supervision.

The recent thinking favours exposing a school principal to courses in educational sociology and philosophy which will

contribute to his understanding of the school, the social order and the school environment and to the development of a sound philosophy upon which he can base his activities as a leader. It would be well to introduce the principal to a study in comparative education, especially study of democratic leadership and school administration in democracies like the U.S.A., the U.K., the Philippines, etc. (Such an orientation of exposure to comparative education would also help him to evaluate the ideology and practices prevailing in his district or State). It is assumed here that only a knowledgeable and enlightened school leader will initiate action and move his school organization in the directions that are most productive and profitable.

A principal should be task-oriented and he should have skill and competence to initiate the school structure towards goal achievement and group maintenance. Though goal achievement and group maintenance are relatively independent, they are not necessarily incompatible. In the inservice programmes for school principals that need to be organized more frequently than is being done at present, they should be led to perceive, and where possible develop understanding if not insight, as to how he can help his group - his staff to work cooperatively on difficult and challenging task of improving school instruction and enriching the school programme so that it does not degenerate merely into 'all instruction' and no other experiences for personality development, character development, civic develop-

ment, social development and economic development. He may attempt all these developments and at the same time strive for the achievement of group solidarity. It does not suffice for a school principal to spur his teachers to hard work and achieve best results, but at the same time to achieve and maintain group morale without letting frictions and conflict develop among the members and himself.

Thus, the best way to improve the effectiveness of principals of secondary schools is to involve them frequently in well planned and tailored inservice education programme that could result in improving their standing on 'Initiating Structure'. But, as hinted earlier, it is equally crucial to train the principals in human skills and human relationship. Their standing on the 'Consideration' dimension should also be sought to be improved. Consideration, as it is perceived in the present study, refers to behaviour "indicative of friendship, mutual trust, respect and warmth in the relationship" between the school principals and his colleagues. There is no easy way to make school principals develop this kind of attitude and manifest these types of behaviour patterns towards their teachers and students. There are some principals who put on external behaviour to show that they are considerate to their staff. But their consideration is what Halpin aptly describes as "spray-gun-consideration". Halpin further comments that this spray-gun-consideration behaviour is "typified by the PTA smile, and by the oily affability

dispensed by administrators at faculty picnics and office party. Promiscuous 'Consideration' defeats its purpose by its very promiscuity". It must be impressed upon school principals through panel discussion, role playing, case studies, situational analysis that genuine consideration must be focused upon the individual recipient and must be used to his requirements at a particular time and place.

It is sometimes argued that a school principal suffers from certain handicaps inherent in Indian situation which is not very conducive to his democratic functioning, high initiating structure and high consideration. He has to live under a volley of pressures from management, from guardians, from teachers, from pupils and from clerical and menial staff. He does not have an independent focus and bearing. These complaints are not altogether ill-founded. But as Louis Rubin says, "No administrator is ever free from external pressures - whether from school boards, subordinates, the community power structure of the influence of his peers. And no administrator is ever free from the liabilities of his own personality". The best way out from these obstructing influences is to keep the school goals in mind and strive for group maintenance.

"In his stewardship the principal must not act in the passive mode, preferring serenity to tension and avoiding the pains of growth. Whatever his style and whatever his method, the principal must work unceasingly to create the incentive and desire to improve performance. And no one is so well placed as he to support the teacher, both materially and figuratively, as experimental thrusts are undertaken in the interests of better teaching." (Rubin, 1970, p.65)

It may be recalled that one of the tools used by the investigator was an open end questionnaire administered to the teacher respondents. They have described the following as the behaviour of their school principals contributing most to goal achievement and group maintenance :

- Encouraging, stimulating the teachers.
- Trying to be helpful to teachers in their work.
- Opening up for each teacher opportunities to achieve development and progress.
- Guiding teachers in educational innovations, acquiring new knowledge and gaining new insights.
- Providing practical help in implementing new ideas in practice.
- Functioning as friend, philosopher and guide of teachers.
- Gets buried in school work even forgetting his own family and personal comforts.
- Humane behaviour.
- Just and impartial to all.
- Participating in social events - sociable, mixing and considerate.

Such is, in brief, the image of teacher respondents of the leaders whom they admire, like and love.

The inescapable conclusion is that high school principals should be exposed to training in leadership behaviour; what is important is not knowledge of leadership qualities, but development in them a sensitivity to how their own behaviour affects the behaviour of their teachers in goal achievement and

maintenance of group morale - teacher job satisfaction and satisfaction of their psychological and social needs. Principals should be exposed to effective methods of personnel management, goal achievement and group maintenance. Research and well focused inservice teacher education programmes on developing competence in initiating structure and consideration will go a long way in improving efficiency and effectiveness of school principals in relation to goal achievement and group maintenance.

#### 5.5 Implications for Improving School Climate in Relation to School Leadership

As shown earlier, one of the important correlates of leadership behaviour of school principals studied was organizational climate of schools. The one hundred sampled high schools of Panchmahala district were found to have been spread over all the six climate types - 17 per cent Open, 10 per cent Autonomous, 16 per cent Controlled, 10 per cent each Familiar and Paternal and 35 per cent Closed. Thus, the highest percentage was of the Closed Climate. In terms of combined categories of openness and closedness, the proportion was 43 per cent to 57 per cent respectively. In the Open combined category of schools, 31 per cent principals manifested the HH Pattern of leadership behaviour as against only 18 per cent in Closed Combined category, and in the Closed

combined category of schools 25 per cent of principals manifested the LL Pattern of leadership behaviour as against 11 per cent in Open Combined category. This shows that the HH Pattern of leadership seems to have been more or less associated with the Open type of school climate, and the LL Pattern with the Closed Climate. This relationship with leadership behaviour patterns and organizational climate of schools has a vital application, viz., if the school principals are helped through various devices and programmes of inservice education, they can move towards developing the HH Pattern of leadership which would enable them in moving their school organization to imbibe characteristics of Open Climate and do away with or reduce, perhaps gradually, and that too through planning and conscious and concentrated efforts, the characteristics of Closed Climate.

The study has also shown that the mean of 'Initiating Structure' goes well with Open and Autonomous Climate types (2 out of the 3 climates towards openness), but it does not go so very well with Controlled and Closed climate types. This, if schools principals' standing on 'Initiating Structure' could be improved through inservice training as described earlier, perhaps that could contribute to developing in their schools Open or Autonomous Climate - at least they could prevent their school from sliding down towards Closed climate. The mean of 'Initiating Structure' also seems to go well with Paternal Climate. This Climate is nearer to Closed Climate and is a

member of the Closedness of Climate. Experience has shown that there is a tendency among school principals to put on paternal air of patronage and complacency. If they are exposed to selected right type of value and attitude oriented inservice training, they could be reclaimed and be prevented from being too much paternalistic. The relationship between the 'Initiating Structure' dimension of leadership behaviour of school principals and organizational Climates of schools provides a significant clue to influence and remould school climate on desirable lines by preparing school principals professionally to develop an effective dimension of 'Initiating Structure'. Principals should be exposed to course work, seminar work, role-playing, panel discussion, field-work, analysis of varying events collected from live school situations and case studies so that they are able to perceive clearly and effectively (a) how their relationship is with their colleagues and where and how it can be reoriented, (b) where their pattern of organization is weak and how they can streamline it, (c) what are the strengths and weaknesses of their channels of communication and how better and more fruitful communication links can be established with teachers, students, guardians, officers of the State Department of Education and (d) how they can strengthen and enrich their methods of procedure. This is so far as the relationship between 'Initiating Structure' dimension of leadership behaviour of school principals and openness of school climate is concerned.

The second dimension of leadership behaviour, viz., 'Consideration' has also been found to be significantly correlated to climates, particularly the openness of climates. It was found that t-value of 'Consideration' was significant for Open and Autonomous Climates and for other climates too. The conclusion drawn in the study is that 'Consideration' dimension of leadership behaviour seems to contribute towards the openness of climate. This further strengthens the argument that it is crucial to provide to school principals inservice professional training or education so that they realise the value and importance of 'Consideration' and endeavour to modify their behaviour with the effect that they become more considerate and humane.

Best 'Consideration' is manifested when a school principal exhibits a behaviour indicative of friendship, mutual trust, respect and warmth.

Helping, the school principals to go up on 'Consideration' is to develop in them an understanding that the job of a principal is not merely to run the school - to provide teaching learning to school pupils so that they put up the best performance at the public examination, the S.S.C. Examination which marks the terminal point in secondary education. Actually, this objective can be better served if the principal develops better 'Consideration'. He should realise that his teachers and he belong to the school family. Their psychological and social needs have to be satisfied if the family is to function

well and fruitfully. He should give them due 'recognition' give them opportunity for academic 'adventures in experimentation and school innovativeness, he should create in the school a climate of love, affection, sympathy, mutual trust and respect, and his endeavours should be to see that all teachers feel secured and happy. It would be well for him to try to solve personal problems of teachers, if they have them. Teachers' relationship with the school principal should be such that they readily confide in him their personal needs and problems. He should not hesitate to do personal favours to teachers in their hour of dire needs. He should be the first person to arrive in the school and last person to leave <sup>the</sup> school premises. He should be ready to stay longer in school to help his teachers finish their work or plan an innovation or an experiment. The behaviour of teachers should be genuine or authentic. Their actions or behaviours should emerge freely and without constraint. A balance should inadvertently be got built up in the organization that social control gets established without hindering the satisfaction of social needs and principals leadership acts are initiated, and, at the same time such acts emerge from the group - from the teachers.

Thus, proper professional orientation or training of school principals should be directed to serve three ends, viz. (1) ensuring the emergence of authenticity or openness of the principals and teachers' behaviour, (2) teachers' attainment

of conjoint satisfaction in respect to task accomplishment and social needs, and (3) the latitude within which the teachers, as well as the principal, can initiate leadership acts.

A model of leadership behaviour such as the following should be set before each school principal and he or she should be helped, through inservice training, to move nearer towards the norm or the model. (Halpin, 1966, p.175)

- His behaviour represents an appropriate integration between his own personality and the role he is required to play as principal.
- He sets an example by working hard himself.
- Depending upon the situation, he can either criticize the actions of teachers or go out of his way to help a teacher.
- He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others or show compassion in satisfying the social needs of individual teachers.
- He is 'all of a piece' and, therefore, can function well on either direction.
- He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal.
- He does not have to emphasize production, nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely.

- He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers.
- He is in full control of the situation in school.
- He clearly provides leadership.

Thus, the accent and focus on the training of school principals in leadership acts should be such that they are able to perceive how suicidal and harmful it is for them to be highly aloof and impersonal in controlling and directing the activities of teachers. Though it is necessary for the leader of an organization to set up rules and regulations to determine and guide how things should be done, they should not be formulated in an arbitrary and autocratic way. Teachers should be involved in their formulation. Principals should be helped to perceive that they cannot motivate their teachers to work unless he himself sets a good personal example. He should be vigilant to see that he sounds 'genuine' in his utterances and appears to be so in his actions. It would be a sad thing if he leaves an impression on his colleagues that he is not concerned with their social and psychological needs. When the staff finds him "phony" in his leadership acts, they lose faith in him and the organization begins to wear a climate for which, according to Halpin, the best prescription is "radical surgery".

### 5.6 Implications for Improving Teacher Morale in relation to School Leadership.

Earlier studies done in Gujarat in the field of secondary education have shown that a high and significant correlation exists among leadership behaviour, organizational Climate and teacher morale. As noted earlier, the present study has also yielded similar significant relationship between leadership behaviour and teacher morale. For instance, the study has revealed that among the high schools having high teacher morale, 83.33 per cent of the schools have principals manifesting the HH leadership pattern and out of the schools having low teacher morale, 83.35 per cent of the schools have principals manifesting the LL leadership behaviour pattern. Thus a clear interaction obtaining between leadership behaviour patterns of school principals and teacher morale has been established.

It may be recalled that the HH and the LL Patterns of leadership behaviour of school principals are built from the interplay and intertwining effects of the operation of both 'Initiating Structure' and 'Consideration' dimensions of leadership behaviour. The present study has shown the mean score on 'Initiating Structure' goes on increasing as one moves up from 'low morale' category to 'high morale' category. The conclusion is : higher the 'Initiating Structure' mean, the higher is the morale. Therefore, the programme of inservice training for school principals to improve their mean score on 'Initiating Structure' would further help in improving morale

of teachers in schools. It should be borne in mind that for determination of teacher morale, the investigator had used 'The School Survey' tool constructed by Robert Coughlan. The tool covers four main areas, viz., (1) general administration, (2) educational programme, (3) inter-personal relations and (4) career fulfilment.

The above mentioned four areas of teacher morale encompassed by the 'School Survey' shows that improvement of 'Initiating Structure' behaviour of school principals should be in the spheres of school administration, curriculum, teaching and learning, teacher-teacher, teacher-principal, teacher-pupil, teacher-guardian, principal-guardian, and principal/teacher/pupil-school management relationship, and job satisfaction.

School organization will have to be formulated or planned on democratic lines. Patterns of organization should be such besides their being relevant to the achievement of school objectives or goals they should be flexible and fluid so as to prevent rigidly, hierarchy and status structure developing in worse forms. In many schools, the senior-junior hierarchy gets so much crystallised and acquires the format of steel-jacket that authority, control, prestige and decision-making get into the hands of senior teachers and junior teachers are mostly passive on-lookers, at the best, they belong to the 'follow-the-command' cadre. They are hardly consulted, because it is believed that they have little experience to understand

and judge school issues and events, and they cannot be expected to display maturity in judgement. This ideology on the part of school principal helps in creating an oligarchy monopolising all decision-making and authority, such a situation frustrates young teachers and consequently their morale is adversely affected. It is, therefore, necessary to make school principals be aware of the ill-effects of this attitude and ideology. They should be made to realise, through situational analysis studies, case studies, film-showing and other devices that even junior teachers have good ideas, and creative ideas do not always flow from 'top' to 'bottom' but may flow from 'bottom' to 'top'. They must be given experiences in democratic planning, democratic execution, democratic decision-making, group leadership, human relationship, etc. Their approach to school administration should be such as can give best scope to teachers to realise themselves by developing their latent abilities and creativity, to develop their individuality, to inculcate leadership skills and imbibe group discipline which will go a long way to improve teacher morale.

The same ideology and approach should guide principals' actions in involving teachers in institutional planning. A good deal has been said earlier on the need to improve inter-personal relationship in schools. More of it will be referred to later, when it will be shown how a better orientation of school principals in 'Consideration' contributes to the improvement of teacher morale. Equipping school principals better

to initiate structure and actions may result in their greater sensitivity to the need, as well as adoption of measures that might lead to the creation of such conditions of work in schools that would bring greater job satisfaction and career fulfilment on the part of school teachers.

(B)

As seen in Table 4.8 in the previous Chapter, the 'Consideration' dimension of leadership behaviour of school principals is significantly interacted to teacher morale. That is to say, principals standing high on 'Consideration' dimension of the LBDQ have potentiality to develop high morale among their staff members. The mean of high morale was found to be 46.467 as against 38.321 mean for average morale and 28.341 mean from low morale. All the mean scores were found to be significant at 0.01 level. The study also revealed that schools having principals with the HH Pattern of leadership behaviour had the highest mean score of 168.83 and those having principals with the LL Pattern of leadership behaviour the lowest mean score of 145.55. The P-values of the pair HH Pattern and the LH Pattern, of the LH and LL Pattern, the HH Pattern and the HL Pattern and the LH Pattern and the HL Pattern were not found to be significant. Efforts should, therefore, be made to help school principals through a properly articulated programme of inservice training to develop the HH Pattern of leadership behaviour. If the Standing of school principals on the 'Consideration' dimension of the LBDQ could be improved through proper orientation or training there are good chances

that the staff morale in their schools would go up or improve substantially.

In any organization, productivity or output becomes important. But good human relations should be regarded as equally important. Earlier it has been seen that preparing school principals professionally to be good at initiating structure in their school is helpful in enhancing staff morale. It is now seen as equally significant to improve them on 'consideration' as it, too, enhances staff morale. Ronald Doll (1972, p.37) observes, " Encouraging productivity probably proceeds most satisfactorily when the encouragee relates warmly and constructively to the persons who help the leader. Similarly, showing consideration for others is perhaps most rewarding when the leader who shows it is simultaneously setting up conditions to assure achievement of the goals of his institution".

Good human relation is group maintenance- it is group solidarity and group morale. It is good will on the part of the leader. It is a kind of a skill which enables the leader to relate himself to his social surroundings.

School principals should be helped through training to attempt the following acts if they are to be called upon to contribute to raising staff morale:

- To recognise the individuality of their teachers.
- To strive to develop mutual respect among the staff members.
- To develop good will for each of them.

- To inculcate faith in their intrinsic worth, good intentions, honesty, sincerity.
- To develop skills in relating themselves and others to the social situation in which they are placed.
- To improve their understanding of the content of human relations and practise them.
- To know not only to work well with teachers, but to feel or sense the warm relationships.
- To strive hard to change so that they experience changes in their attitude towards their staff members.

Ronald Doll in a study asked some experienced teachers and alert parents what showing 'Consideration' means to them. They mentioned the following five major actions of principals and supervisors :

- Meeting certain prominent psychological needs of teachers and other persons in the school.
- Guarding and guiding their behaviour and words.
- Recognizing the worth of people around them.
- Helping teachers, parents, and others with their problems.
- Coordinating the work of teachers and other people in the school.

In the Open End Questionnaire that the investigator has used in this study, Some suggestions were made by the respondent teachers as to what the principals should not do and what they should do.

- Principals try to be fair and kind. So they say 'yes' when they should say 'no'.
- They should not show favouritism to some and discriminate against others.
- Teacher's function is not to satisfy or inflate the ego of their principals.
- Principals should guard against themselves lest they give their teachers an impression <sup>that</sup> they are selfish. It is not difficult for teachers to fathom their insincerity and selfish and wicked design.
- They should not try to snatch all credit for good work to themselves - in fact they should give credit for good achievement to their staff.
- They should <sup>do</sup> nothing to terrorise or <sup>to put to</sup> inconvenience the young teachers.

Principals should be smiling and cheery. They should be informal with their teachers. They should be considerate and helpful. They should believe in 'sharing' with their staff. They should be friendly and warm. Teachers should feel no tension or awkwardness to meet them. They should be so mixing types. They should try to participate in as many cooperative activities of the schools where teachers and students participate. They must be dependable. They must discipline themselves to keep their principals.

These are not at all difficult tasks. If properly oriented many school principals can adapt themselves to these tasks.

And once they have become alive to human relations, they can contribute preciously towards group maintenance and raising of staff morale.

5.7 Implications for Improving School Innovativeness in relation to School Leadership.

The Seventh Hypothesis formulated in the present study stipulated that the 'Initiating Structure' dimension of leadership behaviour of school principals bears a significant relationship with the innovativeness of their school. The results of the study have supported this hypothesis. Schools standing 'high' on the innovative scale of Ashma Doctor were found to have principals whose mean score on 'Initiating Structure' was the highest (42.742) and those standing 'low' on the scale were found to have school principals, whose mean score on 'Initiating structure' was 37.491. Among the 31 per cent of the school principals whose schools showed 'high' innovativeness, 54.83 per cent manifested the HH Pattern of leadership behaviour, 19.35 per cent the LL pattern, 22.58 per cent the HL Pattern and 3.22 per cent the LH Pattern. Of the total 49 school principals who manifested the HH Pattern of leadership behaviour, 17, were in schools showing 'high' innovativeness, 25 were in schools showing 'average' innovativeness and 7 low innovativeness. Thus, the 'Initiating Structure' dimension and the HH pattern of leadership tend to be indicative of greater innovativeness of schools in which their leaders work. Conceptually, too, this is understandable. If a principal

shows high 'initiating structure', if he is enthusiastic about innovations and shows keenness to introduce them in his school, the staff members also show readiness to accept a change from traditionalism to modernity. This does not always happen. Staff members may resist change and even do not show readiness to go with the school principals to introduce innovations. Still, a principal in school situation in Gujarat holds a key to the success of educational reforms and innovativeness, because he is the accepted school leader and executive and he is the prime actor in school decision-making and he influences school programmes. Leadership among teachers, especially group leadership among school staff has not quite emerged in secondary schools of Gujarat. This was the finding of Desai's (1971) study on leadership in high schools in Gujarat.

Patel (1973) found that in the case of least progressive high schools of South Gujarat, the number of teachers who were more motivated or more interested was much less and the number of the least motivated teachers was quite high. In Bhagia's (1973) study on the role of school principals in diffusion of educational innovations in secondary schools, it was found that principals play a vital role in developing school innovativeness. Pilo Buch's (1972) findings are similar. If Bhagia's and Buch's findings are valid, they show that principals can play a positive and constructive role in improving school innovativeness. This can be better done by helping school principals improve their standing on 'Initiating Structure'.

The results of the present study do not show significant relationship between the mean scores of 'Consideration' dimension of leadership behaviour and school innovativeness. But such significant relationship is found to exist between 'Initiative Structure' and school innovativeness.

Suggestions have been already made how to improve the standing of school principals on leadership dimension of 'Initiating Structure'. Their inservice training should include activities, tools, methods and techniques which would equip the school principals to do the following leadership acts :

- To establish rapport with individual school teachers so that they can be persuaded to break loose from traditional methods and contents of instruction.
- To organise talks, discussion, etc. by experts or knowledgeable persons on new ideas and new school practices.
- To motivate and encourage teachers to try out new ideas and practices.
- To give teachers credit for efforts-both inputs and outputs.
- To take the help of the Department of Extension Services of the neighbouring college of education to give in-service education to teachers in educational innovations.
- To initiate them - to train them in the implementation of the five stages of adoption of innovation, viz., (a) creating awareness, (b) developing teachers' interest,

(c) evaluating the effectiveness of these preliminary efforts to spread innovations among the school staff, (d) to help teachers develop a mental state which is more congenial to the acceptance of innovative ideas and practices and (e) the final adoption of educational innovations by the school staff.

Patel (1973) found that progressive high schools require 7.5 to 9 weeks for adoption of innovations. Backward schools require a longer period, say, from 13 to 14 weeks. Patel (pp.258-59) observes

"The least progressive schools require relatively more time in the five successive stages. The maximum time is needed in the adoption stage and the minimum in the evaluation stage. In matters of awareness, the least progressive schools consume much more time in comparison to the time taken by the less progressive schools and highly progressive schools."

Bhagia provides additional help in determining the content of training programme for school principals to enable them to diffuse innovations and become agents of change. She has indicated eight intrinsic characteristics of innovations about which principals' understanding should be clearly developed. These characteristics are : (1) adaptability, (2) associability, (3) communicability, (4) complexity, (5) divisibility, (6) flexibility, (7) efficiency and (8) Structuralization.

Adaptability is the degree to which an innovation can be changed and adapted according to instructional or local needs.

Associability is some kind of connection with pre-existing ideas due to which some common features are more or less visible. Communicability is the degree to which the results of an innovation may be diffused to others. Complexity is the consideration whether something is difficult or easy to understand and use. Divisibility is the degree to which an innovation may be tried on a limited stage. Efficiency or effectiveness of an idea or a practice is the extent to which the objectives as claimed by the champions of innovations could be achieved. Some innovations are much more rigid and stringent while some are less restrictive and permit more freedom in individual interpretation and manipulation. Structuralization expresses how well an innovation is structured to be understood by the acceptors and users. The utility characteristics of innovations are : academic effectiveness, burdensomeness, cost economy, pleasure, prestige, relative advantages and time economy.

Bhagia's (p.230) conclusion, which should prove important, in preparing school principals for adoption of educational innovation, is that "the characteristics which weigh heavily in the minds of the heads of schools for adoption of an innovation are usually its communicability, complexity, divisibility, efficiency, structuralization, academic effectiveness, prestige, relative advantage, facilitation, meaningfulness and practicability". The implication is that school principals, through inservice training, be made to perceive these characteristics

of innovations, because more the perception, the greater is the likelihood of its adoption. If principals are trained properly, and adequately in 'Initiating Structure', it would not be difficult to move them to perceive the above characteristics of educational innovations. Barnett (1953, p.379) too observes, "people develop tastes and preferences under the influence of particular experiences and these orientations are significant for the acceptance or rejection of new ideas".

School principals, thus, can play a significant role in diffusion of change and adoption of innovations. In order that they are able to do this well, their standing on 'Initiative Structure' dimension of leadership behaviour should be improved through professional and inservice training and education and they should also be effectively oriented in characteristics and techniques of diffusion of innovations and change.

#### 5.8 Implications for Improving School Standards

The most critical function of the school leadership is to provide rich and effective instruction. Society also wants that schools established for the children of its members should impart quality education, and the society looks to the school principal to perform this task. Improving school standards is always the chief function and prime responsibility of school principals.

Usually, schools which have high percentage of results at the S.S.C. Examination of Gujarat are assumed to possess and high academic status/have their principals manifesting merely the HH Pattern of leadership behaviour. However, the present study has not revealed statistically significant correlation between the academic status of school and any of the leadership behaviour patterns.

But a school principal cannot escape from his primary responsibility for providing instructional leadership. To perform this task he should be professionally trained. Courses in instructional leadership and supervision should be organised for school principals. This training can be long term inservice or short term inservice. It should include courses, seminars, field-training, and the techniques and methods can take the form of lectures, group discussions, panel discussions, role-playing, film-screening, case-studies, situation-analysis, etc. The content may take the following form :

- Modern concept of instructional leadership.
- Tools, techniques and methods of school supervision.
- Curriculum development.
- Dynamic methods of teaching.
- Modifying classroom behaviours of teachers.
- Creating effective learning climate in schools.
- Techniques and methods of group dynamics.
- Planning broad based diverse learning experiences.

- Reporting pupil progress.

In many countries of the world, training courses on full time basis for school principals are being offered. Such full time courses are not likely to be popular, because schools do not depute their principals on full pay for such training, and principals, who are, in many cases, senior persons, cannot afford to go to a university or to a college of education to receive training in instructional leadership on full time basis. They will have, therefore, to be provided with facilities to receive training on short term basis. In some universities, such courses are available. The Departments of Extension Services of some colleges of education in Gujarat organize periodically short term inservice training programmes for principals and teachers. But, unfortunately, all principals do not have a positive attitude to such training programme. Some are found to have developed negative and cynical views and attitudes. They believe that what is, perhaps, necessary is strict discipline, production emphasis and thrust on the part of school principals, and that democratic school administration is not always conducive to improvement of school academic status and standards. Here the State Department of Education, Associations of School Headmasters and Teachers, colleges of education can function as catalysist. They take initiative and lead in stimulating school principals to come out of their dry and cold cell of isolation and swim with the running warm

tion. It is assumed that if these official and non-official agencies in school education help in improving organizational climate of schools, this situation will inadvertently get improved. School principals would be exposed in a larger measure to experiences in educational leadership, group dynamics, instructional planning, modification of classroom behaviour of teachers, developing varied and rich instructional materials and aids, and planning educational experiments and innovations, school quality can be improved and school standards can be raised. Democratic decentralisation of administration, human relations, high staff morale, improved achievement motivation and modification of teaching behaviour would go a long way in raising school standards.

#### 5.9 Suggested Areas for Further Research

The present study is a correlational study. It seeks to establish relationship between the two dimensions and the four patterns of leadership behaviour. It also examines relationship between leadership behaviour on one hand and the organizational climate and its dimensions, teacher morale, pupil motivation toward school, school innovativeness, and school academic status on the other. This research design shows how some independent variables contribute to the effectiveness or otherwise of leadership behaviour of school principals. The study thus is a good help in structuring and reorienting the role of school principal in improving school standards, school achievement index and school functioning.

However, the present research draws its sustenance- its data from the perceptions of teachers mostly. Teachers are no doubt crucial components, but pupils, guardians, school management, community pressures have equally vital interactions in shaping leadership behaviour patterns, school climate, teacher morale, school innovativeness and school's pursuit of academic innovations. In developing societies, the role of the State has begun to be pervading and decisive. Political forces and factors play no small role. Economic factors, too, become crucial determinants. Societal and sociological factors even determine the future of educational reforms or innovations. The reform in examination is a case in instance. Examination reforms like internal assessment are being perceived as educationally and academically sound, but they have not met with success they merit in India because of upsurgent sociological forces. Therefore, questions like school leadership, school organizational climate, staff morale, school innovativeness, etc. should be studied on a larger plane and in the context of the diverse and complex operative factors. The present problem should be further investigated using the perceptions and interactions of (a) pupils, (b) guardians, (c) school management, (d) officers of Education Department and (e) local community leaders or community pressure groups. A study cast in such broader and larger perspective would provide a fuller, and perhaps more valid, picture of leadership behaviour patterns of school principals in the context of leadership correlates.

Educational studies are largely cast in educational setting. They make use of content and material which have predominantly instructional or education overtones. Therefore, by and large, they tend to be 'educational' only. But educational developments are never solely dependent upon educational factors. They have perceptibly demographic, political, social and economic determinants. Thus, educational studies should be inter-disciplinary, and these influences should also be covered in studies such as on school leadership behaviour, organizational climate, staff morale, school innovativeness, school quality and standards. Perhaps such new dimensions and perspectives would conjure up a more dependable and meaningful picture of the problem investigated in the present study.

It could be seen that the present investigation is mostly based on data collected through questionnaire. <sup>tools of</sup> Questionnaires and rating scales are important/research, but their large scale use raises questions regarding the comprehensiveness and validity of the responses. In social research, therefore, other methods like situational studies, interviews, case studies etc. are advocated. It would be, therefore, useful to scrutinise the results of this and such other studies by collecting relevant situations from schools included in samples, interviewing principals, teachers, students, guardians, etc. and reviewing and evaluating these situations with each of these categories of the subjects, do some inten-

sive case studies of good and weak cases of leadership, climate, morale, innovativeness and academic status. All these results should then be examined in relation to the data yielded by the respondents through the questionnaire tools. The picture which would then emerge would provide a better index of school leadership and its role in improving school climate, staff morale and school academic status.

Very few studies seem to have been attempted in Indian environment on organizational patterns or structures, channels of communication, human relationships, democratic decentralised administrative behaviour and pressure groups within and without schools. Such studies are not only pertinent, but they would provide more meaningful and comprehensive data to understand our schools and their functioning. Therefore, further studies on these lines need also be undertaken in India.

Studies on how school principals perceive and perform their roles and how variables like age, sex, urban-rural upbringing, socio-economic status, school size, complexity of organization<sup>affect their role</sup> should also be attempted with a view to reassessing and re-orienting principals' role. Focus in such studies should be on decision-making structure and communication patterns of schools. It should be found out how school principals allocate their role, provide physical facilities, manipulate work-conditions for teachers, endeavour to give them maximum job satisfaction, give them facilities and

opportunities for professional growth and development and how are principals' acts and behaviour are guided by professional and humane consideration.

Experimental studies on the effectiveness of different techniques and approaches as well as different programmes of professional training could also be planned and implemented. Such studies will have practical utility, and they will be better received by school systems, State Education Departments, Professional Associations of School Principals, National Council and State Boards of Teacher Education and university departments of education and colleges of education.

Studies on teachers', Students', guardians' and Education Department's expectations of school principals would also be interesting and helpful. Sometimes teachers accept the authority of the head no matter how inadequately he fulfils his duties, but they have certain expectations of him which he has to fulfil in order to retain their support. Teachers' expectations of their principal have a vital bearing on school climate, staff morale and school quality. This should be brought out through research.

There is also a need to develop different theoretical models for leadership, climate, morale, innovativeness and change etc. This is necessary, because in a vast country like India where school situations are diverse and complex, one model may not work. Different models will have to be tried

out. Such models could be first theoretically prepared and experimentally tried out.

Thus there is a good deal of scope for further research in the area of present investigation. Rubin(1970) and others research workers have provided a strong evidence that the attention of educational scholars is shifting from the substantive to the procedural, from the collection of data about administration and management and teacher backgrounds and the like to a concern with organizational life and specially organizational change. This sort of change also envisages a change in the role of school principals as leader and catalyst. Research should, therefore, reflect this changing perceptions and concern about school leadership and its changing and challenging role.

#### 5.10 Conclusion

The present study, thus, helps in understanding 'the leadership behaviour patterns' of school principals in the context of school climate, staff morale, school innovativeness, school academic status and such other related factors. The findings indicate that the principals who are perceived high on 'Initiating Structure' and 'Consideration' dimensions of leadership behaviour are found to be effective in building up the climate towards openness, in sustaining teacher morale at a high level and in maintaining motivation of students also at a high level. It has also been found that highly

innovative schools have principals manifesting high 'initiation' and high 'consideration', as well as high 'initiation' and low 'consideration' and among the schools with low innovativeness have principals perceived low on both the dimensions. These findings reinforce the key role of school principal in maintaining healthy climate, morale, motivation and innovativeness of the school. This means in the terminology of Getzels and Guba (1957), that ~~the~~ principal must try to reconcile the 'idiographic' and 'nomothetic' dimensions of the school. It also means in the terminology of Hemphill and Coons (1957) and also of Halpin and Winer (1966) that they must maintain balance at a high attitude on 'Initiating structure' and 'Consideration' - the basic dimensions of Leadership Behaviour. When perceived by their teachers, principals should secure high scores on both the dimensions of their leadership behaviour. This is indicative of healthy and inspiring climate in the school. In other words, the leadership style of the principal has an important impact upon the climate of the school and other components that have a vital bearing on school quality or standards.

The present study makes it abundantly clear that the climate of a school is to a large extent shaped by the manner in which the head teacher perceives and performs his role. And as secondary schools increase in size and complexity of organization, there will be a challenge to many heads of schools to reassess their role since the character of a school

can change radically as it increases in size, and former patterns of leadership become inappropriate. The head of a school will need to reconsider the decision-making structure and the communication patterns of leadership become inappropriate. The head of a school will need to reconsider the decision-making structure and the communication pattern of his school and whether the way in which he allocates roles and facilities (classes, rooms, equipments, etc.) are influenced by professional considerations. These factors are equally important in small schools.

Thus, the principal of a school now has to play a complex role as a leader of the institution. For this complex role the principal should be adequately equipped, but it is rather ironical that little efforts are made in India, particularly in Gujarat, to provide him adequate training. In view of this fact that where is a good accumulation of research evidence on school administration, there is now a good case for preparing heads for their role in a much less haphazard way than in the past. (Tylor, 1966)

In order to sustain the teacher morale and retain their support, the principal will have to fulfil their expectations of him. It is expected that the leader of a school should protect the respect and dignity of the teacher specially in the presence of pupils and parents. The principal, under no circumstances, can afford to treat the teacher in insulting tone in the presence of the pupils and parents. His role must

be to facilitate the work of teachers. Not only that he has to support his teacher at every point in proper perspective. Whatever his style or the pattern of leadership, he must seek to create incentives and desire to improve performance of teachers. He must, to the fullest extent of his energy, appraise and evaluate his organization from time to time, and he must insist upon renewal and change which is intelligent, purposeful and desirable.

Educational thinkers agree that the pace of recent social change has brought the school to crisis (Rubin, 1970, p. 140). This is true of several developed countries as well as developing countries like India also. Technological innovations, teacher militance, explosion of knowledge, pressures on the schools to prepare the young adequately for a complicated society - all of these emphasize the urgent need for improvement in education in India. These changed circumstances expect new role of the head of the educational institution. The recent published literature on education provides a strong evidence that the attention of educational scholars is shifting from the substantive to the procedural, from the collection of data about administration and management and teacher backgrounds and the like to a concern with organizational life and specially organizational change. This sort of change also envisages a changed role of the principal of a school. This is also supported by the present study. It is seen from the study that the school principals seem to have subordinated their

instructional leadership. The principal of the school cannot afford to eclipse himself by manifesting his managerial role only, which so often conflicts with his role as the instructional leader of the school. In the context of the schools, the notion of leadership is associated with the instructional leadership of the principal. This indicates that to be an effective leader of school, a principal has to be effective on his instructional side as well. Every principal is basically a teacher first and an administrator later. In the absence of this instructional expertise in the principal, the teachers as well as the students will not respect him as a leader of the school howsoever high he may be on "Initiating Structure" and "Consideration" dimensions of his behaviour. Every principal should bear in mind this important aspect in school situation. He should be up-to-date in the subjects he teaches in the school. Gagne (1970) and Gschwind (1970) also suggest that the principal, whatever else the demands of his role (or behaviour) require, must also function as a teacher as he undertakes the basic task of educational leadership.

Teachers may come and teachers may go. Principals may also come and go. One change will be followed by many changes, but the position of the principal will remain in school. Change will not eliminate the principal. On the contrary he is the person who brings changes in the school. The principal will need to honour his evaluative and planning duties more than he did in the past. He should evaluate his school from

time to time with the help of the tools that have been used here and should introduce necessary changes accordingly. He should judge the school performance continuously and should arrange for required improvement.

The school organizations seem to lack in proper coordination. A limited amount of coordination among teachers of various subjects is desirable in the interest of the all round development and the progress of the child in particular and the school in general. For these reasons, the principal of the school must give continuous attention to the need to improve coordination between schools and among sub-units within a school to improve instructions.

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The school leadership is not monopoly of the school principal. At certain occasions teachers' and supervisors' leadership will also have to be encouraged and recognized. Under no circumstances the principal should try to curb down the leadership of his colleagues whenever their leadership is desirable in the interest of the school. The principal should learn to recognise and respect the abilities, competition and motivational patterns of his teachers and should learn to nurture the leadership skills of his colleagues. In his behaviour the principal should be very much conscious about this particular aspect.

Effective principal is one who arranges his school's operation in such a way that materials, human relations and resources are correlated in a thrust towards organizational achievement. It follows from this that a principal should be very well conscious of the goals of the school.

The principal's particular set of abilities, the particular circumstances in which he works and behaves has strong bearing upon his success. This indicates that the principal should behave according to the situation that arises. At times he will have to raise himself on one dimension and at times he will have to raise himself on the other dimension of his leadership behaviour, the total impression being balanced on both the dimensions at high altitude.

It may be that the principal is always at crossfire between teachers and managing body, between the need of the individuals and the objectives of the institution, between "nomothetic" dimension and "idiographic" dimension. Management wants him to be high on 'Initiating structure' and the teachers would expect him to be higher on 'Consideration'. On the one side teachers are asking for better working conditions as well as right to be involved in the decision-making process and in framing educational policy, on the other side, the community wants education at reduced cost. This is a challenging task for the principal. The principal will have to develop specific leadership skills with respect to teachers' demands and

community aspirations, and expectations of him.

It has already been discovered by researchers that the school improvement programme really seems to be difficult and challenging. The principal and the schoolmen should prepare for the thrust, work to acquire knowledge not only for leadership but of the ways in which it can best be put to use in consonance with school improvement in multifarious dimensions.

In the light of such findings, that the present study has yielded the colleges of education will have to reshuffle their courses in the area of "Educational Administration" in the context of the leadership that their product is expected to manifest in school. They will have to reframe the courses on the life of school organization, organizational change, leadership behaviour, teacher morale and motivation of students. This demands the reshuffling of the courses in other areas also. If an awareness to this end is created among school administrators and teacher educators, it would be presumed that studies like the present have fulfilled their role.

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