CHAPTER - III

THE PLAN AND PROCEDURE

"A person does not become a leader by virtue of some combination of traits, but the pattern of personal characteristics of the leader must bear some relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of interactions of variables which are in constant flux and change".

- Ralph M. Stogdill,

"Personal Factors Associated with Leadership, A Survey of the Literature", Journal of Psychology, XXV (148), p.64

CHAPTER - III

THE PLAN AND PROCEDURE

3.1 Introduction

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3.1 Introduction

It was apparent from the research studies reviewed in the previous chapter, that the effectiveness and productiveness of an organization is largely dependent upon its leader and his leadership behaviour. It constitutes a crucial 'input' in the school system and how adeaquate and effective will be its output in terms of school quality or standards will be largely dependent upon leadership. Buch's recently published Survey of doctoral studies in Indian Universities and other research projects make it abundantly clear that the area of leadership behaviour of school principals has been little examined and studied. Therefore, studies like the present one has not only relevance but an urgency, as improvement in leadership behaviour of school principals can be better achieved through research and exposing the school principals to the results of these researches in inservice education programmes like Summer Institutes, Seminars and panel discussions. The review of researches given in the last chapter also gives a sharp focus to studies of some major correlates of leadership behaviour of school principals.

3.2 Need and Importance of the Present Study

A school is an organization in which the endeavours of several components unite in the accomplishment of its goals. The principal is the assigned leader of the school. The leader-

ship roles of principals need to be redefined so as to bring them in tune with the time. The philosophy of education seems to be in flux. In consonance with this change in the philosophy of modern education, leadership roles and the expectations from it and from the teachers seem to need a close look and revision. The principal has to keep his eyes both on institution and teachers. The new approaches to the study of management of organizations exert powerful pressures for change in the mechanism of school administration. In the light of these new forces the leadership behaviour of the school principal should be studied carefully.

Behaviours of leaders which create significant effects on the followers are worth investigating. When leader behaviour is evaluated within a social or organizational context, it becomes significant all the more. How a leader should behave in order that he becomes really effective is the main concern of modern school administration. How a school principal should behave to improve the school standard, through the corresponding improvement of school climate, teacher morale, innovativeness of teachers and the motivation of the students towards the school has become a crucial issue in modern school theory. The importance of the present study lies in this frame of reference. Deep study of all factors related to school leadership is highly essential for reorienting the functioning of today's schools. Researchers in these areas will make this study acquire a sound basis. Its results would be reliable and dependable for

In India, in the field of school administration, there has been notable lack of activity with respect to the development of new approaches to school leadership. Schools are managed and operated largely in the same manner as was the case in the British days. The present study will help to vitalize school leadership on a modern basis with a fresh and current outlook.

Behaviour of the school leader must focus his attention to the need to improve coordination among the various components of a school from time to time. This coordination needs inspiring climate in the school. But then several questions arise. For instance, when is the school climate said to be inspiring? What is the role of the behaviour of the leader of the school in creating this inspiring climate? What is the level of morale of the staff members working in the school that would aid in creating the inspiring climate?. How can the level of teacher morale and the receptive potential of the teachers be raised? What is the collective impact of all these factors on the motivation of the students towards the school and learning and ultimately on the quality of instruction and their level of achievement? These are very crucial questions that are posed to school administrations, and the findings of studies as the present study can be helpful in discovering answers to such questions.

There is a pertinent need to investigate all the factors that have effective bearing on the improvement of school instruction. Early research on leadership was characterized by a search for traits or qualities of leadership that would sort out leaders

and non-leaders. The situational approach arose as a protest against or disapproval of the trait approach. However, to say that a leader's behaviour is determined exclusively by situational factors is to deny the leader freedom of choice and decision. The present study is based on the evaluational and behavioural approach to the study of leadership of secondary school principals. There are two methodological advantages of this approach. They are :(i) direct dealing with the observable phenomena of the leadership behaviour; and (ii) differentiation between the description of leader behaviour and the evaluation of the effectiveness of their behaviour in the light of specified performance criteria.

As was stated in the last chapter, in India no specific attempt has been made to study the leadership behaviour of heads of an educational institution. Very recently Bhikhubhai Patel (1974) made an attempt to study the instructional leadership of the principals of selected secondary schools of some districts of Gujarat State. Some effort in this direction has also been made recently by Neela Shelat (1974) [illegible]. But the area of the leadership behaviour of the school principals has yet to be explored in depth. The present study, in that context, is probably, the first study of the leadership behaviour of the principals of secondary schools in correlation with the organizational climate of the schools, teacher morale, innovativeness of the school and the motivation of the pupils towards their schools. Thus, present study has three distinct features which

add to its justification :

(i) The study does not merely centre round the examination of leadership of the secondary school principals. It goes beyond that 'initiating structure' and 'consideration' dimensions of leadership behaviour.

(ii) It further examines the other correlates of the leadership behaviour like the organizational climate of the school, teacher morale, innovativeness of the school and the motivation of students towards the school.

(iii) The implications of leadership behaviour and its correlates in the context of the improvement of schools in order to develop school effectiveness.

The dimensions of this study have a rich possibility to contribute to the improvement of the maintenance of the adequate standards in the secondary schools, which are at present the prime concerns and challenges confronting the nation's expending school education, and on which the Kothari Education Commission (1964-66) lays so much stress.

Such studies could help in emphasizing the fact that the good schools mean the schools with watchful and active democratic and effective leadership of the school principal with a tendency of the openness of organizational climate, with high teacher morale and the high receptivity of new ideas in

consonance with the changing time and with pupils who come to schools for learning having high motivation towards their schools, favourable attitude towards their learning tasks, and who want to be in the schools for a longer time. Research, therefore, needs to be geared to such critical aspects of school education so that favourable factors could be identified and highlighted and positively contributing conditions could be established. In such issues and facets, the importance of the study lies.

3.3 The Problem, Definition of Terms and Delimitation

(a) The Statement of the Problem : The problem of the present study is specifically stated as under :

"A STUDY OF LEADERSHIP BEHAVIOUR AND ITS CORRELATES IN THE SECONDARY SCHOOLS OF PANCHAMAHALS DISTRICT."

Thus, the main emphasis in the present study is on the leadership behaviour of the principals of the secondary schools and its correlates. The correlates to be studied in view of the leadership behaviour of the high school principals are : (1) Organizational Climate of the Schools; (2) Teacher Morale in the Schools; (3) Innovativeness of the Schools; and (4) Pupils' Academic Motivation.

The problem under study could be more specifically stated so as to bring out following facets :

(i) a study of the leadership acts and behaviour of principals as perceived by their colleagues - the school teachers;

(ii) a study of the perceptions of the behaviour of teachers under the impact or as a result of school principal's leadership behaviour;

(iii) identification of (a) the organizational climate of the sampled high schools, (b) the status of the teacher morale in the schools, (c) innovativeness of the schools, and (d) the pupils' motivation towards the schools ;

(iv) Interactions and correlations of 'initiating' and 'consideration' dimensions of leadership behaviour of the principals of the secondary schools with the above mentioned five components of the study and with some static variables of the schools and the principals;

(v) Interactions and correlation of motivation of the students towards the schools and the teacher morale with leadership behaviour patterns of the principals and with some of the static variables of the schools; and

(vi) the possible implications of the above components of the problem on the school administration and school effectiveness.

(2) Definitions of Basic Terms : Some key terms used in the present study are explained as under :

(1) Leadership Behaviour

Here in this study, "Leadership behaviour" refers to the behaviour of a secondary school principal. It is expected that principal will be a leader rather than an administrator in the narrowest sense of the term i.e., he will be an innovator with regard to the goals of the school and will not merely concern himself with keeping the school ticking over. As with leaders in all situations, the principal has been envisaged as seeking to perform two basic functions, viz., (1) he must be task-oriented i.e. he must establish and seek to fulfill certain goals and he must also be 'person-oriented' i.e. he must try to meet the personal needs of his staff members. In the terminology of Getzels and Guba (1957) he must try to maintain the balance between the 'idiographic' and 'nomothetic' dimensions of the school. In the terminology of Hemphill and Coons (1957) he must strike a balance between the ~~'idiographic'-an-~~ dimensions of 'initiating structure'* and 'consideration'**

*According to Halpin (1966), 'initiating structure' refers to the formal relationship which the principal has with his staff. The principal who receives high score on this dimension makes his attitude clear to the staff, criticises poor work, maintains definite standards of performance, persuade staff members to follow standard rules and regulations, etc.

**Again according to Halpin (1966), 'Consideration' refers to the informal relationships which the principal has with his staff. The principal who scores high on this dimension does personal favours for his staff members, finds time to listen to them, puts their suggestions into operations gets their approval on important matters before going ahead, etc.

(ii) Climate : Here the term 'climate' refers to the 'organizational climate' prevailing in a particular school during a particular period or conditions. It refers to a general 'flow' of behaviour and feeling within a group of teachers in a school. Halpin (1966) in collaboration with Don Croft collected evidences which showed that four behaviours of teachers and four behaviours of principal were specially responsible for creating school climate. For teachers these behaviours were 'disengagement', 'hindrance', 'esprit', and 'intimacy'; and the four behaviours of principals were 'Aloofness', 'production emphasis', 'thrust and 'consideration'.

In the context of the present investigation, the definitions of these terms are accepted as given by Halpin. They are already referred to in the first chapter. However, to reiterate, 'disengagement' indicates the indifferent attitude of the members of the staff, they behave as if they have nothing to do with the goals of the institution. The teachers seem to be out of gear. 'Hindrance' gives the feeling of obstractions and nuisance from the principal to the teachers. 'Esprit' refers to morale resulting from working well with other associates in the institution. 'Intimacy' refers to the enjoyment of friendly relations with coworkers. 'Aloofness' refers to the principal who tries to be away from the staff, and who tries to get rules and regulations strictly observed from the teachers regardless of their individual needs. 'Production emphasis' indicates the directive behaviour of principal, who is a strict supervisor. 'Thrust' is the drive which the principal demonstrates in

"moving" the school; he becomes a model for others. 'Consideration' refers to the inclination to treat teachers according to human relations principles. These are the various ~~according-to human-relations-principles~~ constitutents of climate. The combination of these constituents in various proportion frames the climate in the school. The climate of the school is identified with the identification of the combinations of these eight dimensions. The climate types are : (1) Open, (2) Autonomous, (3) Controlled, (4) Familiar, (5) Paternal and (6) Closed.

Halpin (1966) regarded (open' climate as the "good" climate. It is epitomised by the behaviour of teachers who work well together. They enjoyed friendly relations without having high degree of 'intimacy'. They were very well motivated to work hard by the principal who himself worked hard. Depending on circumstances, the principal used to criticise or help the teachers. He allowed his leadership to emerge from teachers. He always used to come out to satisfy the social needs of teachers.

Quite contrary to 'open' climate school, in the 'closed' school there is low degree of satisfaction in both human relationships and production. Principal is effectless in looking out for teachers' welfare and in directing their activities. Here the school is high in disengagement, hindrance, aloofness, and production emphasis; average in intimacy, low in esprit, thrust and consideration.

In the school where 'autonomous' climate prevails, the principal is away from the staff though they have high intimacy

and esprit. 'Consideration' and 'thrust' are on average level. But the 'disengagement', 'hindrance' and 'production emphasis' are at a low level. The special feature of this type of climate is that teachers enjoy autonomy in decision making.

In the 'controlled' school, there is high 'esprit', 'hindrance' 'production emphasis ' and 'aloofness'; the school stands average in 'thrust', low in 'intimacy' and 'consideration'. Here the school presses for achievement at the expense of the satisfaction of social needs.

In the school, where 'familiar Climate' prevails, there is happy family environment. The principal in this school has friendly relations with the staff as opposed to a drive towards a goal achievement. The school is high in disengagement, intimacy and consideration; average in esprit and thrust; low in hindrance and aloofness.

'Paternal' climate school is high in 'disengagement' and 'production emphasis', average in 'consideration' and 'thrust' low in 'hindrance', 'intimacy',' esprit and 'aloofness'. This school is marked by the principal's ineffective attempts to control the teachers while satisfying their social needs.

(iii) Teacher Morale : In this study, "Morale" refers to the collective morale status of the school staff. Morale may be high or low or average depending on the behaviour of the school principal. The present investigator has accepted the definition of morale given by Guion (1958) who defines morale as 'the

extent to which individual's needs are satisfied and the extent to which the individual perceives that satisfaction generates from total satisfaction'. This definition implies four points: (i) morale is multidimensional and it consists of many components; (ii) morale, in addition to being an individual attribute, is collective in nature and is determined by the set of prevailing conditions in an organization; (iii) morale is not a generalized trait in individual but a function of the job situation; and (iv) morale can be identified in terms of human needs and environmental sources of the satisfaction of these needs.

(iv) Innovativeness : "Innovativeness" is a characteristic of an organization which is generally known by the behaviour of the leader and the followers. Innovativeness of the school is identified with the behaviour of the principal and the behaviour of the teachers that formulate the 'tone' of the school. This general 'tone', 'feel', or the 'climate' of the school which provides the proper soil for the 'new idea' to be grown up and flourished, envigorates the adaptability of new ideas and change or innovations. According to Miles (1964), "innovation" is a species of the genus change which is deliberate, novel, and specific change and which is thought to be more efficacious in accomplishing the organizational goals and objectives. A school is said to be innovative when the new ideas, concepts, the process, the media or the tool through which the innovation is given expression by the principal and the teachers of the school are absorbed in it to a greater extent. In Indian schools, the adaptability of innovation or the innova-

tiveness of the school depends on the behaviour of the principal and the consequential behaviour of the teachers. This means there is a close relationship between the leadership behaviour of the school principal, school climate and the innovativeness of the school.

(v) Motivation: Here, "motivation means motivation of pupils towards the school" or "academic motivation" as perceived by Frymier (1970). In the present investigation it is referred to denote such areas as an individual's attitude towards school, the extent to which pupil values education, his feelings for other people in the school, the value he attributes to ideas, his concerns for material things, his personal determination and his attitude towards himself among other things around him. The tool which is used in the present investigation to measure the motivation of pupils is the SIM scale developed by Frymier based on the above components.

(vi) Correlates : They mean the related components of the study. The main correlates that are studied along with the leadership behaviour of the secondary school principal are : (a) organizational climate in the school, (b) teacher morale, (c) innovativeness of the school and (d) motivation of pupils towards their schools.

(vii) Academic Status : The cumulative effect of leadership behaviour and its correlates which are mutually inclusive is seen in the achievement of pupils in terms of the percentage

of the S.S.C. Examination results. This is designated as the "Academic Status" of the school.

(viii) Variables : The leadership behaviour of secondary school principal is studied in relation to management (private schools and ashram schools), area (rural schools and urban schools), size of the school on the basis of the strength (small schools and big schools), type of the school (boys' schools, girls' schools, and co-education schools), academic status (A.S.) of the school, socio-economic status of the school (S.E.S.), advanced schools, backward schools and schools in Adivasi Area, age of the principal, sex of the principal, and schools changed by him as a principal. These are the variables used in the study.

(ix) Secondary School: In Gujarat State, a secondary school means a high school with classes VIII to XI.

(3) The Delimitation of the Scope of the Study

The terms defined and explained in the preceding sub-section delimit the scope of the present investigation. The investigation is restricted to the study of leadership behaviour, organizational climate of schools, teacher morale, school innovativeness and academic motivation of pupils as explained in the definition of terms. It would be limited to high schools, and that too of Panchamahals District on the eastern boarder of Gujarat which is socially, economically and educationally a backward district. Thus, the findings of this

study will be limited to a backward district. This it has been deemed proper because leadership, to some extent and in restricted context, has been studied previously by Bhikhubhai Patel in South Gujarat which has fairly advanced and average districts and by Neela Shelat in Central Gujarat which has also Baroda district which is fairly advanced and average. The results are also limited to the use of tools of LBDQ, OCDQ, School Survey and JIM SCALE. They are foreign tools, but they have been also used in Indian condition.

3.4 Objectives of the Study

The major objective of the present study is to identify leadership behaviour patterns of the principals of randomly selected secondary schools of one of the total 19 districts of Gujarat. The other related objectives are to identify the organizational climate of the schools, to measure teachers' morale, to identify the innovativeness of the schools, to determine the extent as well as intensity of motivation of school children towards their schools and to relate the results of all these variables in a synthetic and integrated way. This is to be done in the larger perspective of better quality of instruction and maintenance of standards in the secondary schools.

Thus, what actually the present study is trying to find out is to seek answers to a number of pertinent questions, viz., (1) what is the desirable pattern of leadership behaviour of the secondary school principals? (2) How is school organiza-

tional climate built up; (3) What are its constituents (dimensions) and contributory factors; (4) To what extent does school leadership emerge from and shape the actual organizational climate of schools; (5) What is the effectiveness of leadership behaviour of secondary school principals; (6) What is the nature of staff behaviour and morale; (7) How far are the school under study innovative; (8) What is the interpersonal relationship and how would this be helpful in maintaining school tone and esprit, which, in fact, should contribute to better instruction in the classroom?

The study further seeks to test the validity of the assumption that it is the leadership behaviour of the school principal that determines the organizational Climate of a school, builds up staff morale, makes the school innovative, helps in increasing the motivation of children towards their schools and ultimately the cumulative effect of all these five factors raise up the academic achievement of the school. This is shown below in the chart given on the next page.

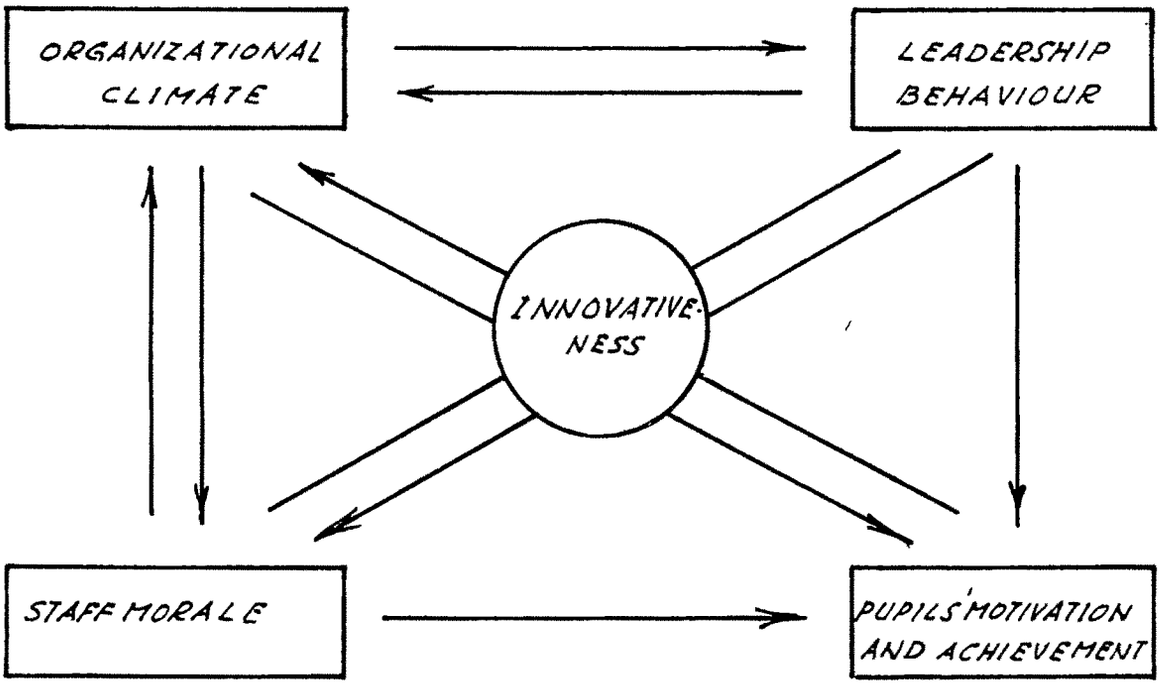
The diagram also represents and clarifies once again the major objectives of the study. They are given below :

(1) To identify the leadership behaviour patterns of principals of sampled schools of the selected district, namely, the Panchamahals District.

(2) To identify the organizational climate of the sampled schools.

CHART-V

SOME INTER-RELATIONSHIPS WITH LEADERSHIP BEHAVIOUR AS ONE VARIABLE



(3) To measure teacher morale in the sampled schools.

(4) To study interrelationship among leadership behaviour of the principals of secondary schools, organizational climate, teacher morale, innovativeness of the school and motivation of students towards their schools and ultimately build up a picture of the achievement of the pupils in terms of the S.S.C.E. results.

(5) To measure academic motivation of pupils of the sampled schools.

(6) To study the significance of relationship between each of the two dimensions of leadership behaviour namely, 'initiating structure' and 'consideration' with (i) the nature of management of the school, (ii) location of the school, (iii) size of the school, (iv) sex-type classification of the school, (v) academic status of the school, (vi) socio-economic status of the school, (vii) innovativeness of the school, (viii) age of the principal, (ix) sex of the principal, (x) experience of the principal as a principal, (xi) leadership behaviour pattern of the principal, (xii) teacher morale, (xiii) organizational climate of the school and (xiv) motivation of students towards their schools.

(7) To derive multiple correlations and regression equations for prediction for each of the two dimensions of leadership behaviour in the context of (i) the number of

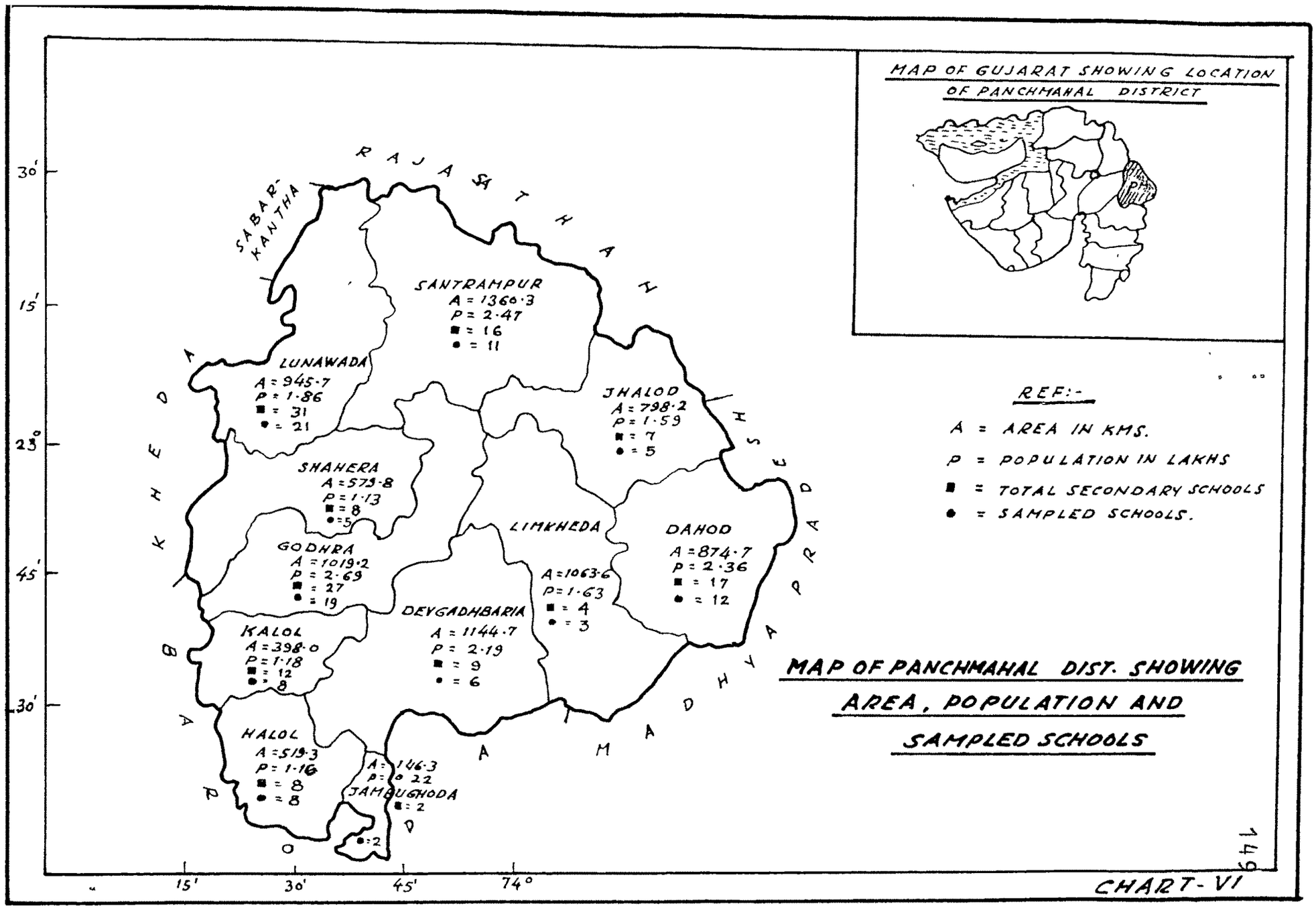
schools changed by the principal, (ii) percentage of the result of S.S.C. Examination, (iii) age of the principal, (iv) experience of principals as a prinaipal, (v) teacher morale scores and (vi) scores of students' motivation towards their schools.

These objectives also provide pointer to the scope and the content of the research design as well as the statistical procedures to be deployed for analysing and interpreting the data.

3.5 Background Picture of the Panchamahal() District

In order that the analysis and interpretation of data used in the present study become meaningful, a brief background discussion regarding the Panchamahal() district is prefaced here.

The Panchamahal() district is one of the districts of Gujarat State. It is located on the Eastern border of the State. It is bounded in the north by Sabarkantha district of Gujarat and Banswada district of Raj()snthan State, in the west by Baroda and Kaira districts, in the south by Baroda district of Gujarat State and in the east by Jhabua District of Madhya Pradesh. The total area is 9,029 sq.kms., which constitutes 4.86 per cent of the total area of the Gujarat State. Administratively, the district is divided into eleven Talukas, viz., Godhra, Shehra, Lunawada, Santrampur, Jhalod, Dohad, Limkheda, Devgadh Baria, Halol, Kalol and Jambughoda. The entire area of Jhalod, Dohad, Limkheda, Devgadhbaria and Jambughoda is covered by hilly


MAP OF GUJARAT SHOWING LOCATION OF PANCHMAHAL DISTRICT
REF:-
A = AREA IN KMS.
P = POPULATION IN LAKHS
■ = TOTAL SECONDARY SCHOOLS
● = SAMPLED SCHOOLS.
MAP OF PANCHMAHAL DIST. SHOWING AREA, POPULATION AND SAMPLED SCHOOLS
RAJASTHAN
SABAR-KANTHA
KHEDA
GUJARAT
MADHYA PRADESH
BARODA
SANTRAMPUR A = 1360·3 P = 2·47 ■ = 16 ● = 11
LUNAWADA A = 945·7 P = 1·86 ■ = 31 ● = 21
JHALOD A = 798·2 P = 1·59 ■ = 7 ● = 5
SHAHERA A = 579·8 P = 1·13 ■ = 8 ● = 5
LIMKHEDA A = 1063·6 P = 1·63 ■ = 4 ● = 3
DAHOD A = 874·7 P = 2·36 ■ = 17 ● = 12
GODHRA A = 1019·2 P = 2·69 ■ = 27 ● = 19
DEVGADHBARIA A = 1144·7 P = 2·19 ■ = 9 ● = 6
KALOL A = 398·0 P = 1·18 ■ = 12 ● = 8
HALOL A = 519·3 P = 1·16 ■ = 8 ● = 8
JAMBUGHODA A = 146·3 P = 0·22 ■ = 2 ● = 2
30'
15'
23°
45'
30'
15'
30'
45'
74°
CHART-VI
149

tracts and jungles. Among these jungles and hills, some patches of agricultural land are scattered here and there. The Panchamahals has an extreme type of climate. The average rainfall of the district is 30" to 35".

The district has a total population of about 18.49 lakhs. The average density per sq. k.m. is 209. The density is higher than in Gujarat State which is 136 per k.m. The percentage of Urban population to the total population in the district is 11.21. Thus, the Panchamahals is predominantly a rural district. It is also predominantly inhabited by the Adivasis or the scheduled tribes. As against 13.99 per cent population of Adivasis in the State, the district has 38.55 per cent. The population of scheduled castes (i.e. the untouchables) is only 3.68 per cent in the population. There are, 1,903 villages of which only a small number of 30 are unhabitated. The rate of literacy in the district is 22.48 per cent, 33.74 percent for male and 11.23 for female. The economically active population in the district is 36.8 per cent of which 79.80 per cent are farmers and 7.78 per cent are farm labourers.

The average number of primary schools in the district per 1000 population for all the towns comes to 0.391. Out of total number of 1933 villages of the District, about 501 villages are without primary schools.

The average number of secondary schools in the district per 1000 population for all the towns is 0.150. The total number

of secondary schools in the District as per the latest list from the Office of the District Education Inspector, Godhra is 141 having 39,967 total enrolment and 1,591 teachers (upto the end of 1973).

From the tables given on three subsequent pages it can be said that so far as secondary schools are concerned, the Panchamahals is a higher than average number of secondary schools per District (125) in the State.

Among the total secondary schools in the district, schools having classes VIII to XI are 55.18 per cent and the schools having classes V to XI are 12.05 per cent. Again the percentage of large-sized secondary schools in the district is 55.18.

Majority of the schools are in urban areas, but the percentage of schools in socio-economically advanced areas of the district is 58.15.

The highest number of schools is in Lunawada Taluka and the lowest number of schools are in Jambughoda Taluka.

The Panchamahals is a developing District. There are primary schools, basic schools, post-basic schools, ordinary secondary schools, technical schools and multipurpose schools. Industrial Training Centres, Polytechnic, Arts, Science, Commerce Colleges and the Colleges of Education for Primary and Secondary Teachers. There are Social Education Centres and Institutions for special education. The District has enough scope for

further development; and the District represents most of the characteristics of the State.

TABLE - 3.1 : Secondary Schools in the Panchamahals District
(Figures in brecket indicate percentage)

Schools		Pupils and Teachers		
A. Multipurpose Schools		PUPILS Boys	Girls	Total
1. Government school	1	29027	10940	39967
2. Pvt.Boys' schools	15	(72.7)	(27.3)	(100.0)
3. Pvt.Girls' schools	1	(Including the pupils of classes V to VII)		
Total :	17			
B. Post Basic Schools		TEACHERS Trained	Untrained	
1. Pvt.Boys' schools	4			
2. Pvt.Girls' schools	1	Males	1234 (89.3)	148 (10.7)
Total:	5	Female	154 (74.1)	55 (25.9)
C. Ordinary Schools				
1. Govt.Boys' schools	1	Total:	1388 (87.2)	203 (12.8)
2. Pvt.Boys' schools	113			
3. Pvt.Girls' schools	5			
Total:	119			
Total Schools in the District :	141	Total Teachers in the District.	Male - 1382 Female- 209	1591

Source : Office of the District Education Inspector, Godhra (Panchamahals District).

TABLE -3.2 : Secondary Schools in Panchamahals District

Distribution of Schools According to Classes			Distribution of Schools According to Location	
1. Schools having Classes	V to XI	18	A. Schools in Urban Areas.	35
2. ,,	VIII to XI	78	B. Schools in Rural Areas.	106
3. ,,	VIII to X	20	Total:	141
4. ,,	VIII to IX	20		
5. ,,	VIII only	5	B. Schools in Socio-Economically Advanced Areas	82
			Schools in Socio-edonomically Back-ward Areas (including the schools in Adivasi Areas)	59
B			Total:	141
1. Big Schools		78		
2. Small schools		63	C. Schools in Adivasi Areas	17
Total:		141		

Source : List of the schools supplied by the Officer of the District Education Inspector, Godhra, (Panchamahals District).

Size (Big Small) is determined on the basis of the strength of the pupils in the school.

TABLE - 3.3 : Distribution of Secondary Schools in 11 Talukas of Panchamahal District

Taluka	Boys Schools	Girls schools	Mixed schools	Total
1. Godhra	0	3	24	27
2. Dohad	2	2	13	17
3. Jhalod	0	0	07	07
4. Kalol	11	1	0	12
5. Halol	0	0	08	08
6. Lunawada	1	1	29	31
7. Santrampur	0	0	16	16
8. Shahera	0	0	08	08
9. Devgadh Baria	0	0	09	09
10. Limkheda	0	0	04	04
11. Jambughoda	0	0	02	02
Total:	14	7	120	141

Source : As per List of the Secondary Schools provided by the Office of the District Education Inspector, Godhra, Panchamahals.

3.6 The Sample for the Study

As shpwn earlier the total number of secondary schools in Panchamahals is 141. The investigator has selected 100 schools for this study. To facilitate the computation the round number of 100 schools is selected. These 100 schools share 70.92 per cent of total secondary schools in the District. These schools are selected on the basis of randomly stratified sampling cattering to talukawaise distribution of the schools as well as some other strata such as management, sex, composition, urban-rural location and socio-economic status of the areas where the schools are located, and the size of the school on the basis of the strength of the school.

The following table gives the total picture of the schools sampled for the study.

TABLE -3.4 : Stratified Sample for the Study

Strata	Total No. of schools in the District	Sampled schools	Percentage of the sampled schools to total No. of Schools in the Dist.
1	2	3	4
(1) Management			
(a) Govt. schools	02	02	100.0
(b) Pvt. schools	131	90	68.7
(c) Ashram schools	8	8	100.0
Total :	141	100	70.92

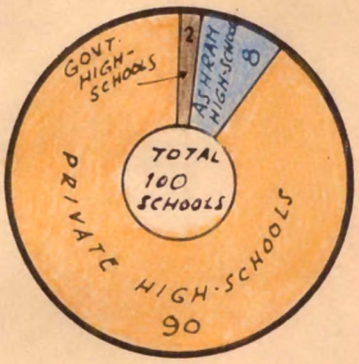
contd.....

Table 3.4 contd...

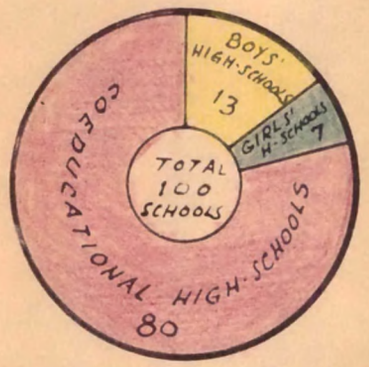
1	2	3	4
(2) Size of the school			
(a) Big schools	78	60	76.92
(b) Small schools	63	40	63.50
Total:	141	100	70.92
(3) Sex			
(a) Boys' schools	14	13	92.82
(b) Girls' schools	7	7	100.00
(c) Mixed schools	120	80	66.66
Total:	141	100	70.92
(4) Rural-Urban Location of schools			
(a) Schools in Urban Areas.	35	35	100.00
(b) Schools in Rural Areas	106	65	61.53
Total:	141	100	70.92
(5) S.E.S. of schools			
(a) Schools in Socio-Economically Advanced Areas	82	68	82.92
(b) Schools in Socio-Economically Backward Areas.	42	22	52.38
(c) Schools in Adivasi Areas	17	10	58.82
Total:	141	100	70.92

Now the following table shows the Talukawise distribution of the sampled schools. The total number of schools selected for the study is 70.92 per cent of the total number of schools in the District. The schools selected for the study from each taluka vary from 62.50 per cent to 75 per

SAMPLED HIGH SCHOOLS IN PANCHMAHAL DISTRICT



MANAGEMENT



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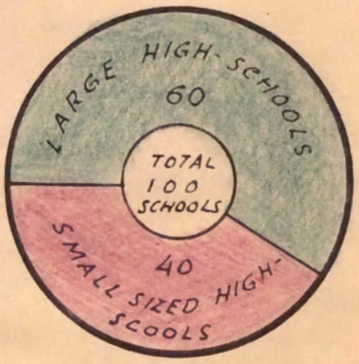

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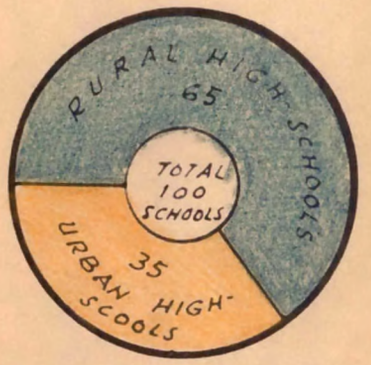
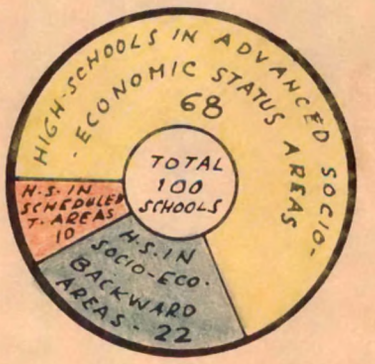


RURAL - URBAN



SOCIO - ECONOMIC STATUS

cent, but from Halol and Jambughoda Taluka all the schools are included in the sample.

TABLE -3.5 : Talukawise Distribution of Sampled Schools

	Taluka	Total No. of schools.	Sampled schools	Percentage of the sample.
1	Godhra	27	19	70.37
2	Dohad	17	12	70.58
3	Jhalod	7	5	71.43
4	Kalol	12	8	66.66
5	Halol	8	8	100.00
6	Lunawada	31	21	67.74
7	Santrampur	16	11	68.75
8	Shehra	8	5	62.50
9	Baria	9	6	66.66
10	Limkheda	4	3	75.00
11	Jambughoda	2	2	100.00
	Total:	141	100	70.92

From the Table 3.4, it will be seen that there are only 2 Government schools are there in the district and both the schools are included in the sample. Majority of the schools are private schools. From the total private schools, 68.7 per cent of schools are included in the sample. So far as the strength of the school is concerned, 42.55 per cent from the big schools and 28.36 per cent from the small schools are

included in the sample. Most of the schools in the District are co-education schools or mixed schools, there are only 7 girls' schools and 14 Boys' schools and out of this type of schools, all the Girls' schools are included in the sample. All the urban schools of the District are included in the sample, and the number of schools from Rural areas that are included in the sample is 65 i.e. 46.09 per cent of the total schools in the District. Most of the secondary schools (68) are in the socio-economically advanced areas, the number of schools in Backward areas and Adivasi areas is 22 and 10 respectively and the number of schools included in the sample from Advanced, Backward and schools in Adivasi area is 68, 22 and 10 respectively.

The investigation is based on the responses of 400 secondary school teachers. In Panchamahal() District there are 1591 teachers. The share of the sampled teachers is about 25.77 per cent of the total population of secondary school teachers in the District.

The sample also includes 1000 students which include ten students of Std. X selected at random from each of the 100 sampled secondary schools of the Panchamahal() District.

Thus, it will be seen that the sample selected for the study is fairly representative of the total population or universe of secondary schools in the District.

3.7 The Research Tools

For the collection of data for the study, the following tools were adapted and translated by the investigator :

(1) The leadership Behvaiour Description Questionnaire (LBDQ) by Halpin and Winer.

(2) The Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft.

(3) Tool for Measuring Teacher Morale by Robert Coughlan (School Survey)

(4) Innovativeness Scale Prepared by Ashma Doctor

(5) The Junior Index of Motivation (JIM Scale) by Jack R. Frymier

(6) Open Questionnaire for Teachers Devised by the Investigator

(7) Personal Data Sheet for Teachers Devised by the Investigator

(8) Personal Data Sheet for the Principals Devised by the Investigator.

The respondents of tool Nos. 1,2,3,6,7 were the 400 secondary school teachers of the sampled schools. For the tool No.5, the respondents were 1000 students from the sampled schools. The tool No.8 was filled in by the principals of the sampled schools. The tool No. 4 was filled in by the investigator himself on the basis of his personal interviews with the teachers, principals, pupils and the supervisors. Each tool was explained to the respondents concerned. For the collection of the data for the investigation, the investigator

devoted about 3 hours to each of the sampled schools. For cross checking of the data collected on the basis of the above mentioned tools, the Office of the Education Inspector, Godhra (Panchamahals) was visited by the investigator many times. Officers from this establishment were interviewed and each of the sampled schools was discussed mainly in view of the leadership behaviour of the school principal, organizational climate of the school, teacher morale, innovativeness of the school, and motivation of students towards the schools. Many other aspects of the school were also discussed with these officers. To collect all these data, the investigator took about 16 months, from July, 1973 to October, 1974.

The tools used in the investigation are described briefly in the pages that follow.

(a) Leadership Behaviour Description Questionnaire (The LBDQ)

There are two dimensions of leadership behaviour; viz., (i) Initiation and (ii) Consideration. These are the structures or the measurements of the description of how leaders behave. A combination of these two dimensions determines the leadership behaviour pattern. The tool facilitates to define leadership behaviour dimensions operationally. As stated earlier, the LBDQ was designed by the Personal Research Foundation at the Ohio State University. It was first constructed by Hemphill and was later on adapted by Halpin and Winer. The investigator has adapted and used in the investigation the version of the tool

prepared by Halpin and Winer. There are two main dimensions of the tool having 15 items each. All the 30 items of the tool are scored on a scale ranging from 'Always' to 'Never'. The theoretical range of scores on each variable is from 0 to 60. Leaders receiving high scores on both dimensions are considered to be the most effective.

The principal's leadership behaviour in this study is derived from teachers' perceptions of their ( ) principal as measured by the LBDQ. These two dimensions are translated emphasising 'group maintenance' and 'goal achievement'. These behaviour patterns of various leaders on both the dimensions are expected to differ, some may be high on both the dimensions, some high on one and low on the other, and some low on both. The following symbols are used to denote this fact.

HH - High Initiating Structure and High Consideration

LH - Low Initiating Structure and High Consideration

LL - Low Initiating Structure and Low Consideration

HL - High Initiating Structure and Low Consideration

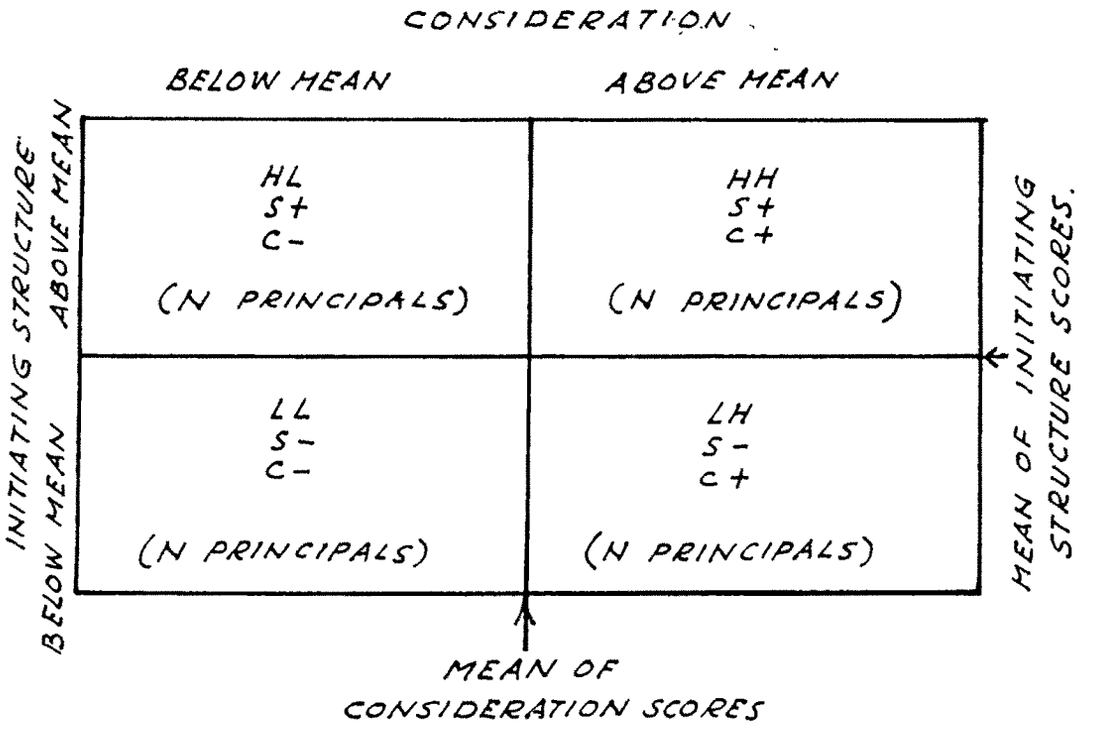
The interpretation will be based on the following scheme:

Initiating Structure	Consideration: Below Mean	Consideration: Above Mean
Above Mean	HL S C- (N Principals)	HH S C (N Principals)
Below mean	LL S- C- (N Principals)	LH S- C (N Principals)

Mean of Initiating structure scores.

Mean of Consideration scores

A SCHEME FOR INTERPRETATION OF LEADERSHIP BEHAVIOUR PATTERNS



(b) Organizational Climate Description Questionnaire (The OCDQ)

Originally, this tool was developed by Halpin. From the researches reviewed, it will be seen that this tool is used by many researchers in Indian settings. The investigator translated the tool in Gujarati and made necessary verbal changes to suit the administrative setting and school practices in Gujarat State. The adaption is limited to these verbal changes.

The OCDQ requires about 30 minutes to fill in the responses by the teachers or principals. It contains 64 Likert type items to be responded on a four-point scale. The pattern of responses is as follows :

1 Rarely occurs

2 Sometimes occurs

3 Often occurs

4 Very frequently occurs.

The OCDQ is composed of eight sub-tests. They are also called 'dimensions' by Halpin. The first four of these dimensions deal with the teachers' behaviour and the last four deal with the principal's behaviour. Keeping in view the total environment in the school and the behaviour of staff members with one another, the questionnaire is responded to by teachers as they perceive each category of behaviour. The respondent teachers have to be from the school organization, which is to be studied for determining its organizational

climate. The scale or categories mentioned above can be scored for each item by simply assigning to the respective category any four successive integers, i.e. 1,2,3,4, or 5,6,7,8. The items to be scored negatively are to be scored as 4,3,2,1. To find out the raw score for each person, the scores of items for each subtest have to be added and divided by the number of items in the corresponding sub-test. This scoring is to be applied each sub-test-wise, and every statement is to be rated on a four-point scale. The first four sub-tests or dimensions refer to the behaviour of teachers in the school. These four dimensions are : (1) Disengagement, (2) Hindrance, (3) Esprit, and (4) Intimacy. The next four dimensions are (5) Aloofness, (6) Production emphasis, (7) Thrust and (8) Consideration. The latter group describes the behaviour of the leader in the school. Combination of all these eight dimensions lebels the type of the climate in the school. As referred to earlier, this combination gives any of the six of the climate types ; (1) Open, (2) Autonomous, (3) Controlled, (4) Familiar, (5) Paternal and (6) Closed climate. Combination of the eight sub-tests or dimensions for each of these climate-types is already explainedd earlier. However, on the lines of Owens (1970), these climate-types can be briefly described in the form of the following table 3.6.

TABLE : 3.6

CLIMATE TYPES

A.Open Climate	B.Autonomous Climate	C.Controlled Climate.	D.Familiar Climate	E.Paternal Climate	F. Closed Climate.
1. High Esprit	1.High Esprit	1. High Esprit	1. High dis-engagement	1.High Production Emphasis	1.High Dis-engagement.
2.Low Dis-engagement	2.High Intimacy.	2.Low Dis-engagement.	2.Low Hindrance	2.High Dis-engagement	2.High Hindrance.
3.Low Hindrance	3.Low Dis-engagement	3.High Production Emphasis	3.High Intimacy	3.Low Hindrance.	3.Average Intimacy
4.Average Aloofness	4.Low Hindrance	4.Low Consideration	4.Average Esprit	4.Low Intimacy	4.Low Esprit
5.Average Intimacy	5.High Aloofness	5.High Thrust	5.High Consideration	5.Low Esprit	5.Low Thrust
6.High Consideration.	6.Low Production Emphasis	6.Average Aloofness	6.Low Aloofness.	6.Average Thrust	6.High Aloofness
7.Low Production Emphasis	7.Average Consideration	7.High Hindrance	7.Low Production Emphasis.	7.Low Aloofness	7.High Production Emphasis
8.Average Thrust	8.Average Thrust	8.Low Intimacy	8.Average Thrust	8.High Consideration.	8.Low Consideration

To construct the school profiles, the scores of all the teacher-respondents under each sub-test have to be added and to be averaged. These raw scores on the eight sub-tests of the OCDQ are to be then converted into standardized scores - normatively as well as ipsatively. These doubly standardized scores would give a profile of the climate of a particular school. For both the standardization procedures, a standard score system based upon a mean of 50 and a standard deviation of 10 is to be used. The profile of each school will then emerge.

This school-wise profile is now to be compared with the prototypic profiles which have been calculated by Halpin and Croft. (Vide - Halpin 1966.pp. 174) and similarity scores are to be calculated. The similarity scores can be calculated by computing the absolute difference between each sub-test score in a school's profile and the corresponding score in the first prototypic profile and then in the second one and so on. Thus, the score of each school has to be compared with those of each of the six prototypic profiles. For every school, the sum of the absolute difference between the profile scores has to be computed. A low sum indicates high similarity between the two profiles, whereas a large sum shows the dissimilarity between two profiles. On the basis of the lowest difference score, the climate type for each individual school is decided.

For ready reference, the Prototypic Profile computed by Halpin (1966) for the six organizational climates ranked in respect with openness to closedness are given in the following table.

TABLE -3.7 : Halpin's Prototypic Profiles

Climates	Disengagement.	Hinderance	Espirit	Intimacy	Aloofness	Production Emphasis.	Thrust	Consideration.
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	51	44

Source : Andrew H. Halpin (1966), page. 174.

(c) The School Survey

The third tool adapted by the investigator is an attitude survey questionnaire. It is developed by Robert Coughlan and is called 'School Survey' (1970). The tool contains 120 items on four main areas : (1) General Administration; (2) Educational Programme; (3) Interpresonal Relations; and (4) Career Fulfilment. The school teachers will express their ideas and sentiments about their work and working condition in their school.

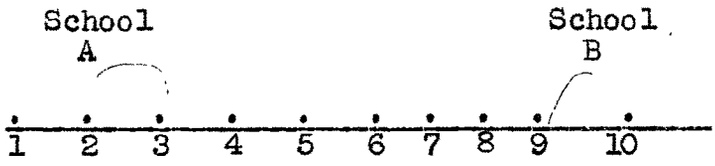
For scoring the tool, the investigator has developed his own scoring scheme. First of all, the tool was given to the persons working in the field of education and the most relevant items affecting teacher morale were thus discriminated. After the process of discrimination only 80 items were selected which discriminated significantly for the scoring purpose.

These 80 items of the tool are divided into two parts. Half the items are negatively worded. A respondent has to check either 'agree', 'disagree' or '?' (doubtful) for each item. This, positive items were scored by linear method in the following way 'agree' = 3, doubtful = 2, 'Disagree' = 1, and the negative items were scored thus : 'Agree' = 1, doubtful = 2, and 'Disagree' = 3. According to this scoring system, the range of score will be from 80 to 240. This means the lowest possible score will be 80 and the highest possible score will be 240. Thus, the investigator will calculate the score of individual teachers on each of the 80 items. From the scores of individual teachers the average score of the school is calculated and on the basis of this score the school is categorized as 'High', 'Average' or 'Low' morale school. In this way the tool indicates the degree of staff morale in each school.

(d) <u>The Innovativeness Scale</u>

To locate a school on innovativeness, the investigator has used the tool prepared by Ashma Doctor (1973). The whole tool

is designated as "Innovativeness Scale" Innovativeness is a continuum and it is assumed that a school stands at various points on this continuum. The continuum is illustrated in the follwoing way.



Here in this scale, a school 'A' is on the 3rd point of innovativeness and a school 'B' in on the 9th point of innovativeness.

The continumm hypothetically was thought to be of ten categories, and each of the ten categories of the school is desribed below :

Ashma Doctor's Innovativeness Scale

Rank	
10	Highly innovative and as a model for the schools of Gujarat State
9	Highly innovative with diffusion and leadership in nearby schools (acting as a change agent)
8	A school with institutional practice with diffusion within the institution and having congenial climate.
7	A school with two or more institutionalised practices
6	A school with more than one innovative practice and more absorbed in the process of various innovations

contd...

Rank	
5	Reaching the adaption stage for one innovative practice (good potentiality for innovativeness)
4	Trying to reach the experimental stage.
3	Trying to reach the interest stage.
2	Slightly trying to reach the awareness stage
1	A non-innovative traditional school

As stated earlier, each school included in the sample was personally visited by the investigator for collecting data. Innovativeness of the school was judged by the investigator on the basis of interviews he had with school principals, supervisors, teachers and pupils. With the help of the data collected the school was located somewhere on the continuum. The investigator checked the rating of the school with the District Education Officers' judgement. In case of difference of opinion, the total programme of the school was discussed thoroughly. Then the final rating was decided upon.

The innovativeness scale helped the investigator to locate the schools of his sample in respect of innovativeness. The schools were classified in three categories of innovativeness as shown below :

High	7,8,9,10	scale points
Average	4,5,6	scale points
Low	1,2,3	scale points

(e) Junior Index of Motivation (The JIM Scale)

This tool is developed by Jack R. Frymier (1970) and is adapted and translated in Gujarati by the investigator for his study. In all, there are 80 items in the tool, out of which only 50 items are scored. The students write 'A' if they totally agree with the statement, 'B' if they generally agree with the statement, 'C' if they generally disagree with the statement, and 'D' if they totally disagree with the statement. The value of 'A' is (2) , the value of 'B' is (1), the value of 'C' is (-1) and the value of 'D' is (-2). All the As,Bs,Cs and Ds are calculated from the responses and the values are substituted and added up algebraically, and the sign of the sum thus obtained is reversed and then it is added up to 100 algebraically. The last figure is the motivation score of the student. The school motivation score is calculated by adding the scores of the all students taken for sample and by dividing the sum of all these scores with the number of students. And lastly, the school is designated as 'High', 'Average' and 'Low' in motivation.

(f) Open Questionnaire for Teachers.

This questionnaire is devised by the investigator himself. It contains only 5 multiple-choice test items, one on each of the aspects of the school under study : (1) (2) Leadership Behaviour of the School Principal, (3) Organizational Climate, (4) Teacher morale, (5) Motivation of Students Towards the school.

The respondent teachers were also asked to support their responses with some reasons. The main purpose of this tool is to cross-check their responses on the previous tools.

(g) Personal Data Sheet for Teachers

This was constructed by the investigator to collect some basic data about the teacher respondents on such variables as sex, age, qualifications, teaching experience etc. which can be used as static variables.

(h) Personal Data Sheet for Principals

This is also constructed by the investigator to collect some basic data about the principals of the responding high schools such as sex, age, experience, etc. These static variables are to be related with the leadership behaviour of the school principal. The focus is to be on how the leadership behaviour of school principals varies according to these static variables.

In fine, the present investigation is mainly a survey with the help of questionnaires and interviews.

Before this section on research tools is concluded, a few observations on the validation of the tools will not be out of context.

To begin with the LBDQ can be readily adapted and used with a few modifications here and there without changing the purport and function of the items. As such, this tool will

not need any revalidation. Halpin (1966,p.90), has very clearly clarified this position. He has observed : "The LBDQ can be a adapted readily to different group requirements without altering the meaning of the items. For example, with Air Force personnel the term "crew" is used; with educational administrators, "staff" is substituted for "crew". Similarly, for industrial and other situations. Minor changes in wording can be made in each item according to the nature of the groups with which the questionnaire is used. Again, the leader behaviour dimensions of Initiating Structure and consideration are not to be conceived as traits of leadership. They simply describe the behaviour of a leader as he operates in a given situation. Nothing in the research completed to date with the LBDQ contradicts this position". From these observations it is quite clear that there is no need of revalidating this tool and the present investigator has adapted and used this tool with a few necessary minor alterations here and there.

The second tool to be used is the OCDQ which is also developed by Halpin (1966). This tool has already been validated by Shelat (1974), in situation obtaining in Gujarat. She found that in almost all the climate compositions, a few factors deviated to be a negligible extent; but, on the whole, the ratings made by the raters seemed to compare well with the original descriptions. The deviations did not change from one extreme to another extreme. These minor variations might be due to the size of the sampled schools. If a large number of

schools falling in each of the six climates are selected and if sufficiently larger number of raters are asked to rate, the minor differences could easily be wiped off.

Halpin Himself says: (1966, p.194): "A Cross-validation study may show that the OCDQ will benefit from a few modifications. We do not know yet we surmise that the eight dimensions and the six climates which we have delineated here will survive the crucible of cross-validation". This very clearly indicates that the modifications and revalidation will not make drastic changes in the original sub-tests and climate types.

The third tool to be used is the "School Survey" to measure "Teacher morale% developed by Robert Coughlan (1970). This tool is used after reasonable discrimination by persons working in the field of education, and the most relevant 80 items were selected out of the total 120 items. Further, the same tool is used by Shelat (1974). Therefore, there is no need of validating this tool.

The Junior Index of Motivation is developed by Jack R. Frymier (1970). It is validated by Desai (1970) and is adopted thereafter by many researchers in Gujarat including Shelat (1974). For this tool also the investigator did not find any need for re-validation.

To have an idea about the Innovativeness of the school the "Innovativeness Scale" devised by Doctor (1973) is to be

used and as the validation was done by the author herself, there is no need of re-validating this tool.

To cross-check the responses given by the respondent teachers on each of the tools mentioned above, except the "Innovativeness Scale", an open Questionnaire was given by the investigator to them. In this open questionnaire the descriptions given by the teachers were more or less in consonance with what they responded in the above mentioned tools. This, in a way, supports the validity of the tools used in the study.

3.8 Some Underlying Basic Assumptions and Hypotheses

Some assumptions and hypotheses which guided the organization of the analysis and interpretation of the data collected with the help of the research tools described in the earlier section are given below.

Assumptions : They are as under :

(1) There is a continuous interaction between human behaviour and his environment. Human behaviour generates from interaction between an individual and his environment.

(2) Behaviour of the school principal as a leader and the behaviour of the teachers as a group determine the organizational climate of schools.

(3) Leadership behaviour of the school principal, organizational climate, teacher morale, innovativeness of the school and motivation of students are interrelated.

(4) Leadership behaviour of the school principal and the organizational climate of the school are influenced by the variables of school such as urban-rural character, management, size, etc.

(5) All the six types of organizational climate are on a continuum, 'open' climate at one extreme and 'closed' climate at the other extreme; in between these extremes the other climates are sequentially Autonomous, Controlled, Familiar, and Paternal.

(6) Leadership behaviour of a school principal falls into any of these four patterns : (i) high initiating structure, high consideration(HH); (ii) low initiating structure, high consideration (LH), (iii) low initiating structure, low consideration, (LL); and (iv) high initiating structure, low consideration (HL).

Hypotheses

These assumptions are reflected in the hypotheses formulated below :

(1) The principals of the secondary schools of Panchamahals district manifest a variety of leadership behaviour.

(2) (a) Leadership behaviour patterns of high school principals is a function of the organizational climate of schools.

(b) Schools having open climate tend to have principals manifesting the HH Pattern of leadership behaviour, and the schools having closed climate tend to have principals manifesting the LL Pattern of leadership behaviour.

(3) The relation between various climate types of the schools and the 'Initiating Structure' as well as 'Consideration' dimensions of leadership behaviour of the schools principals tends to be significant.

(4) The teachers of the high schools headed by principals manifesting the HH Pattern of leadership behaviour tend to have high morale and the teachers of the schools headed by principals manifesting the LL Pattern of leadership behaviour tend to have low morale.

(5) Higher the 'Initiating Structure' as well as the 'Consideration' the higher is the teacher morale. The converse of it would also be true.

(6) The students of the high schools having principals manifesting the HH leadership behaviour Pattern tend to have high motivation towards school, and the students of the high schools having principals manifesting the LL leadership behaviour pattern tend to have low motivation towards schools.

(7) The 'Initiating Structure' of leadership behaviour of school principals bears a significant relationship with the innovativeness of the school.

(8) High academic status schools tend to have principals manifesting the HH Pattern of leadership behaviour and the low academic status schools tend to have principals manifesting the LL Pattern of leadership behaviour.

3.9 The Scheme of Analysis of the Data

It is planned to subject the data to the following procedures of analysis and interpretation.

(1) Means of Initiating Structure and Consideration dimensions of the LBDQ will be calculated. On this basis the four leadership behaviour patterns will be calculated. These patterns will be :

(a) High initiation and high consideration(HH);

(b) High initiation and low consideration(HL);

(c) Low Initiation and high consideration(LH); and

(d) Low initiation and low consideration (LL).

9 (2) The above four leadership behaviour patterns of the school principals will be calculated according to the various strata of the schools, viz., management of the school, location of the schools in urban or rural areas, size of the school, sex-type of the school, academic status of the school, and socio-economic status of the school.

(3) Distribution of scores on the leadership behaviour patterns will also be calculated in relation to some factors such as the age, sex, experience of the school principal, and the schools changed by the principals as a principal.

(4) Distribution of scores on leadership behaviour patterns will also be calculated according to the innovativeness of the school organizational climate of the school, level of teacher morale and the motivation of students towards the school.

(5) The 't-test' (significance of difference between means) results for the two dimensions, Viz.,-the Initiating Structure and Consideration - in the context of 14 coded variables, namely, the (i) management of the school, (ii) urban-rural location of the schools, (iii) the size of the school, (iv) the co-educational character of the school, (v) academic status of the school, (vi) socio-economic status of the school, (vii) innovativeness of the school, (viii) age of the principal, (ix) sex of the principal (xii) experience of the principal as a principal, (xi) leadership behaviour patterns, (xii) types of organizational climate of the school,

(xiii) status of teacher morale, and (xiv) the level of the motivation of students towards the school will be computed.

(6) Means, standard deviations, and correlation matrix for eight continuous variables, namely, schools changed by the principals, the S.S.C. Examination results, the age of the principal, the experience of the principal, initiation, consideration, morale scores, and motivation scores will be computed.

(7) Two 'multiple R' and also the respective 'Regression Equations' for dependent variables 'initiating structure' and 'consideration' and independent continuous variables, namely, the schools changed by the principal as a principal, the S.S.C. Examination results, the age of the principal, the experience of the principal as principal, teacher morale, and motivation of students towards the school will also be computed.

(8) The 't' test (significance of difference between means) results for 'Teacher morale' in the context of the management, the rural-urban location of school, the size of the school, the co-educational character of the school, the academic status of the school, the socio-economic status of the school, the innovativeness of the school, and the leadership behaviour patterns will be worked out.

(9) The 't' test (significance of difference between means) results for motivation of students towards the school in the context of management, rural-urban location of schools, size of the school, sex-type of the school, academic status of the

school, socio-economic status of the school, innovativeness of the school, and leadership behaviour patterns will also be computed.

The data will be processed through computers as per the analysis patterns mentioned above.

3.10 Organization of the Study

The report of the present investigation will be presented as per the following Scheme of Chapters :

Chapter - I : Foundations of Leadership

Chapter - II : Review of Relevant Literature and Researches

Chapter - III : Plan and Procedure

Chapter - IV : Analysis and Interpretation of the Data

Chapter - V : Summary of Results, Conclusion and Implications

3.11 Conclusion

It would be seen that the research design of the present study is developed with a view to identifying the patterns of leadership behaviour of a randomly selected stratified sample of secondary school principals of the Panchamahals district which is a developing district and has yet a long way to go to reach the goal of equality of opportunity in various spheres of public life and social justice. Here, the leadership of high

schools becomes important, as in uncongenial social, economic and educational conditions, the onus of responsibility would be on them to expand school facilities and maintain and raise school standards.

The study is one of the few of its types attempted in India. It is based on tools that have already been tried out earlier in Indian situations and have been adjusted valid and reliable.

Sophisticated statistics are intended to be used for analysing and interpreting the data yielded by teachers respondents, pupils and other sources. Various statistical techniques such as 't' values, correlation matrix, multiple regression equation will be largely employed and will be used for this purpose.

The next chapter will present the analysis and interpretation of the data.

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