

ABSTRACT

**PROBLEM :** A Study of Leadership Behaviour and Its Correlates in the Secondary Schools of Panchamahals District.

Candidate : Shri D.R. Darji

Research Guide : Professor D.B. Desai

**I. THE PROBLEM**

The present research relates to the study of leadership behaviour of the principals of secondary schools of Panchamahals and its correlates. Three minor problems grew out of this problem, viz., (1) to determine the dimensions and patterns of leadership behaviour and to measure them, (2) to examine and correlate both the dimensions and patterns of leadership behaviour with organizational climate of schools, teacher morale of teachers working in them, motivation of pupils of Std. X. of these schools towards school, school innovativeness, and school academic status and (3) to relate some independent variables like age, sex, experience, mobility etc. of school principals and rural-urban and socio-economic status of schools to the two dimensions (viz., 'Initiating Structure' and 'Consideration') and four patterns (viz., HH, HL, LH, and LL) of leadership behaviour.

The Central hypothesis of the study is : Leadership

behaviour is closely and significantly correlated with organizational climate of schools, teacher morale, pupil motivation toward school, school innovativeness and school academic status. The testing of this hypothesis necessitated the testing of some minor hypotheses that grew out of it. In all eight hypotheses have been tested. They pertain to dimensions and patterns of leadership behaviour manifested by school principals in varying contexts of climate, morale, motivation, innovativeness and change and academic status.

## II THEORETICAL FRAME WORK

In an organization, leadership plays a crucial role. Initiating structure and consideration inputs on the part of the leader go a long way in maximising outputs, particularly in moving the organization towards openness and away, from closedness, goal achievement, group-maintenance or morale, creating a vigorous environment for innovations and change, tuning up high motivation toward the organization and raising its achievement status or production-outputs. In order that the organization remains in dynamic equilibrium and is highly productive, leadership behaviour geared to task-achievement, needs-satisfaction, and group maintenance must be integrated. Variables like organizational climate, morale, motivation, innovativeness, and achievement are indicative of task-needs integration and they are critical indicators of effectiveness of leadership behaviour and of organizational functioning or health.

### III METHODOLOGY

One hundred or 70.92 percent of total principals of secondary schools of Panchamahala district, 400 teachers selected at random from these schools and 1,000 pupils of class X) constituted the subjects of the study. In the selection of the sample care has been taken to cover all the eleven talukas or sub-administrative units of Panchamahala District and all types of secondary schools in terms of urban-rural location, size of enrolment, socio-economic status of the community, management, single sex and coeducational status of pupils etc.

The research instruments comprised of (1) the LBDQ by Halpin and Winer, (2) the OCDQ by Halpin and Croft, (3) the School Survey by Coughlan, (4) Innovativeness Scale by Ashma Doctor, (5) the JIM Scale by Frymier, (6) Open Questionnaire for teachers devised by the investigator and (7) Personal Data sheets for Respondents.

Means of Initiating structure and Consideration dimension of the LBDQ were calculated. Four leadership behaviour patterns, the HH, the HL, the LH and the LL were identified and computed. Besides mean scores, t-values and p-values of different variables were computerised. Multiple R and Regression Equations for each of the dimensions of leadership behaviour of the school principals, namely, 'Initiating Structure' and 'Consideration' were calculated.

## IV. RESULTS

The findings support the major hypothesis that leadership behaviour dimensions and patterns are critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and academic status.

The research evidence indicates that leadership behaviour, organizational climate, teacher morale, academic motivation, innovativeness and achievement index can be measured with the help of tools used in the study. They possess a good degree of validity and their results compare well with the results yielded by comparable studies done in Gujarat, other part of the Country and abroad.

The research has revealed that the percentage of principals manifesting the HH pattern of leadership is the highest (49 p.c.). All principals of Open Climate schools manifest the HH pattern, as one moves from 'high' morale schools to low morale ones, the percentage of principals manifesting the HH pattern goes on decreasing, there is no direct relationship between pupil motivation and leadership behaviour of school principal, most of the schools having 'high' innovativeness have principals manifesting the HH and the HL leadership behaviour patterns. Most of the schools of high academic status have school principals with the HH Pattern.

The leadership behaviour dimensions and patterns have been found to be significant in relation to variables of climate, morale and innovativeness but not in relation to pupil motivation towards school and academic status of school.

In brief, the research evidence provides critical indicators of the effectiveness of the role that leadership behaviour of school principals can play in improving organizational functioning or health of school systems. It would be fruitful to expose the school principals to inservice professional training in leadership acts.

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