

CHAPTER - I

FOUNDATIONS OF LEADERSHIP



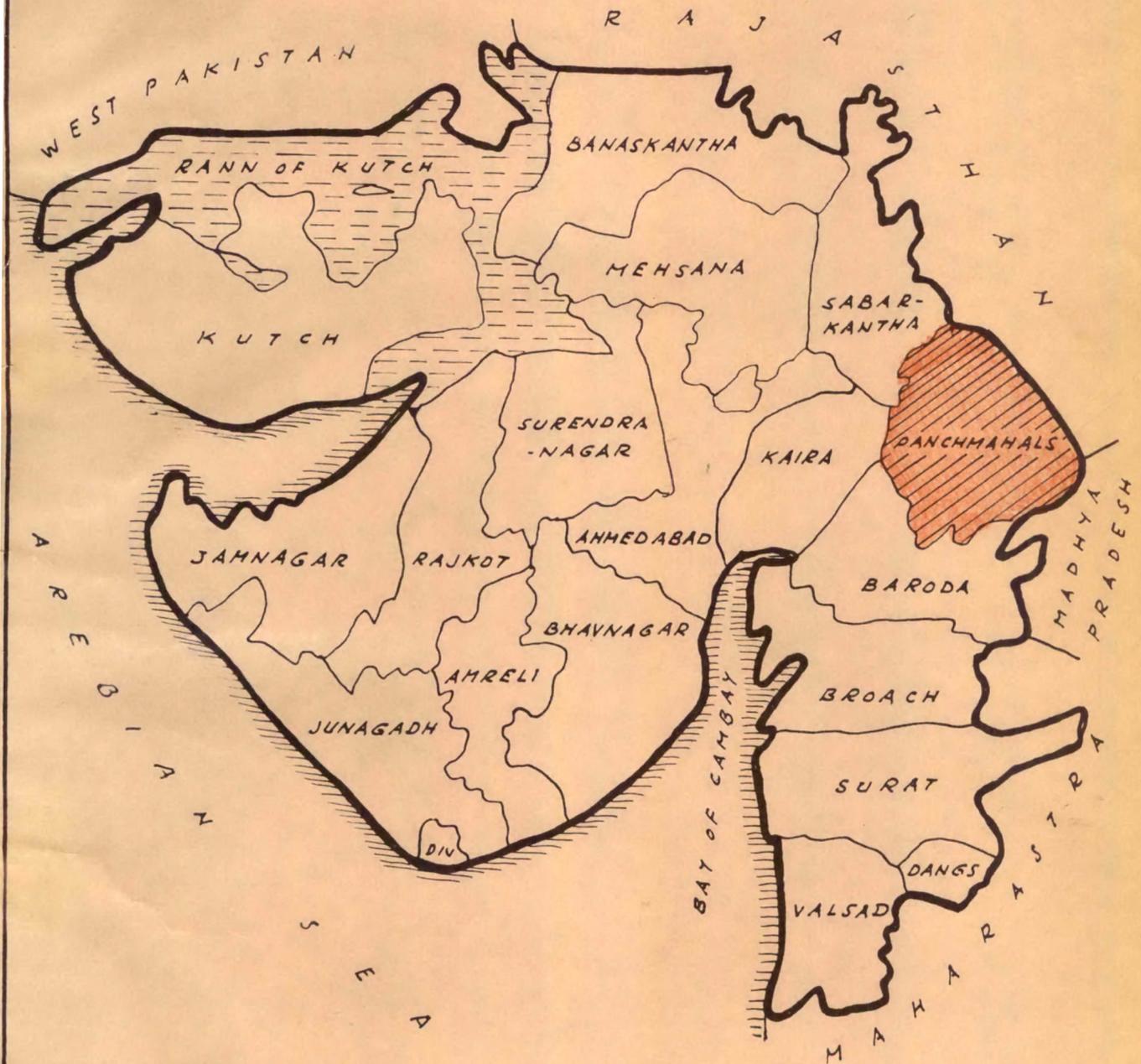
"More can be learned about leadership by centering attention upon leadership acts than upon leaders. The essential element in leadership is that acts take place which affect behaviour, not that a particular person be present when these acts are performed or that a particular person supply these acts"

- Campbell,  
Corbally,  
Ramseyer,

Introduction to Educational Administration, (Allyn Bacon, Inc., Boston, 1963,) p.163



MAP OF GUJARAT  
(1975)



CHAPTER - I

THEORETICAL FOUNDATIONS OF LEADERSHIP

(Including a Frame of Reference for  
the Investigation)

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- 1.1 Introduction
  - 1.2 Foundations of Leadership
  - 1.3 Approaches to the Study of Leadership
  - 1.4 Styles of Leadership
  - 1.5 The Concept of Leadership : A close look
  - 1.6 Leadership Behaviour
  - 1.7 Integral Relationship Among Leadership Behaviour, Organizational Climate, Staff Morale, Innovativeness, and Motivation.
  - 1.8 Correlates of Leadership Behaviour of principals in the secondary schools.
  - 1.9 Conclusion

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### 1.1 Introduction

Secondary schools in Gujarat, and as a matter of fact in other Indian States also, have turned out to be the weakest link of Indian Education. A number of critical issues and alarming trends have emerged in the sphere of education in the post-independent period. The expansion has been rather rapid and out of proportion of the needs and capacity of educational finance to contain and sustain it. Further, there are too many schools which have turned out to be uneconomical and wasteful. The bulk of the teachers who are managing these schools do not have the motivation and commitment to schools, their goals and functions. Teaching has been mechanical with a focus on imparting factual knowledge at the best and training memory. Examinations dictate curriculum, methods of teaching, pupils' learning and their values, attitude and character. The organisation is structured on hierarchy status and position. Several studies made recently of secondary education in Gujarat such as by Buch (1972), Bhagia (1973), Kumar (1973), Patel (1974), Shelat (1975), Pandya (1975), and others have shown that the administrative behaviours of the school leadership tend towards authoritarianism rather than democratisation and recent pilot studies by Gandhi (1975) and Sahastrabudhe (1975) have shown that the measures of pupil control ideology and dogmatism among school principals and teachers are also high.

Such a dismal scene in the secondary schools of a State would pose several administrative, academic, financial and human relationship problems. Secondary schools of Gujarat may be assumed

to be under tension. A number of them have turmoil within their walls which is sometimes not apparent to a ~~casual~~ on-looker. The 'inner life' of schools appears to be not happy, quiet and conducive to good teaching and learning. In this context, the school leadership becomes very crucial. The studies referred to above have shown, among other things, that leadership in school holds the key of climate, morale, school effectiveness, pupil motivation towards school and ultimately school standards.

Though some attempts have been made to study leadership in the secondary schools of Gujarat, not enough labour has been expended in this direction. There is avowedly need for more and further research in school leadership, and looking to the great tempo in educational research in the M.S. University of Baroda since 1971, Baroda seems to be a centre which can, because of its expanding resources in educational research, be a place where research in school leadership could be fruitfully focused. That is one consideration which prompted and actuated the present investigator to attempt the present study on leadership in secondary schools.

A school is an organization where cooperative endeavours of various constituents are geared towards the achievement of its organizational goals. The principal of the school is a designated leader. However, it is not possible for him to gear single-handedly various constituents of the school to the direction of the fulfilment of the desired goals. He needs the help of his staff. He has to facilitate the work of the teachers. His responsibilities

a leader of the school are multifarious. These include the continuous evaluation of his organization, diagnosis of students' weaknesses, assimilation and institutionalization of new ideas, opening new horizons in the field of pedagogy, gearing the administrative machinery toward the progress of the school, and so on and so forth. All these responsibilities can better be manifested in the healthy school climate. The leadership behaviour of the principal can contribute in building up the climate to a considerable extent. However, this is a hypothesis and needs to be testified, through further research over and above the few that have been attempted so far.

The chief forces leading to exploration in this area are : changing roles and redefinitions of the expectations from the supervisors and principals according to the changing school system in tune with the time; the development of new horizons of administration of an organization; manifestation of powerful enthusiasm by the public in the decision-making process of educational affairs; growing demand from teachers for securing more and more job securities and also the growing demand from students to be the participants in the decision-making process of some crucial issues within the school.

Behaviours of leaders create far-reaching effects on the persons working in their organizations. Their behaviour in the organization has a greatest meaning. In any organization there are purposes, set up, size, status and security factors, pressures and crisis. This is the burden of songs of the published literature

on organizations published in the last two decades or so. Under the circumstances, the real and the only question is not that of the status of a leader, but is that of the manifestation of leadership behaviour towards effective achievement of the set goals. This would involve questions such as, how a school principal should behave to improve the standard of quality in his school through the improvement of school climate, assimilation of new ideas with the changing time, maintenance and improvement of teacher morale, and of the motivation of students towards the school. These are some of the resultant correlational factors of effective leadership behaviour of school principals. This lends a further focus to the main theme of the present investigation.

As observed earlier, though school leadership in Gujarat is not a virgin field of research, a good deal of research is needed to seek solutions for many and manifold issues arising in schools having a bearing on leadership. The present one is one of the efforts made in that direction. It is pertinent in such a study to attempt to deal with and clarify the development of the concept of "leadership" and the exploration of the foundations of 'leadership' in relation to secondary schools. Other correlated factors also need exploration and examination within the frame of reference of the present investigation.

## 1.2 Foundations of Leadership

Men and women with vast knowledge and tremendous capacity for independent thinking <sup>form</sup> the backbone of a nation. They have adorned and glorified the history and are always needed in large

numbers. They have all along been the leaders of nations all over the world. Some of these leaders may have inborn leadership capacities, but many of them are made leaders either through training or field-experiences that come to them accidentally in their professional career become leaders with their own efforts and abilities. Here, in these observations, lie the rudiments of the various foundations of leadership.

(a) Historical Foundations of Leadership

Leadership has occupied the mind of human beings, from the times immemorial. Much of the record of human experience, which the civilized world has stored and preserved, concerns leadership. Man makes the impossible task possible. Much depends on the nature of the leader. Early writers have devoted considerable space and energy on problems of leadership. Plato, for instance, in his 'Republic' gave considerable attention to the characteristics of the "philosopher King", the ideal and just ruler of the men. Machiavelli's 'The Prince' presented detailed strategies on how a leader could gain and maintain power over others. Lord Krishna's 'Sanjay' provided demonstrable traits as a leader of the Pandavas after getting proper motivation from his friend, philosopher and guide.

Some investigators dogmatically claim that history itself is a vivid record of the successes and failures of man's leadership efforts. Interest in leadership has been a phenomena of long historical concern. The problem of leadership has become one of crucial importance in the modern era of rapid social change. In

view of this fact, it seems worthwhile to examine what behavioural scientists have discovered about the aspect of interpersonal behaviour and to extend it further by opening new horizons in the area of researches.

(b) Philosophical Foundations of Leadership

As soon as human beings tried to live a steady life at one place, they felt the need of a person who could lead them, who could take the initiative in leading them to the new areas of human life. Thus, from ancient times, 'hero-worship' has been a manifestation of leadership. Leader is the 'hero' of the led. This observation leads to the philosophical foundations of leadership.

Philosophical foundations of leadership explain the traits (X) or qualities of a leader. Persons who are born with certain traits, qualities or characteristics are fit for their leadership roles. Among the many, some of the outstanding personal traits that qualify a person to be a leader are intelligence, creative imagination, emotional stability and steadfastness. The implication of this thesis is that persons possessing these qualities should be sought out and selected (O) to perform leadership roles. This means that the selection of persons for leadership position completely depends on the capacity of the persons to lead as circumscribed by the possession of the selected few traits. During the eighteenth and nineteenth centuries, philosophers were preoccupied with hot discussion and arguments about the controversial issue of relative importance of the qualities and traits of great men versus the situations these great men found themselves to be in.

One group of philosophers asserted that the personal qualities of the great men, such as Ceaser, Napoleon, Churchill, Gandhiji and the like carved the course of history of mankind.

(c) Psychological Foundations of Leadership

Before the end of the World War II, the concept of leadership received further exploration and enrichment from psychology. This view point was distinguished by a search for a type of leadership that would discriminate 'leaders' and 'non-leaders', between 'th leaders' and 'the led'. Psychological foundations of leadership is a logical development of the philosophical foundations. It puts emphasis on the pattern of personal characteristics of leaders with reference to or in relation to the characteristics, activities and the goals of the followers. Leadership is perceived in terms of the interaction of variables which are continuously changing. Psychologists do not accept the pattern of traits that characterize leaders. They have a tendency to focus on personal qualities associated with leadership position. Psychologists have not been able to clarify which traits are most important in specific leadership position.

(d) Sociological Foundations of Leadership.

There is no 'leader' without 'followers'. They are relative terms. One cannot be explained without reference to the other. Leadership<sup>is</sup> always found in the same kind of group, and the leader functions essentially in relationship to his followers. Sociologists lay more emphasis on the characteristics of a group rather than on the leader who leads the group. It is an interactive

process between members of the group, specifically an interaction between the leader and the rest of the group. Psychologists tend to focus on personal traits associated with leadership position, whereas sociologists focus on aspects of the situation in which leadership is attempted.

(e) Behavioural Foundations of Leadership

Behavioural foundations emphasize observed behaviour of leaders in specific situations. Behavioural scientists accept that the people who are involved in leadership, do possess some personal inherited traits and they function in a particular situation. They reject the plain statements about casual relationship. Behaviour of a leader may differ from situation to situation. Leader who is successful in one situation may fail in another situation, if he does not change his pattern of behaviour. This means according to behavioural foundations of leadership, a leader will have to change his pattern of leadership behaviour according to circumstances. If he is not in tune with the time, he will no more remain a leader, he will be thrown out. This line of thought is useful to the man of practical affairs, such as school administrator, because it focuses on things that are actually happening rather than finding the causes of observed behaviour. It puts emphasis on results rather than on reasons. The present investigation is based on this line of thought.

These foundations provide sound foundation for the present investigation. The understanding of these basic ideas about leadership facilitates the understanding of the concepts of

'leadership' and 'leadership behaviour'. These lines of thought lead to various approaches to the study of leadership which are touched in the next section.

### 1.3 Approaches to the Study of Leadership

The success of a leader in getting the work done through others depends to a great extent on his knowledge of the principles, concepts and techniques of human relations and his ability to apply knowledge in proper perspective and spirit. The knowledge of leadership as such is critically related to the art of influencing human behaviour. But mere knowledge about the causes that make people behave will not necessarily ensure successful leadership. Consequently, in order to understand the nature of leadership in its entirety, it is essential to study and understand its components and the process of its functioning. With this end in view, the following brief review of some of the approaches that have been used to investigate leadership and to explain its nature will help in exploring this area for further study. The material that will be presented in the next few paragraphs is drawn broadly from studies and works on leadership, though no attempt is made to identify any finding and relate it to its author.

#### (a) The Trait Approach

One of the bases of the philosophical foundations - one of the earliest approaches to the study of leadership is called 'The Trait-Theory'. Employing an inductive procedure, researchers and writers in this area have attempted to study leadership on

the basis of personality traits and characteristics of successful leaders. According to Tead (1935), there are ten qualities that are essential for effective leadership : physical and mental energy, a sense of purpose and direction, enthusiasm, friendliness and action, integrity, technical mastery, decisiveness, intelligence, teaching skill and faith. Bernard (1938), on the other hand, lists the following traits or qualities: physique, skill, technology, perception, knowledge, memory, imagination, determination, persistence, endurance, and courage. Somebody else would also come out with the third list of such qualities. No two lists agree on the essential traits and characteristics of effective leader. Consequently, there will be a sheer confusion, if too much reliance is placed on this theory. And because of such problems and various other considerations, such as size, sample, period of time covered, and so on, it is quite obvious that other researchers would entirely disagree with and not support the Trait Theory. However, according to Jenkins(1947), certain minimum abilities may be expected of all the persons in leadership position.

The Trait Theory does not satisfy the research workers in this area because of the following reasons :

- (1) Qualities possessed by the leader may be possessed by many among the non-leaders or followers;
- (2) Wide variations in the qualities of leaders in identical situation may exist; and

(3) Greater divergence in the traits and qualities of leaders working in different situations can also be found. This state of affairs creates confusion and does not provide sufficient data for studying the leadership from this angle.

(b) The Type Approach

This is another basic attempt to explain the nature of leadership. The research workers following this line of thought have concluded that there are essentially four types of leaders: (i) the dictatorial leader; (ii) the autocratic leader; (iii) the democratic leader; and (iv) the ~~laissez~~-faire leader.

The dictatorial leader gets the work done through fear. He is generally called the 'negative leader'. Out of the fear, the followers are motivated to do what they are told to do. Results will be achieved, but there is no surety that the quality and quantity of the results will remain high over a period of time.

Autocratic leadership is characterized by centralization of authority and decision-making in the leader. He is neither negative nor positive. He compels his followers to rely upon him for the satisfaction of their needs. He is the only source of power, authority and responsibility. Subordinates are not allowed to participate in decision-making process. He always wants 'yes man'. His 'word' is a law. This type of leaders provide no opportunities to others for their professional growth and development.

Democratic leadership, in contrast with the autocratic leadership, is based on decentralization of authority and decision-making. Under these leaders, decisions are taken democratically. In the institution, where there is democratic atmosphere, the followers work as a social unit, and with best of their abilities. They have high morale and enjoy "the openness of mind". This type of leadership is ideal and desirable. But, at times, democratic leaders cannot function only on democratic methods. They have to modify to behave otherwise in some situations, their behaviour in light of men and situation they have to deal with.

Under the laissez-faire leadership there is free rein without restraints and a group behaves independently creating, at times, complete chaos. Here, a leader makes very little contribution towards the goal achievement. As a matter of fact, the leader does not play the role of a leader at all in the true sense of the term. Different individuals proceed in different directions. There is no unity of purpose at all in this group.

#### (c) The Situational Approach

It is not always true that a leader will behave or function in one way. He may change his treatment to his subordinates according to situation. He may have to be flexible and adjustable to the group if he wants to be effective as a leader. This line of thinking has given rise to a more recent and generally acceptable approach to the study of leadership, called the 'Situation<sup>al</sup> Approach'. Here, the leadership is a total function of situation. At one time the leader manifests one pattern of leadership behaviour, at an

other time, another pattern. It does clear the confusion between the Trait Approach and the Type Approach. But this conclusion needs empirical research. This itself is a problem for this approach. The measuring tool is also coloured with the situational environment and may not be valid and reliable for all the situations. Sanford (1952) also shares this type of criticism. According to him, there are either no general leadership traits, or, if they do exist, they are not identifiable in psychological or common sense terms. In a particular situation, leaders do have traits which distinguish them from the followers, but it is very difficult to decide what qualities distinguish leaders from the followers, as they vary from situation to situation.

(d) The Behavioural Approach

This approach is the result of underlying defects of the above approaches. This approach to the study of leadership concentrates on observed behaviour. It may, however, not be possible to measure all the behaviours of an individual. Human nature as well as human behaviour are mysterious phenomena. There is a continuous interaction between the behaviour of the group and the behaviour of the leader. They are intrinsically interwoven. Their behaviour is determined by the expectations imposed by the institution. The behaviour of the principal of a high school is greatly influenced by the attitude of the school management and the behaviour of teachers under him and vice-versa. And his behaviour as well as <sup>those</sup> of his colleagues may be governed, to a varying extent, by Departmental regulations, and the pressures from the

community and management. Hemphill (1955), Halpin (1955) and Shartle (1956) are the first explorers of the behavioural approach to the study of leadership. Shartle identified two criteria of leadership behaviour: (i) human relations and (ii) get out of the work. These are two dimensions of leadership behaviour. Hemphill and Halpin refer to them as "Consideration" and "Initiating structure". Researchers who have explored this approach have used various other terminologies for these dimensions, such as "Task effectiveness" and "interaction effectiveness"; "goal achievement" and "group maintenance"; "concern for production" and "concern for people"; "production centred" and "employee centred"; and recently "system orientation" and "person orientation". Halpin (1952) developed a tool to measure the two dimensions, "Initiation" and "Consideration" of leadership behaviour. The tool is known as "Leadership Behaviour Description Questionnaire" or the LBDQ. Leaders receiving high scores on both the dimensions are considered to be effective leaders. This tool is widely used in the field of educational administration to measure the leadership behaviour of the heads of the educational institutions. In the present study also the same tool will be used. In other words, the behavioural approach is employed to study the leadership of school principals.

After discussing the 'leadership approaches', an attempt will now be made in the next section to examine 'the styles' of leadership.

#### 1.4 The Styles of Leadership

As stated earlier in the previous section, 'leadership' and 'followership' are relative terms. The growth and development of the institution depends on the leadership-followerships relationship. Styles of leadership <sup>are</sup> based on the relations between leaders and followers. Lipham (1964) has identified three different leadership-followership styles viz., (1) normative; (2) personal; and (3) transactional.

(1) The Normative Style : According to this style, <sup>the</sup> leader looks upon his role, i.e. what he is expected to do to achieve the goals of institutions rather than to the requirements of the individual. A leader has to behave according to certain rules and regulations (norms) prescribed by his institution.

(2) The Personal Style : Here the emphasis is on the personal dimensions of behaviour and accordingly on the requirements of the individuals rather than on the requirements of the institution. Here, the man rather than machine is more important. It is based on the philosophy that better results will be attained if each person in the organization is given the opportunity to contribute to the fullest extent of his capacity towards the growth and development of the institution.

#### (3) The Transactional Style

This style is shaped according to situation. Under one set of circumstances, it will attain one shape and under another set of circumstances it will take another shape. It takes intermediate

position between 'normative' and 'personal' styles. The institution and the individual, both are taken into account. <sup>The</sup> leader has to find compromise between these two. He has to work within the limitations of an institution and within the limitations of individuals. This task is not easy. Getzels and Guba (1957) have also observed that, though most desirable, this style is vague or hazy and not well defined.

These three styles are figuratively presented in the Chart I given on the next page.

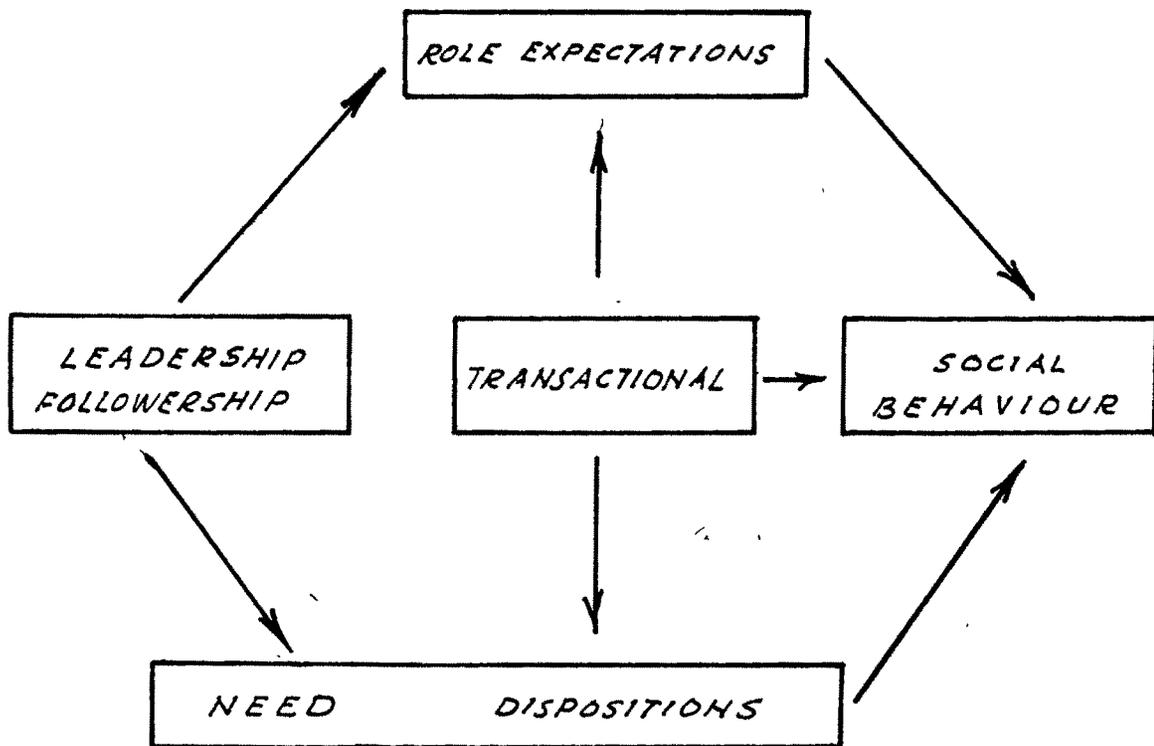
In the subsequent section, on the basis of the view-points reflected in the foregoing pages, some more clarification about the concept of 'leadership' is given.

### 1.5 The Concept of Leadership

In the preceding pages dealing with the foundations of leadership, various approaches that have been employed for the study of leadership, and leadership-followerhip styles have been discussed. Research workers have studied leadership from various angles and have identified and described leadership from their own view-points. Here, in this section, an effort has been made to give some more clarifications about the concept of leadership, on the basis of various approaches of studying leadership embodied in current literature on leadership.

(1) Various View-Points: The word "leadership" has a variety of definitions and interpretations. The concepts of leadership and administration are changing very rapidly. There is a great divergence among writers and research workers on the meaning of word <sup>the</sup>

THREE LEADERSHIP-FOLLOWERSHIP STYLES



"leader". It is used by some people to refer to almost every type of administrative, executive or supervisory behaviour. Others use it in a more limited sense. Leadership is defined in terms of qualities of the individual. Still many others consider it as a process of interaction or as an aspect of an organization, where the scope of action for individual is defined in making decisions, in carrying out duties and shouldering responsibilities in a cooperative way. The term "leadership" is again used in an evaluative sense. Halpin (1960) says that when a man manifests leadership, it is implied that he is <sup>a</sup> good or effective leader.

The majority of behavioural scientists divert from the above views. According to Lippman (1964), the leader is a change-agent who initiates change in the institution and the administrator is a stabilizing force looking after maintaining or running the machinery. This view is also debated. An administrator may not be merely a maintaining agent; he can introduce changes too. Similarly, a leader may not always facilitate changes, he can prevent changes too. Thus, a good leader, may be a good administrator and vice-versa.

Similarly, the terms 'manager' and 'leader' are not synonymous. However, an effective manager is a leader as well as manager; but it does not follow from it that all managers are leaders. The manager may direct people through the use of formal authority; the leader influences people through the use of personal powers or informal authority. The effective manager usually does both. The same is true with the effective school principal. A manager is a formal leader while the leader of a trade union is an informal

leader who manifests a variety of leadership acts according to the emerging situations. Similarly, a principal is a formal leader and the informal leadership may be with somebody else in the staff. Informal leaders may go on changing from situation to situation.

Now according to the National Education Association (the NEA) (1960), leadership is defined as that action or behaviour among individuals and groups to move towards educational goals that are increasingly mutually acceptable to them. Tannenbaum, Weschler, and Massarik (1961) define leadership as interpersonal influence exercised in situation and directed, through the communication process, toward the attainment of a specific goal or goals. Here, in these definitions, the essential thing is that the leader is the one who influences the others to achieve given objectives in a given situation. The followers may be peers, subordinates or superordinates.

A leader is a leader. Bass (1965) says, he who is engaged in leadership acts is a leader. Stogdill (1952) says that persons <sup>themselves</sup> in different leadership positions engage/in different specific behaviours.

Leadership is influence, a positive influence act directing a group and making difference among groups. Gurnee (1936), and LaPiere and Fransworth (1949) defined leaders as agents of change, as persons whose acts affect other people more than other people affect them.

Stogdill and Coons (1957) give five types of definitions of leader behaviour: viz., (i) behaviour in consonance with a given position; (ii) all the behaviour of the individual designed

as leader; (iii) any positive influence act; (iv) behaviour of any individual that makes a difference or modifications in the behaviour or the characteristics of the group; and (v) behaviour of an individual as a director or a guide for the activities of a group. These viewpoints summarize the various definitions cited previously.

Still some other students of leadership assume that there is a group of people called leaders who are distinguishable from others called followers. Bell, Hill and Wright (1961) conclude that leaders are found among leaders of status positions, power people in the community, active volunteers, opinion-influence people, and events-oriented people rising to the occasion - opportunity users.

However, Stogdill's work (1948) indicates that there is some justification to support the fact that leaders excel in intelligence, scholarship, dependability, activity and social participation, and socio-economic status. The qualities, characteristics, and skills required in a leader are circumscribed, however, to a greater extent by the demands of the situation in which he functions. Myers (1954) corroborates Stogdill on the point that these characteristics denote qualities of an interactional nature and no single characteristic is a possession of all leaders.

Campbell (1963) advises to concentrate on leadership acts rather than on leaders. Ross and Hendry (1957) suggest that the leader affects the group by initiating action, facilitating communication, establishing structure and implementing his own philosophy in the manner in which he leads. According to Hamphill

(1949), the most exhaustive list of dimensions by which the influence of leader on the group could be measured ~~is~~: 'size', 'viscosity', 'homogeneity', 'flexibility', 'permeability', 'polarization', 'stability', 'intimacy', 'autonomy', 'control', 'position', 'potency', 'hedonic tone', 'participation' and 'dependence'. He found higher correlation between two dimensions- 'viscosity', the feeling of cohesion in the group and 'hedonic tone', the degree of satisfaction of group members with leader behaviour than with other dimensions. He also found that there are many characteristics of the group itself that may affect group achievement. Working with people in group is a very complicated job.

According to Culbertson (1963), effective leadership involves responsibility and authority and the main leadership acts are planning, initiating, managing, delegating, coordinating, decision-making, communicating and evaluating. In solving any particular problem, a principal might use one or several of these acts of leadership.

Hemphill (1964) makes useful and important distinction between behaviour of an administrator, an administrative behaviour and leadership behaviour. The first category is global, incorporating all the acts performed on the job and off the job by the administrator. This category is too broad to explain. The other two deserve elucidation. Leadership involves, among other dimensions, initiation of procedure or creation of structure to achieve or to change the goals of an organization. Administration, on the other hand, is concerned primarily with utilizing the existing

structures. Lipham (1964) says that the leader is circumscribed by the current state of affairs. In the context of Indian schools the administrative behaviour and the leadership behaviour generate from the principals of the schools.

The functions of a leader that have been identified by Mackenzie and Corey (1954) are summarized as : (1) cooperating in the identification of common goals; (ii) motivating individual, making decision, taking action, and evaluating the work of the group; (iii) developing favourable and healthy climate for individual and group effort; (iv) guiding individuals and group to make them self-dependent and competent; (v) preparing individuals and group for immediate and long-range activities; (vi) becoming a friend, philosopher and guide from time to time ; (vii) co-ordinating the efforts of others; and (viii) carrying out effectively any responsibilities for action that have been accepted and expected of him by the group.

## (2) Some Generalizations

Some generalizations drawn by some of the students of leadership are worth noting. These generalizations are drawn as a result of their reviews of many studies on leadership. On many counts these generalizations agree and overlap. To avoid overlapping the generalizations made by Myers (1957), the NEA (1960); Campbell, Corbally and Ramseyer (1963); and Gibbs (1969) are summarized as below : This is done to enrich the clarification of the concept of leadership. It also crystalises and summarises some points in the concept of leadership.

- (1) Leadership is the product of interaction between leader and followers, and not that of status or position.
- (2) Leadership cannot be pre-structured. It is always circumscribed by interactional patterns in the group, structure and group goals.
- (3) A leader in one situation may not be effective in another situation.
- (4) Whether a person is or is not a leader in a group depends on how he is perceived by the group.
- (5) The way a leader perceives his role determines his actions.
- (6) Leadership manifests positive sentiments towards the group - activity and towards the persons in a group.
- (7) Leadership may be autocratic, democratic but never laissez-faire.
- (8) Leadership protects the standard of behaviour (norms) of the individuals in a group.
- (9) Persons perceived by others as leaders are adorned with some authority to take decisions and actions for the group.
- (10) Leadership is not a monopoly of one person. All group members have leadership potential to some degree.

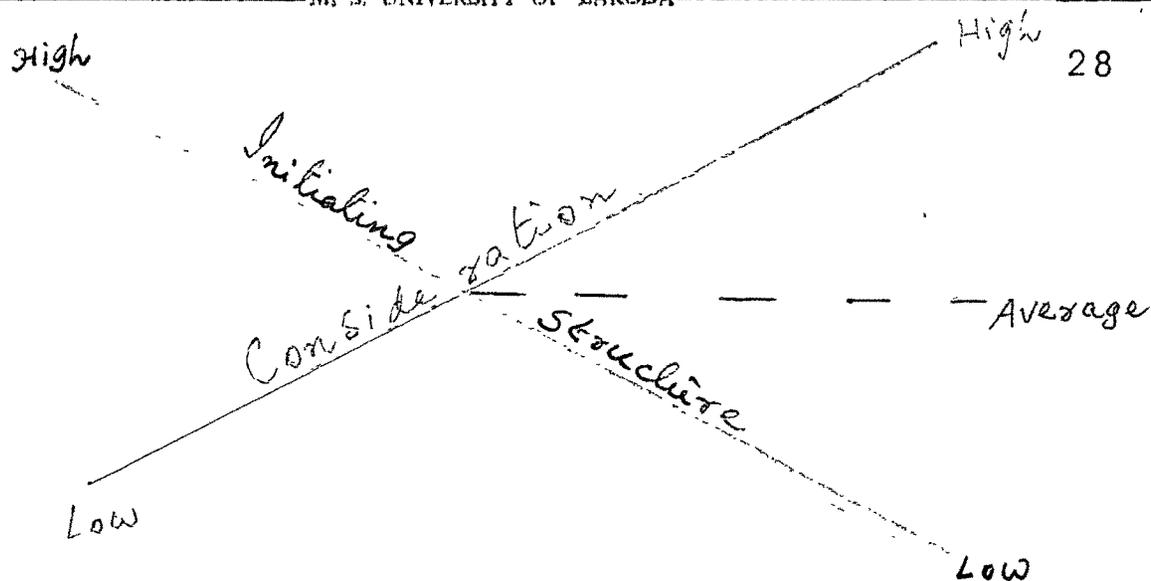
- (11) The effectiveness of a leader behaviour is measured in terms of ~~of~~ <sup>mutuality</sup> of goals, productivity in the achievement of these goals and the maintenance of group solidarity.
- (12) Leadership is directed toward modifying and changing the behaviour of members. Changes in people's behaviour are manifestations of changes in their goals, perceptions, understandings, insights, values, beliefs, motivations, interrelationships, habits and skills. To bring about change in the behaviour of people, leadership behaviour alters one or more of these factors.
- (13) The quality of an organization is often evaluated by the perceived quality of leadership.
- (14) The qualities of leader's ideas <sup>are</sup> ~~is~~ often a more powerful force than his external behaviour.
- (15) Institutional changes are dependent upon the organization of changes in individuals. Leadership behaviour in formal organizations resorts to grouping, programming and rearranging relationships.
- (16) Leadership behaviour very often creates imbalance in a group with a view to moving group in a desired direction. Here, a leader employs varieties of techniques without becoming neutral.

From the above expositions of the functions, tasks and results of leadership, it can be said with reasonable certainty that the evaluative study of leadership behaviour is the most scientific approach to understand leadership. The present investigation has also been focussed on the identification and evaluation of leadership behaviour of the secondary school principals. In the next section an attempt is made to clarify 'leadership behaviour'.

### 1.6 Leadership Behaviour

In the previous section, various viewpoints about leadership were put forward. Going through all these viewpoints, the obvious conclusion that emerges is that the evaluative approach to the study of leadership behaviour is and it may prove fruitful to understand leadership. In this section the concept of 'leadership behaviour' is examined from this angle, which would facilitate evaluation of leadership in any organization including secondary schools.

Shartle (1956) and his colleagues, who have been referred to earlier, conducted the leadership studies in Ohio and pointed out two criteria of 'leadership behaviour', of which one is sometimes called the 'human relation' and the other described as the 'get out of the work dimension'. Hemphill, and Halpin who followed Hemphill, identified these two dimensions as 'initiating structure' and "consideration." These two dimensions are shown graphically by Campbell et al . (1963) in the following figure:



It is concluded that the higher the meeting point of these two dimensions, the better is the leadership behaviour. When a leader receives from his colleagues the scores equally at a high plane, on both the dimensions, he is considered to be very much effective. As measured by the LBDQ developed by Halpin and Winer (1952) on the line of Hemphill (1950), if a leader shows high 'consideration' for his colleagues, if he exhibits a real interest in the personal needs of the members of the group even when he is taking initiative in getting the work done from them, he is considered to be an effective leader. High scores on the dimension of 'initiating structure' manifest the behaviour of the leader who clarifies goals, and organizes for the completion of task. His leadership behaviour can be called to be more institution-oriented. A leader who receives high score on 'consideration' and low score on 'initiating structure', is more person-oriented and is less effective. If he is low on both the dimensions, he is not effective with this pattern of behaviour as well. Only those leaders prove to be effective when they show scores high enough on both the dimensions.

Researchers in the field and authorities on the subject agree that at least these two criteria - 'initiating structure' and 'consideration' are appropriate measures to evaluate and appraise the effectiveness of leadership behaviour. Miles (1959) would add the criterion of "learning". According to him, if the members of the group have not gained something either in knowledge about the task at hand, skill in working together, or improved organization in getting the work done, the leadership is not effective and needs improvement. Stogdill (1959) also maintains three criteria for evaluating the effectiveness of group behaviour, which are "production", "morale" and "integration".

Halpin (1966), Miles (1959) Shartle (1956), and Stogdill (1959) maintained that none of these criteria or dimensions used in isolation is an effective measure of leadership. They are mutually inclusive rather than exclusive. Growth along one dimension affects the growth in others. Morale is not sentimental liking of the members of the group for each other. It generates partly from job satisfaction or from the progress they have made towards the goal achievement in collaboration with their co-workers. It is also attained through inspiring and pleasant work conditions and environment or "climate". The leader should facilitate, therefore, to use Barnard (1938) term, "cooperative group action that is both 'effective' and 'efficient'". To put <sup>in</sup> it other words, a leader should be strong in 'initiating structure' and he should also be equally high on ~~co~~nsideration to be really effective as a leader in creating inspiring climate and in maintaining the high level of morale among the members of the group.

On the line of Halpin (1966), Flesher (1970) and Harris (1962) also explain these two dimensions. 'Structure' includes behaviour in which a supervisor or a principal organizes group activities and his relation to the group. He prescribes the role that he wants each member to perform, assigns work, plans for the future, carves the line of action for getting the things done and exerts push for production.

'Consideration' denotes behaviour manifesting mutual trust, respect and warmth, and rapport between the group and the leader. This does not mean that this dimension indicates a superficial "put-on-the back", "first name calling" kind of human relations behaviour. This dimension emphasizes a deep concern for their personal needs, encouraging the subordinates for more and more participation and encouraging a two-way communication.

Evenson (1959) analysed the components of the dimension of consideration into friendship, trust, warmth and respect. Furthermore, the initiating structure he referred to is institutional or cultural and is little influenced by the particular school of which the respondent is a member. Thus, he has attributed more significance to 'consideration' dimension.

According to Goldman (1972), a lack of effective leadership on the part of principals of the schools ~~disintegrates~~ the conditions for the development of a true school community. 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 a school, a principal should be

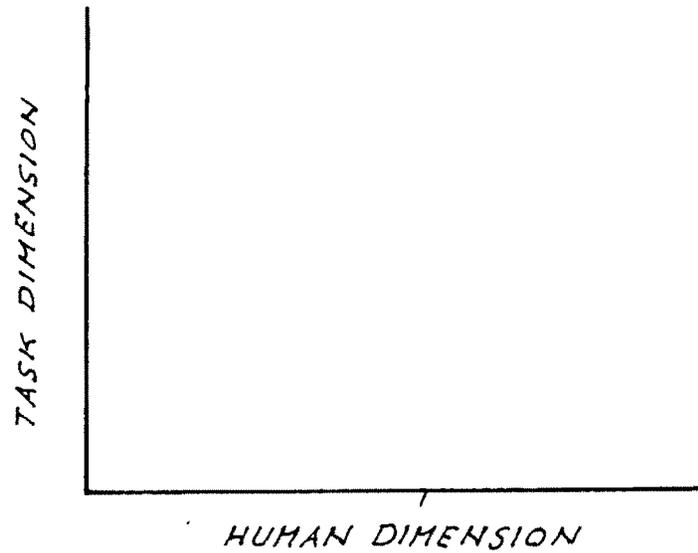
effective on his instructional side as well. Every principal is basically a teacher first and an administrator later.

Parallel to "initiating structure" and "consideration", many other researchers identified the dimensions of leadership behaviour as task dimension and human dimension; the former one ensuring the satisfaction of social and psychological needs of the personnel of the organization. The research indicates that effective leadership is manifested when the designated leader acts in such a way as to ensure the satisfaction of both. According to Pannenbaum (1961) this can be presented in a figure as shown in the Chart II [given on the next page.

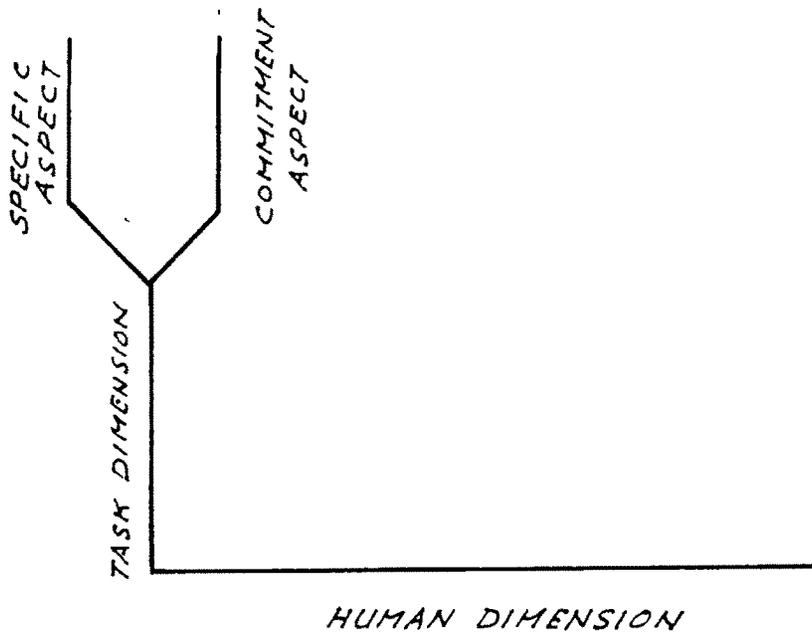
A reciprocal relationship exists between the task and human dimension. This implies that attention should also be devoted to the task dimension of leadership process. As described in the modified diagram given in the Chart III, the task dimension has two aspects : one is 'commitment aspect', and the other is 'specific aspect'. The first aspect refers to the efforts of the participant to the improvement of the total organization in addition to his own job that is assigned to him. The second aspect refers to the specific job he is expected to do. In the interest of the organization, the leader has to strike a balance sufficiently at a high level on both the dimensions and the workers have to strike a balance between the 'commitment aspect' and 'specific aspect'.

From the brief account of the attempts of various research workers to study leadership behaviour of various types of leaders in various institutions and organizations given above, it is very

DIMENSIONS OF LEADERSHIP BEHAVIOUR



THIS MODEL CAN BE MODIFIED AS GIVEN BELOW:



clear that they accept the two dimensions of leadership behaviour: viz., "Initiating structure" and "Consideration" depicted by Hemphill and Halpin. Everybody seems to agree on the point that effective and efficient leaders are those who receive high scores on both the dimensions. Low score on one of the dimensions and low scores on both the dimensions <sup>are</sup> indicative of poor leadership behaviour. Another point which is worth noting is that the LBDQ developed by Halpin and Winer is a very useful instrument for appraising the two dimensions of leadership behaviour. Thirdly, Miles has added the additional criterion to the effectiveness of leader behaviour by saying that leadership is ineffective and deserves improvement when the group members do not learn to acquire skills and efficiency to get the work done and to achieve the goals of the institution. These "specific skills" of every worker and the "general efficiency" of the organization as a whole are supported also by Tannenbaum (1968). Fourthly, effective leadership behaviour receiving high scores on both the dimensions will create inspiring and stimulating climate for the workers so that they can enjoy high level of morale and are motivated to receive new ideas and are always ready to venture new grounds. The behaviour of a leader is the inspiring force that begets healthy climate, high morale and motivation for the receptivity of new ideas for leading the organization on higher and higher plane. The same line of thinking will be found reflected in the subsequent section, which can further be taken up providing, inevidently, a theoretical frame of reference for the present investigation.

1.7 Integral Relationship among Leadership Behaviour, Organizational Climate, Teacher Morale, Innovativeness of the School and Motivation of Students Towards the School

In continuation with the last section, this section begins with the statement that effective leadership behaviour of the head of an institution begets inspiring climate, high level of morale, receptivity of new ideas or openness and motivation among the members of the institution. As the frame of reference in the present investigation is the secondary school, the integral relationship is explained in the context of the school as an educational organization where the main personnel are the principals, teachers, administrative staff and the pupils. The relationship pertains to school climate, staff morale, school innovativeness and pupil motivation. This point may be explained in some details.

One may begin by clarifying the concept of school Climate. A school is an organization and it possesses all the characteristics which are possessed by any other organization. Like other organizations, a school also possesses certain characteristics or factors which constitute its "environment" or the "climate". The climate is the "feel" of the school, its "personality" or its "individuality" or its "inner life". This climate has a great impact on the output capacity of the school. The climate in the school affects the teachers of the school and their teaching, and the learners of the school and their learning. It also tells upon the working of the administrative staff of the school who are also an aid in the process of learning and teaching. Healthy climate in

the school keeps the school healthy, an unhealthy climate keeps and the suffocation in the school vitiates the entire working of the school. As the natural climate influences the life and activities of mankind, so is the case with the climate of an organization. Healthy climate in the school motivates the teachers for better teaching and motivates the learners for a higher achievement index, and the school in turn gets prestige and achieves high status in the society. Inspiring climate enhances the morale of teachers and their receptivity of new ideas and disgusting climate mars the morale of the teachers; and the low level of teacher morale affects unfavourably the attitude of the students towards school, towards the teachers and towards their learning, which eventually affect cumulatively the scholastic achievement of the students.

Action of the person, the principal, who is at the helm of affairs in the school gives rise to the reactions of the teachers and other constituents of the school. His dealing with the teachers, with the administrative staff, and with the students has a very significant impact in creating the climate in the school. In this sense, in a school organization, a school principal becomes a key person. He is the man who leads the school in various spheres and dimensions of the working of the school. His behaviour influences the behaviour of the teachers and the taught and vice versa. He behaves in a variety of ways in various situations. At times he proves himself to be a good leader; at times he fails, and at times the leadership shifts to other persons. In spite of all the qualities of a leader, a principal can fail to be a good leader in one

school, and he can also be an effective leader in another school. All these matters are of great significance.

Thus, the behaviour of the leader affects the behaviour of the teachers and their morale and the receptivity of innovative ideas and school practices. Collective behaviour of the school staff constitutes the climate which in turn shapes the 'inner life' of the school, and this 'inner life' of the school helps in improving the quality of instruction and ultimately the quality of achievement of the students. So the chain starts from the leader and ends in the students. But this chain is a circular one, as there exists relationship between the behaviour of the leader of the school and the behaviour and the spirit of the teachers and the students for the school. To start reversely, the good response from pupils feeds back to teachers and the teacher morale is enhanced, and this enhanced teacher morale gives a feed-back to the principal who in turn moulds the mode of his behaviour and it improves the school effectiveness. In this circular process, one can start with any point. This means all these factors - leadership behaviour of the principal, organizational climate of the school, teacher morale, innovativeness of the school, and the achievement of the students are intrinsically interwoven. All these links are inseparable. If there is anything wrong with any of these links, the entire working will be affected and the balance will be vitiated. So it is the prime duty of the principal to be cautious to see that his leadership is not vitiated. But the general experience of workers in the field of secondary education is that school machinery does not

always run smoothly, always there is something wrong with somebody either due to internal factors or the external influences.

There are some research evidences showing integral relationship among the components of the 'inner life' of the school shaping the 'personality' or the climate of the school.

Halpin (1966) has taken the climate as the starting point and has shown the impact on principals, teachers and the students. In the school with inspiring climate, teachers and principal are zestful, enthusiastic and confident. They work with great pleasure and this pleasure is shared by the students, too. Pleasing atmosphere inspires students to achieve higher target of their achievement. Poor leadership of the school principal gets transmitted to the students who, in their own frustration gives a negative feedback to the teachers who also become disheartened and frustrated. In some schools, the behaviour of the principal, teachers and the students is quite different. They are all busy with the matters of their own interests. The school works, but then the machinery goes out of gear in such a school. This means poor coordination in the working of the school. Halpin thus initiated a new thinking by giving a new perspective on school climate.

Null and Smead (1971) say that it is almost certain that the leadership behaviour of administrators in all types of organizations has a significant effect on the work of both their superordinates and subordinates.

Dempsey (1973) says that the most frequently reported effects of the actions which supported the patterns of effective behaviour of elementary school principals were : (i) the improvement of instructional programmes, (ii) improvement of teacher morale; (iii) creation of feeling of security among the teachers; (iv) improvement of students morale; and the effects of the ineffective behaviour were : (a) deterioration of <sup>the</sup> teacher morale; (b) poor discipline in the school; (c) deterioration of the quality of classroom instruction; and (d) resentment from the teachers towards the principal.

Bayati (1970), Sharma (1972) and Pillai (1974) on the basis of their researches on climate and morale also came to the conclusion that school administrators should work towards the improvement of school climate so that a better output from school could be expected.

Barfield (1973) found a significant difference between the academic achievement of pupils in open and closed climate, and between innovative ability of the school in open and closed climate. This research supports that climate in the school, innovativeness of the school, and the academic performance are significantly correlated. The same finding is supported by Pillai (1974) on Indian soil. Here, it is found that esprit and thrust are correlated positively with the innovative ability of the school and disengagement negatively. His esprit is associated with high innovativeness. This means staff morale is associated with the innovativeness of the school.

Parikh's (1972) findings are that teachers with different climate types of schools differ in their morale scores. Horiuchi (1973), and Charles D. Wood (1973) found that schools with an open climate have teachers with high satisfaction and conversely, the schools with a closed climate have teachers with low satisfaction. Satisfied teachers have high morale and dissatisfied teachers have low morale.

Marshall Wheeler (1973) found a significant correlation among the variables of principal leadership style, students perception of school atmosphere and students' self-reported absence frequency.

Stosberg (1958) found that the morale tendency of teachers varies with the quality of the educational programme in the school. The teacher in schools with high quality of educational programmes responded with higher morale tendency scores than the low quality schools in the study.

Hussein Koura (1968) in his study of 12 secondary schools in Dearborn, Michigan, found that student achievement increased under teachers with high morale and decreased under the teachers having low morale.

Results of the study by Blumberg and Weber (1968) indicated that differences in the perceived supervisor's behavioural style were related to differential morale scores in a statistically significant manner.

Bender (1973) found that teachers' relationship with their principal is the most important determiner of high or low morale.

The other determiner is the teachers' relationship with other teachers.

Tye (1972) suggests that in the school where the climate is open and where the principal balances his 'initiation' and 'consideration' behaviour, more school improvement does occur.

Triump (1972) found that leadership style, the educational know-how, and the supervisory organization that principals and their assistants develop continue to be the most potent factors in determining school excellence. By school excellence he meant the degree to which learning is more individualized, with each pupil developing his own potential to the maximum. The principal has to take the lead in developing different patterns for teaching and learning in the school.

About seventeen of the research studies that support the integral relationship among the leadership behaviour, organizational climate, teacher morale, innovativeness of the school, and the achievement of students in the schools are cited above. Halpin has shown the relationship among climate, enthusiasm of the teachers and the achievement of students. One study related leadership with working of teachers, one study related with behaviour of school principal, morale and achievement of the students and their discipline; four studies related climate with achievement of students; three studies related morale with quality of education; two studies related leadership with morale; one study related climate, leadership and school improvement; one study related leadership and school excellency; one study directly

related climate and innovative ability of the school; and one of these studies related climate, innovativeness and pupils' achievement.

From these studies the obvious conclusion is that leadership behaviour of the school principal, organizational climate in the schools, teacher morale, their innovative ability, motivation of students and their achievement are interrelated. Here it is interesting to note that in none of these studies all these factors are studied at a time. In the present investigation, effort has been made to correlate all these factors in one and the same study. This is reasonably justified when it is titled as "A Study of Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahal District". On the basis of the researches done abroad and few done in Gujarat and elsewhere in India, the obvious correlates of the leadership behaviour of the secondary school principal are organizational climate in the school, teacher morale, innovativeness of the school and the motivation of students towards the school generally described as the 'academic motivation'. In the subsequent section the nature of these correlates is elucidated.

#### 1.8 Correlates of Leadership Behaviour of Principals in the Secondary Schools

This section starts taking the thread from the last section, namely, that climate of a school, teacher morale, innovativeness of the school, and the motivation of students towards the school are the correlates of the leadership behaviour of the secondary

school principal. The leadership behaviour of the school principal is genesis and all the other correlated factors are the resultant factors. Hoyle (1969) also seems to agree with such a mode of thinking when he observes that the climate of the British schools is to a large extent shaped by the manner in which the 'head teacher' perceives and performs his role as a leader of the school.

### (1) Organizational Climate

The climate of an institution can be felt and can be measured. Popularly the synonyms for institutional climate that are used in the current literature in this area are 'feel', 'personality', 'individuality' and the 'inner life' of the institution, some of which had already been referred to in the previous section. The nature of the constituents of the institutional climate differs from institution to institution.

The main constituents of the climate of the school, according to Halpin and Croft (1963), are principal's behaviour and the teachers' behaviour which filter down to the behaviour of the students. The behaviour of the students and the tone of discipline in the students also play a significant role in building the climate of the school. Halpin and Croft developed a tool known as 'Organizational Climate Description Questionnaire (OCDQ)' (1963) to gather evidence which showed that four behaviours of teachers and four behaviours of principals are specifically influential in determining school climate. For teachers these behaviours are : (i) disengagement, (ii) hindrance, (iii) esprit, (iv) intimacy, and four behaviours of principals are: (i) aloofness, (ii) product-

ion emphasis, (iii) Thrust, and (iv) consideration.

'Disengagement' refers to the indifferent attitude which they manifest toward the school. The group of teachers is 'not in gear' with respect to the task in hand.

'Hindrance' refers to the teachers' feel that their work is obstructed by useless work assigned to them by the principal.

'Esprit' refers to the morale of teachers.

'Intimacy' refers to friendly relations among teachers.

'Aloofness' refers to the remoteness of the principal from the staff. Here, the principal exhibits a tendency to follow rules and regulations without looking to the needs of the staff members.

'Production emphasis' refers to the directive behaviour and close supervision. It reflects one-way communication in the school. Here, the principal does not want feedback from the teachers.

'Thrust' is the drive that a principal demonstrates in running the school. He personally sets the example by doing hard work to motivate the teachers.

'Consideration' indicates the inclination of the principal to treat teachers according to good human relations.

The combination of these eight dimensions in various proportion builds up the climate of the school. There are six types of climate : Open, Autonomous, Controlled, Familiar, Paternal and Closed climate.

The combination of the related dimensions in open climate is : high esprit, thrust, and consideration, average intimacy, low disengagement, hindrance, aloofness and production emphasis.

Autonomous climate has high aloofness, esprit and intimacy, average consideration and thrust, low hindrance, disengagement and low production emphasis.

Controlled climate has high esprit, hindrance, production emphasis and aloofness, average in thrust, low intimacy and low consideration.

In familiar climate schools, there is high disengagement intimacy and consideration, average esprit and thrust, low hindrance and low aloofness.

Paternal school is high in disengagement and production emphasis, average in consideration and thrust, and low in hindrance, intimacy, esprit and aloofness.

Closed schools quite contrary to open schools, have high disengagement, hindrance, aloofness, and production emphasis; average intimacy, low esprit, thrust and consideration.

It should be noted that these climates are on a continuum having open climate at one end, and the closed climate at the other end, and rest of the four climates falling in between the two ends, and in the order as specified above, viz., Autonomous, controlled, Familiar and Paternal.

The theoretical frame of organizational climate of schools described above is accepted as a frame of reference in the present investigation.

## (2) Teacher Morale

Morale is subjective and individual. It consists in feelings that the members have about their work, and therefore, it is difficult to measure and easy to ignore, however, the head of the institution cannot afford to ignore it. When teachers are enthusiastic, their morale is high; and when they are dispirited and disheartened, their morale is low. Outward behaviour of teachers gives little evidence of how they feel inwardly about the school.

Morale is not a permanent feature of individuals. It changes from time to time. It changes according to the changed circumstances in the institution as a whole. So morale is collective as well individual. A principal cannot satisfy every need of every teacher and there is bound to be little dissatisfaction among the teachers.

Staff morale is a significant responsibility that rests mainly in the hands of the principal. It depends on the relationships developed cooperatively by the principal with his staff.

Dictionary defines morale as condition as affected by, or dependent upon such morale or mental factors as zeal, spirit, hope, confidence, etc.

According to Guba (1954) morale generates out of 'the congruence in the relationships among need dispositions, role expectations and institutional goals.'

According to Baughman (1969), Anderson (1961), Smith (1963), and Wiltse (1969), morale should be examined with respect to three aspects of its development : (1) the mental and emotional attitudes of an individual towards the responsibilities assigned to him; (ii) a sense of common purpose with respect to teachers in the attendance unit and adults in the greater school community; (iii) the state of individual's psychological well-being based on a sense of purpose and confidence in future.

Jones, Salisbury and Spencer (1969) referred morale to the capacity of a group to work closely in a cooperative, lasting, and stable manner, in seeking for or carrying out common goals.

Following Guion (1958), Coughlan (1971), defined morale which implies that: (i) morale is not a single dimension but consists of many components; (ii) morale is an individual attribute though organization does play a significant role; (iii) morale is a function of specific job situation and not a generalized trait in the individual; and (iv) morale can be defined in terms of human needs. and the environmental sources of satisfaction of these needs. Moreover, <sup>in</sup> his School Survey (1970) Coughlan measures the perceptions of respondents, in four broad areas : (i) General Administration - including administrative practices, professional work load, non-professional workload, materials and equipment, and buildings and facilities; (ii) Educational Programme - including educational effectiveness, evaluation of students, and specialized services, (iii) Interpersonal relations - including school community, principal teacher and colleagues relations; and (iv) career Fulfilment - including voice in educational programme,

performance and development, and financial incentives to get a score on staff morale.

Incorporating the above four dimensions, Coughlon framed a 120 item, self-reporting inventory to measure staff morale in schools. In general, it contains a series of statements worded in the language that the school personnel use, and through which they can express their ideas and sentiments about their work. In the present investigation the same tool is used to measure the level of morale of teachers in the secondary schools.

There is a close relationship between morale and the quality of instruction. The teacher should be sensitive to the symptoms of low morale and should be ready to 'initiate structure in action' for improvement when needed. Levels of morale and productivity both seem to be related to the individual's needs and expectations in the context of total working condition and environment; and the leader is the key person who can build inspiring environment and healthy climate for the staff of the organization. His attitudes, his procedure of work, his policy and philosophy, his ability to understand individual teachers seem to be the major factor in teacher morale. How he works with the staff, whether he treats them as of any worth and with dignity or merely as a part of machine, will determine to a great extent the morale of the school.

### (3) Innovativeness of the School

Behaviour of the principal influences the behaviour of teachers, their morale, their zeal and enthusiasm for practising new ideas and practices in the classroom which result into better

achievement of the pupils. The level of the achievement of students is the focal point to which all the activities - curricular and cocurricular are geared by the administrative machinery in any educational organization. The leadership behaviour of the school principal constitutes either a favourable climate or creates hindrance to the diffusion of educational innovations and change, bringing about effective improvement of instructional programme of school.

There has been a population explosion in India particularly and after the attainment of independence elsewhere in the world. There has been also an explosion in the world at large in the sphere of knowledge. There have been changes due to technological and scientific advancement outside the school compelling the school to be adoptive to these new circumstances. If the life outside the school is changed, the life inside the school should also be changed as education is the social instrument or tool in the hands of the society for the achievement of desired goals and aspirations. The school will have to be adoptive, receptive and innovative, and the leadership behaviour of the leader of the school will have to be innovative himself and make his staff innovative too. This he can do by boosting up the teacher morale and the motivation of students towards the school to ensure qualitative improvement of the school.

Mort (1938) states that one of the criteria for judgement of excellence of an institution and for judging its quality is adaptability and the adaptability is synonymous with 'innovative-

ness' which means the capacity of the school to take on new and more appropriate educational activities and to discard the dated ones.

But without the cooperation from the students, all these new ideas and practices are useless. If the pupils are not motivated towards the school and the subjects they learn in the school, school efforts get wasted. Highly motivated students are highly receptive and cooperative. In this way, motivation of students is connected with the innovative ability of a school. Contribution of students to the innovative ability of schools is significant.

#### (4) Motivation of the Students Towards the School

Motivation of students towards the school is to be taken as the last correlates. It is to be studied as a resultant factor of the previous four factors, viz., (1) leadership behaviour of the school principal, (2) Organizational climate of the school; (3) teacher morale and (4) the innovativeness of the school. The motivation of students towards the school is to be interpreted further in terms of academic achievement. To put it in other words, the leadership behaviour percolates down to the academic achievement of students and other achievements of the school as a whole through the climate in the school, teacher morale, innovativeness of the school and motivation of students towards their school.

According to Frymier (1970), motivation towards school would include such areas as an individual's attitude towards school, the extent to which he values education, his feelings for other

people, the value he attributes to ideas, his concern for material things, his personal determination, and his attitude towards himself among other things.

Waetjen (1970), too, observes <sup>rather</sup> that there is ~~an~~ an intimate relationship between learners' level of motivation and his behaviour. How intimate that relationship is and what impact it has on learning is not much known. In the present investigation efforts have been made to shed light on intimate relationship between the motivation of the students and their behaviour and the impact of motivation on learning.

Educators generally believe that high motivation is good and motivation does give rise to learning. Moderate motivation is also helpful. To stretch this point further, it can be assumed that high motivation leads to better learning and high achievement. Highly motivated leadership behaviour of the school principal leads to better climate, high morale and high motivation of students which will result into high achievement.

In the context of the present investigation, the term 'motivation' of students is to be interpreted in terms of 'academic motivation'. According to Frymier, 'academic motivation has, among others, three main dimensions : (i) Internal-external, (ii) Intake-output and (iii) Approach-avoidance.

The internal-external dimension reflects the source of academic motivation. This means motivation to learn is in part a function of what resides within the individual and in part a

function of the external world he encounters. Some positively motivated youngsters seem to draw most heavily upon forces existing within themselves to enhance their learning. They feel adequate, unthreatened and secured.

The Intake-output form of motivation is often known as consumption-production aspect of motivation. Some students are consumers of knowledge and some students are producers. Students who seek information and knowledge in every way by reading or thoughtful listening are the 'intake' types, others are 'output' people. They write and they talk a lot. They generate ideas and concepts. Their motivation enables them to be active rather than passive.

Some students move toward teacher approval, stimulus ambiguity, novelty, social acceptance, while others move away from such things. The 'approach-avoidance' dimension, therefore, seems to be the 'directional-dimension' of academic motivation. This dimension is meaningful only when understood in relation to other dimensions. The pattern of relationships among the dimension is very crucial. This means students who are positively motivated move toward good grades and teacher approval, whereas others who are positively motivated move away from such factors or do not move at all, and difference probably lies in whether 'source' of motivation for the individual is primarily internal or external or whether the motivation is mainly intake or output in form.

Motivation to learn is a function of values, stimulation, personality structure, and anxiety, among other things. These

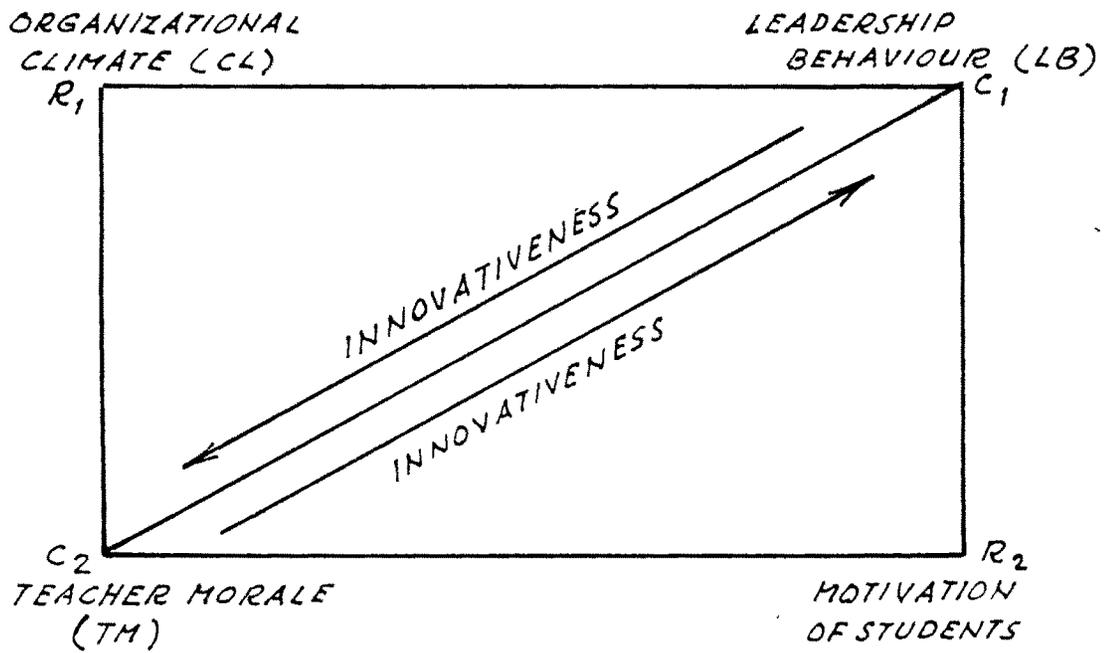
factors can be affected and controlled ( at least in part) by teachers. What teachers say, how they say it, and the values they reflect in their classroom teaching can be perceived by the learners. Thus the main external source of motivation in the school is the behaviour of the school principal, behaviour of teachers, behaviour of other pupils, the sum total of which builds the climate of the school. The present investigation is based on this line of thought.

### 1.9 Conclusion

The investigator conceptualized the relationship among the leadership behaviour and its correlates that has been the dominant note throughout the discussion in this chapter can be represented figuratively as shown in Chart IX given on the next page.

It would be seen from the Chart that leadership behaviour is assumed to <sup>cause</sup> teacher morale. Leadership Behaviour affects teacher morale and vice versa. The interaction between these two factors constitute climate. This means organizational climate of the school is the result<sup>s</sup> of leadership behaviour and teacher morale. All these three factors, in turn, become the cause of the motivation of students towards the school, which is reflected in the achievement of the students. Leadership behaviour of the school principal percolates down to the achievements of the students through the teacher behaviour and climate in the school. When the leadership behaviour of the school principal is effective, the inspiring climate will be built for teacher and for the

*INTERACTION BETWEEN LEADERSHIP BEHAVIOUR  
AND ITS CORRELATES*



taughts to venture on new grounds in the interest of the school and in the interest of the everybody working in and for the school.

Thus, this initial chapter presents the theoretical postulates, principles,<sup>and</sup> research findings pertaining to the theme of the investigation and provides a theoretical frame of reference for the present research.

In the next chapter, a brief review of trends in research done in the field and some of its important conclusions will be attempted. It is presumed that both Chapters I and II would provide a base and indicate dimensions of the present research.

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