

\* CHAPTER - IV \*

THE PLAN AND THE PROCEDURE

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.

- 4.1 The focus of the study.
- 4.2 The problem and the definition of the terms.
- 4.3 The delimitation and the scope of the study.
- 4.4 Objectives of the study.
- 4.5 The sample.
- 4.6 The research tools.
- 4.7 Description of the various tools used.
- 4.8 Collection of the data.
- 4.9 Analysis of the data.
- 4.10 Scheme of chapters.

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\* C H A P T E R - I V \*

THE PLAN AND THE PROCEDURE

It was apparant from the research studies reviewed in the previous chapter, that the effectiveness and productiveness of our organization is largely dependent upon its leader and his leadership behaviour. And here lies the importance, relevance and urgency of the studies like this.

4.1 THE FOCUS OF THE STUDY :

Behaviours of leaders which create significant effects on the followers are worth investigating. How a leader should behave in order that he becomes really effective is the main concern of this study. The researcher has selected to study—

- (A) The following aspects :
- (i) Leadership behaviour, types and patterns of school principals.
  - (ii) Principal's Administrative behaviour and
  - (iii) Principal's values.
- (B) The researcher will also study the relationship between the values and leadership characteristics as found in the effective leaders.
- (C) Profiles of principals scoring high and low will be made and lastly, he will try to study following aspects of effective leaders.
- viz : (1) Communication behaviour.
- (2) Decision-making behaviour.

### (3) Conflict-Resolution behaviour.

As shown earlier, many studies have been done in this area using the Trait (which would sort out 'Leaders' and 'Non-Leaders') and Situational (to say that leader's behaviour is determined exclusively by situation is to deny the leader freedom of choice and decision) approach<sup>es</sup> of leadership behaviour, in the field of psychology and sociology, but very few studies have been done with behavioural approach in the educational institutions.

By this study, the patterns of leadership behaviour of the school principals emerges clearly leading to the conclusion as to what are those qualities which make him really an effective one. It is thus based on the evaluational and behavioural approach, which is marked by direct dealing with the observable phenomena of the leadership behaviour and the evaluation of the effectiveness of their behaviour in the light of specified performance criteria.

The practical use of this study lies in having a high possibility to contribute to the production of the effective leaders/principals which in turn will produce high efficiency in school management. This, at present, is the prime concern and challenge before the nation when the quality of an institution is at a deteriorating stage and when the industries have started the movement of 'Quality Circles'.

4.2

THE PROBLEM AND THE DEFINITION OF THE TERMS :

The review of the past studies does not generalize about the actual characteristics of an effective leader, about the profiles of effective leadership behaviour of principals in contrast with the profiles of the less effective ones. Principal's operational styles, as well as what are his essential qualities which make him the most effective leader is discussed in the present investigational work. Hence the problem selected by the present investigator is as follows :

THE STATEMENT OF THE PROBLEM :

"A STUDY OF THE CHARACTERISTICS OF EFFECTIVE LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL PRINCIPALS".

Definitions of the Keywords used in the title :1) Characteristics :

This term denotes the qualities of a leader which includes characteristics such as his value-orientation, his conflict resolution behaviour, Communication behaviour, decision-making behaviour and his administrative and leadership qualities.

2) Leadership Behaviour :

This refers to the behaviour of a secondary school principal. It is expected that principal will be a leader rather than an administrator i.e. he will be an innovator with regards to the goals of the school.

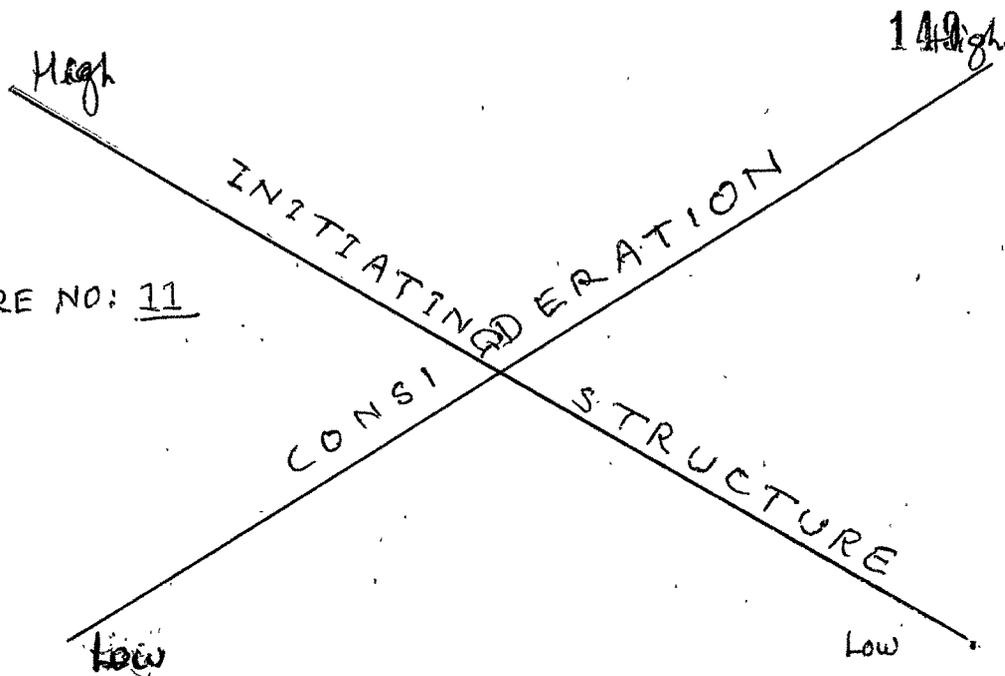
As with leaders in all institutions, the principals has to perform two basic functions e.g. he must be 'task-oriented' as well as 'person-oriented'. His effectiveness lies in executing these two functions in a balanced way. In the terminology of Getzels and Guba (1957) he must try to maintain the balance between the 'idiographic' and 'nomothetic' dimensions of the school. In the terminology of Hemphill and Coons (1957) he must strike a balance between the dimensions of 'initiation' 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, persuades staff-members to follow standard rules and regulations etc.

Again about 'Consideration', Halpin says, 'it refers to the informal relationship which the principal has to have with his staff. The principal who scores high on this dimension does personal favours, finds time to listen to them, puts their suggestions into operations, gets their approval on important matters before going ahead, etc.

To put it figuratively : Figure No:11 .

FIGURE NO: 11



It is concluded that the higher the meeting point of these two dimensions, the better is the leadership behaviour. This leadership behaviour can be measured by the tool called Leadership Behaviour Descriptive Questionnaire developed by Halpin & Winer. Accordingly, if a leader shows high 'Consideration' and low initiating structure etc; he will be called person-oriented. Thus four patterns arise out of this tool :

- 1) High initiation and High Consideration. : Very effective.
- 2) High initiation and Low Consideration. : Institution-Oriented (Effective).
- 3) Low initiation and High Consideration. : Person-Oriented (Less-Effective).
- 4) Low initiation and Low Consideration. : (Most ineffective).

Researchers in the field of leadership 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) had added 'learning as a criterion', thus if the members of the group have not gained something either in knowledge about the task at hand, in working together or improved organisation in getting the work done, the leadership is not effective and needs improvement. But none of these criteria or dimensions used in isolation is an effective measure of leadership. They are naturally inclusive rather than exclusive. Growth along one dimension affects the growth in others.

'Consideration' denotes behaviour manifesting mutual trust, respect and warmth as well as 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, but 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. Further more the initiating structure he referred to is institutional or cultural school of which the respondent is a member. Thus, he has attributed more significance to 'consideration' dimension. But any way, low score on one of the dimensions and low scores on both the dimensions are

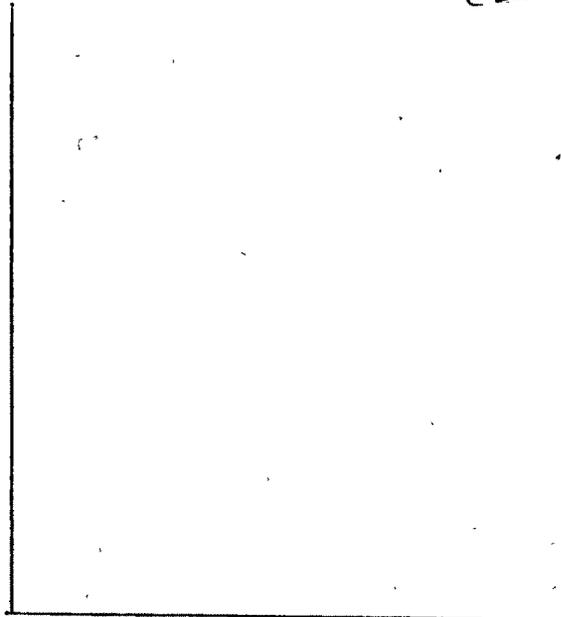
indicative of poor leadership behaviour.

The Leadership Behaviour Descriptive Questionnaire developed by Halpin and Winer is a very helpful instrument for appraising the two dimensions of leadership behaviour.

Researchers have shown that leadership behaviour also involves two more dimensions viz : Task dimension and Human dimension, the former one ensuring the satisfaction of social and psychological needs of the personnel of the organization. A reciprocal relationship exist between these two dimensions. The task dimension has two more aspects. One is 'Commitment Aspect' and the other is 'Specific Aspect'. The first aspect refers to the efforts of the participants to the improvement of the total organisation 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' and 'specific' aspect. Thus the effective leadership is manifested when the leader acts in such a way as to ensure the satisfaction of both. According to Tanenbaum (1961) this can be presented in a figure as shown in the chart.

(I)

TASK DIMENSION

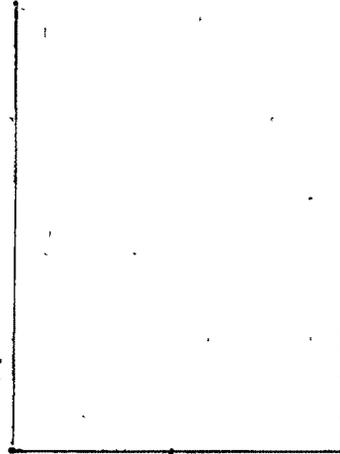


HUMAN DIMENSION

Original Model

(II)

SPECIFIC ASPECT



TASK DIMENSION

HUMAN DIMENSION

Modified Model

COMMITMENT ASPECT 152

Figure No.12

Showing dimensions of Leadership Behaviour.

has  
 Miles (1959) added the additional criterion to the effectiveness of leader behaviour by saying that leadership is in-effective and deserves improvement when the group members do not learn to achieve skills and efficiency to get the work done and to achieve the goals of the institution. These 'Specific skill' of every worker and the 'general efficiency' of the organisation as a whole are supported by Tannenbaum also (1968).

Thus Leadership-behaviour can be defined precisely as an act that initiates a new structure in interaction with others. It takes into account

both effectiveness and efficiency measures (Barnard, 1938) both group achievement and group-maintenance functions (Cart Write and Zander, 1953) both situational and personalistic determinents (Halpin 1956) both organizational and individual constructs (Gatzel, 1958), both active and passive relationships (Bass 1960) and formal and informal context (Charters, 1964 and Iannacone, 1964) and similar dichotomous distinctions. The emphasis of leadership behaviour is upon initiating change in goals, objectives, configurations, procedures, inputs, processes and out-puts of social systems. The focal social system may range in size from gross cultures to institutions within culture to individuals within institutions or cultures. Thus leadership behaviour involves social system in action or in inter-action, it is naturally dynamic and as such complex (The Encyclopaedia of Education Volume-I - 1971).

3) Effective Leadership :

According to Goldman, (1972), a lack of effective leadership on the part of the principals of the schools disintegrates the conditions for the development of a true school community. To be an effective leader in school context, a principal should be effective on his instructional side as well, because every principal is basically a teacher first and an administration later.

Leader is defined as that member of the organisation who is formally charged with responsibility for the organisation's accomplishment. This is called Responsibility variable to the work one is expected to do according to Halpin.

Stogdill (1950) describes leadership as a process as there is an interaction between leader and the followers in working towards a common agreed upon goal. Leader tries not only to maintain the stability in the organisation, but to change the goals of an organisation too, says Lipham (1964).

Schools have a task of producing desirable behavioural outcomes in the students and in order to bring about these desirable outcomes, the teachers continuously engage themselves in problem solving behaviour. The leader has a key role in this problem solving behaviour. By (1) perceiving the task situation in the organisation, (2) taking decisions and (3) providing leadership to his immediate group members (teachers). The school principal indicates his behaviour as the leader of the organisation.

The present investigator feels that the way in which the principal perceives the task, determines his attitudes and approach in tackling the problem. It is this perception, his decision

making function, communication skills and conflict resolution behaviour plus values which can contribute to the effectiveness of his administrative as well as leadership behaviour. According to the present investigator-

- (1) Effective leader is one who influences rather than gets influenced, the group characteristics expressed through such climate and teaching morale.
- (2) The effective leader does not allow the extra organisational variables to affect on his decision-making functions.
- (3) An effective leader always succeeds in achieving improved teaching-learning programmes and the progressiveness of the school and group maintenance marked by high teacher morale and congenial school climate.
- (4) An effective leader is a person who influences others to achieve given objectives in a given situation. The followers may be peers, subordinates or supuordinates. He also acts as a "value-insulcator" among his staff & pupils.

Effective leadership is directed towards modifying and changing the behaviour of members. Changes in people's behaviour are the manifestations of changes in their goals, perceptions, understandings, insights, values, beliefs, motivations, interrelationships, habits and skills.

Thus, leadership is a positive influence .  
Fransworth (1949) defined leaders as agents of change, as persons whose acts affect other people, more than other people affect them.

According to Culbertson (1963) effective leadership involves responsibilities 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.

For the present purpose, here is an operational definition of an Effective Leader as under.—

Operational Definition :

"The effective leader is one who has got ability to communicate, to make decisions and <sup>to</sup> resolve conflicts in a democratic spirit and who has a positive value orientation."

Many questions relating to the characteristics of effective leadership behaviour could be answered only from

an indepth study of some of the effective leaders of the schools. This is studied in contrast with a few selected in-effective leaders too. This is the genesis of the present work.

#### 4.3 THE DELIMITATION AND THE SCOPE OF THE STUDY :

The investigation is restricted to the study of leadership behaviour, administrator's behaviour and his values. It is limited to the secondary high schools of South Gujarat State.

The results are also limited to the tools such as Leadership Behaviour Descriptive Questionnaire, Administrator Behaviour Descriptive scale, Value Scale etc; used in the present work.

#### Limitations :

- 1) The study is limited to the socio-cultural and behavioural interactions of the school principals and the teachers in the formal school context. It does not deal with the financial or techno-economic factors that are equally important in school administration.
- 2) The principal's personality characteristics are also excluded from the purview of the present study.

#### Scope :

The study seeks to answer the question as to what is the profile of an effective leader and what is the profile

of an ineffective leader.

An attempt is made in the study to conduct an indepth study of the Principals showing high score on Leadership Behaviour Description Questionnaire and showing low scores on LBDQ. It was intended to find out through indepth study as to what affects the Leader to be a successful Leader ? Indepth study included semistructured interview schedule. The investigator conducted two interviews of the Principals and teachers.

Several "hunches" coming out from this will help to formulate the hypothesis for further studies in this area.

#### 4.4 OBJECTIVES OF THE STUDY :

The purpose of the present work is as under.

- 1) To study the relation, the mean level of the leaders on the following variables : LB, AB, and Values.
- 2) To study and prepare the profiles of effective leaders as well as the least effective leaders.
- 3) To study styles and patterns of leadership behaviour in -
  - a) Communication-function.
  - b) Conflict-relation function.
  - c) Decision-making function.

- 4) To conduct an indepth study of the characteristics of effective leadership and their schools.
- 5) To identify the leadership behaviour patterns of principals of sampled schools.
- 6) To offer suggestions for the improvement of the ineffective leaders which will help in emerging generalisations.

#### 4.5 THE SAMPLE :

The sample will consist of (60) Principals from (60) schools and about (300) teachers from various schools of South Gujarat on the basis of the theory of Selective Sampling.

Why selective sampling ? Because -

- 1) Rules in Gujarat for schools are the same (Viz : Administrative criteria, selection of staff, service conditions, pay, examinations).
- 2) Management of schools are of three types : I. Govt. Schools, Private Trust Schools, Missionary Schools.
- 3) Previous experiences of Dr. Darji, Dr. Shelat showed that there is no climate to fill in data-sheet and give support to Research hence the researcher selected three types of schools : the progressive, the average and the weak. — generally, only on the basis of cooperation and support for getting data.

#### 4.6 THE RESEARCH TOOLS :

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

- 1) The Leadership Behaviour Description Questionnaire (LBDQ) by Halpin and Winer.
- 2) The Administrator Behaviour Description Scale; (ABDS) Ohio State leader studies.
- 3) Values per se (a diagramatic presentation).
- 4) Self-Rating Scale.
- 5) Decision-making Questionnaire.
- 6) Conflict resulation Questionnaire.
- 7) Communication Questionnaire.
- 8) Personal data-sheet for Teachers.
- 9) Personal data-sheet for Principal.

The tools used in the ingestigation are described briefly as under.

#### 4.7 DESCRIPTION OF THE VARIOUS TOOLS :

##### 4.7.1 Tool-1 : Leadership Behaviour Description Questionnaire (LBDQ) :

There are two dimensions of leadership behaviour, viz : (1) Initiating Structure and (2) Consideration. These two are the structures or measurement 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.

The LBDQ was designed by the Personal Research Foundation at the Ohio State University. It was first constructed by Hemphill and was later on adopted by Halpin and Winer. It is this adopted tool that is used here by the investigator.

There are two 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.

Respondents rate their leader's behaviour on a five point scale. Always, Often, Occasionally, Seldom and Never. Scores are obtained on the two dimensions by summing across items and respondents and dividing by the numbers of respondents. Each item is scored on a scale from 4 to 0.

The Principal's leadership behaviour in this study is derived from teacher's perceptions of their principal as measured by the LBDQ. These two dimensions are translated emphasizing '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 schemes.

		<u>CONSIDERATION</u>		
		Below Mean	Above Mean	
Above Mean	STRUCTURE	HL S + C - (N = principals)	HH S + C + (N = principals)	Mean of Initiating Structure
Below Mean	INITIATING	LL S - C - (N = principals)	LH S - C + (N = principals)	

Mean of Consideration scores

CHART NO:13 Chart showing interpretation of Leadership Behaviour Patterns :

The two dimensions of Leadership Behaviour are not arranged on a continuum. They are two separate dimensions. As such they are plotted on a horizontal and vertical axis, which intersect the mean points to create four quadrants. A leader's scores would place him in one of the four quadrants. The above chart represents the dual dimensionability of behaviour.

Validity of the Test :

Leadership Behaviour Description Questionnaire can be readily adapted and used with a few modifications here and there without changing the purport and functioning of the items. As such, this tool will not need any validation. Halpin (1966), has very clearly clarified this position. He has observed : "The LBDQ can be adapted readily to different group requirements without altering the meaning of the items. For example, with Air Force Personnel, the terms '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 and qualities 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. Many Indian researchers like Patel (1974), Shelat (1975), Darji (1976) , Mehre (1976) have incidentally used this tool for studying leadership which speaks about its validity.

4.7.2 Tool-2 : Administrator Behaviour Description Scale (ABDS) :  
 (By members of the Ohio State Leader Studies).

This instrument was developed by staff members of

Ohio State Leader Studies. Initially it was designed as a leader behaviour description scale, but its dimensions are also administrative in nature and has six components as indicated below.

- 1) Communication :  
(Six items, 5, 9, 20, 31, 41, and 51) are descriptive of this component.
- 2) Representation :  
(Four items 2, 10, 14, and 32) are descriptive of behaviour of speaking and acting on behalf of the group.
- 3) Organisation :  
(4 items 3, 11, 23 and 33).
- 4) Intregation :  
(Four items 4, 12, 24 and 34) are descriptive of behaviour which tends to hold the group together as a working unit.
- 5) Relations with subordinates :  
(Two items 35 and 55) are descriptive of cordial relations with subordinates.
- 6) Relations with Superiors :  
(Two items 36 and 56) are descriptive of cordial relations with superiors.

In the scale adapted by the Educational Administration Department of the M.S.University, Baroda, the 5th and 6th components are omitted as they are felt to be subsumed

under the first four components. Therefore the present investigator has used the ABDS consisting of 22 items with four components, viz : Communication, Representation, Organisation and I<sub>n</sub>tegration to measure the Administrator behaviour of the secondary school principals.

Items 5, 9, and 20 describe the communicating behaviour of the principal, items 2, 10, and 14 the representing behaviour of principal, items 3 and 11 organisational behaviour and items 4 and 12 integration behaviour of the secondary school principals. The remaining 12 items describe the general aspects of Administrator behaviour of school principals.

The items are the Likert type statements. They simply describe the administrator, behaviour. They do not judge whether the behaviour is desirable or undesirable. They are not to be considered as a 'test' either of the ability of the persons answering the items, or of the quality of administrator behaviour. They simply describe objectively of what administrator actually does.

Scoring :

Each item carries five alternative responses out of which one is to be chosen by encircling it by the respondent. The score of the choiced alternative is as under :

	<u>Scale</u>		<u>Numerical Value</u>
Code :	A	Always	: 4
	B	Often	: 3
	C	Occasionally	: 2
	D	Seldom	: 1
	E	Never	: 0

Therefore a respondent in the present research can have a maximum score on the ABDS as follows.

Table-1: Maximum Possible Score on the ABDS.

Total No. of items.	Maximum possible score.	Components.	No. of items in the ABDS.	Maximum possible score.
		1. Communication.	3	12
		2. Representation.	3	12
22	88	3. Organization.	2	8
		4. Integration.	2	8
Total..22	88		10	40

Thus the maximum score for any respondent as measured by the ABDS will range between 0 to 80. Componentwise they range between 10 to 40.

In the present investigation, the above mentioned four components are collapsed into two dimensions to measure the administrator behaviour of the school principals as indicated in Table :

Table-2 The Two Dimensions of Administrator Behaviour :

Components.		Dimensions.
1. Communication.	)	: 1. Initiating Structure.
2. Organisation.		
3. Representation.	)	: 2. Consideration.
4. Integration.		

The two dimensions of initiating structure and consideration figure in the instruments of LBDQ developed by Halpin and Winer (1952) which were explained in details in earlier chapters.

The principals' administrator behaviour in this study is derived from the teacher's perception of their principal as measured by the ABDS. The principal's perceptions about his own behaviour is also measured by this scale if we want to.

#### <sup>a</sup>Reliability and Validity of the Tool :

It is a known fact that the interpretation and application of data would be true to the extent that the measuring instruments are valid and reliable in the present day conditions. Since most of the tools used in the present investigation are borrowed from America, there is a likelihood that the results may not ideally explain the social and cultural ethos of the school system in the present day Indian context, but from 1970 onwards several researchers from the M.S. University, Baroda who have used

these research tools expressed their view that the effectiveness of the instruments is not impaired by their use in Indian conditions. Besides by the continuous utilization of these tools in Indian situation, these foreign standardized tools acquired a measure of Indianness and can be trusted to have validity and reliability in Indian context.

Reliability :

As stated by the authors of the scale (i.e. staff members of the Ohio State Leader Studies) the reliability of the ABDS scale or LBDQ is established by the results of the study conducted in a Naval District Command Staff on two separate occasions. The test and re-test correlations obtained from this organisation proved this fact.

Recently in India, A. Rajeevalochana (1981) has also used the tool in her Ph.D. work which has proved its reliability on Indian soil too.

4.7.3 Value Tool (A Diagramatic Presentation) :

This tool is scored by the principals. The tool seeks to measure values quantitatively. The values that are measured are chosen from the theoretical framework of core and clustering values.

The question studied here is - does this value system manifest a coreness or not implying to what degree

does the principal exhibit and act on his values. This is also meant to show which values are present in the effective leaders.

Thus the objective behind value tool's implementation is

- 1) to investigate the principal's concept of his values.
- 2) to prepare value profiles of principals.
- 3) to establish its relationship with the administrative and leadership behaviour of principals.

#### Analysis :

In the questionnaire the values measured are values per se. Each value is defined and ascribed a maximum score of 10 on a circle. The principal scores himself in terms of the given definition. The results are graphed on a polygon and depicts the principal's self-image on his value system. The three highest scores are viz : 8, 9, 10, taken for the overall value profile.

#### Validity :

This tool is already validated in her research work by Sr. Stella Anne Lobo (1983) recently.

The questionnaire on value aims at finding out the positive emergent values within a given framework. It also tries to find out whether these values manifest a coreness and to observe how the principal's value system aids him in his administrative and leadership task and tries to

establish the relationship between principal's values and his effectiveness. Thus principal's leadership behaviour will indicate what his values are and how relevant they are quantity-wise to his role performance. Because values are the chief motivating and co-ordinating factors in the decision-making process too.

Values :

"The term "value" used in this investigation refers to the values of the principal. Values help one to understand the task of knowing who am I and what I value so that I can choose rationally and intelligently the direction of my life" (Hall, 1963). The functional definition of values is :- It is a set of predesignated choice criteria which influences all subsequent choice (Ostrander and Dethy, 1968) Value is something deliberately chosen from alternatives, is acted upon. It enhances creative integration and development of the human personality. (Brian Hall 1973).

A value will be so named only with reference to its clarification in the context of the current situation and definition. Though terminal values are taken for the study and the philosophical definition of them accepted, their presence is identified in the overt behaviour of the principal. The principal evaluated himself on the framework of values provided by the research design.

A value-loaded action is a conscious action and hence

the principal would be aware of his values hence follows the vitality of his response. A principal who is consistently motivated by his values in his administrative behaviour manifests a pattern of behaviour where others will identify the values underlying this behaviour. When this level is attained, it means that he has not only conceptualized the value, but accepted it and internalized it as his own criterion of worth. An important element of behaviour characterized by 'Valuing', is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value, guiding the behaviour.

#### Values and Decision Making :

The values and the value-clusters are important determinants of the way an individual approaches a problem, determining what he will see as important in it, delimiting the things which he will take into account in attempting to find a solution and lastly determines the tenacity with which he will cling to his path. It can also be explained as a basic orientation which enables the individual to reduce and order the complex world around him and to act consistently and effectively in it. This is the final function of values and the optimal mode of functioning for men. When principals function at this level assuming that they possess a certain degree of knowledge and skill, they would have chances of being effective.

The three universal values-Truth, Beauty and Goodness are linked to other values not by any philosophical procedures but from an educative point of view, and through consultation with experts who confirmed the presence of some linking elements in the selected clusters. The investigator does not claim to make any authoritative statements on the total presentation but rather wishes to state that this manner of break-up proved interesting to obtain a supportive contradictory evidence since values normally go in clusters and they interpenetrate each other. The researcher has taken cognizance of this tendency. A brief description of these 'Terminal Values' is as under -

- (i) Truth is defined as the correspondence of the intellect with reality or agreement between mind and fact.

The teaching domain is the domain of truth.— Both speculation and practical truths. Encouragement for the individual to make something of himself, is feasible only in a society in which respect for the person and its offshoots, tolerance are widespread. The teacher and understandably the principal too must respect in the child the dignity of the mind, he must inculcate not so much the love of telling the truth as love for knowing the truth. There are far reaching consequences and poignant vistas opened if we pursue this approach.

- (ii) Beauty : refers to ascertain sensitivity of spirit that provides a 'living space' for its co-workers in education as well as to the beneficiaries of this education. Beauty owned as a value by a principal would lead him to refrain from imposing his views while engaging in leadership acts. This sensitivity comes into play at all levels of relationship within the institution.
- (iii) Goodness : The third terminal value 'Goodness' is a property of being which results from its perfection or actuality of its nature. Hence all learning has as its objective the actualization of human and of the whole man. Thus, goodness as a value is really the nurturing environment that encourages the development of the person of the child. Hence, would not the principal, the chief influential factor in the school climate not need goodness to be his value in order to be effective in his role ?

These three universal or terminal values have been chosen as core for each of them while being linked with each other seem to dispose the principal best to lead in the vanguard of education; for Truth activates him, Beauty sensitizes him and Goodness equips him with a nurturing approach to his role.

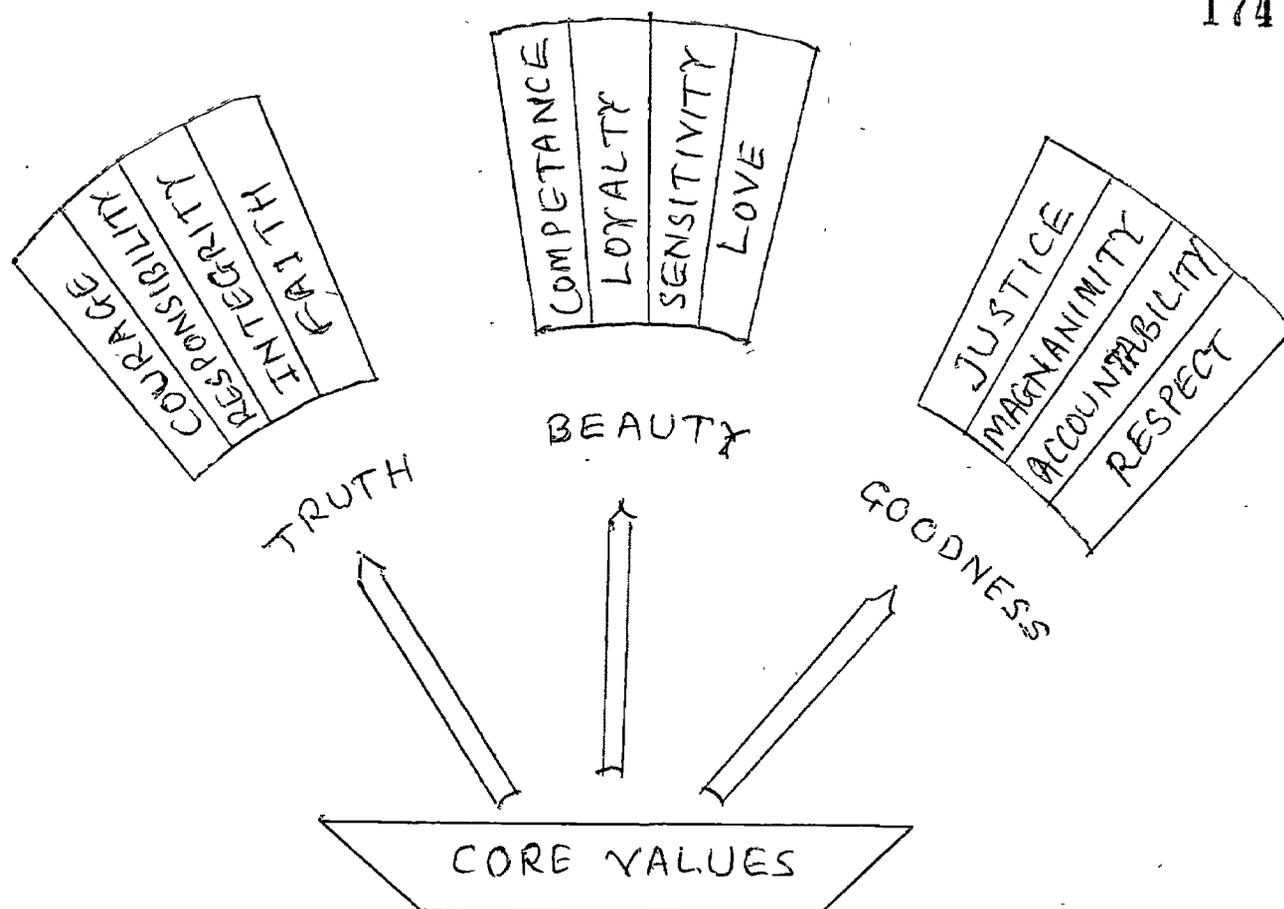


FIG. No. 14

#### 4.7.4 Self-Rating Scale (S.R.S.) :

The fourth instrument used in the investigation is the self-Rating Scale developed by Shuster and Wetzler (1958). The scale provided for measuring the self-appraisal of the school principal of his administrator behaviour. It is assumed that a school principal should possess the ability to evaluate his administrative behaviour, besides developing skills of a good organiser of school and management. Such evaluation can be diagnostic and remedial. The results of the Self-Rating Scale might be used by him to identify where his weaknesses lie and where he is strong in regard to his administrative leadership behaviour. Once these spots

are located, the administrator can do some heart-searching himself and try to rectify the deficiencies. It is agreed that self analysis is a difficult exercise and most often the administrator finds out good points about himself and glosses over his drawbacks, because, he does not know how to be objective about himself. However, in recent times importance is being given to self-evaluation of administrator behaviour, because of its therapeutic value.

The self-rating scale has five components on which the self evaluation is made. Each of these components have a set of Likert type statements as specified below.

	<u>Component.</u>		<u>No.of Items.</u>
1.	As an educator.	:	6
2.	As an administrator.	:	6
3.	As a personal administrator.	:	6
4.	As a public-relation administrator:		4
5.	As a business administrator.	:	4
		TOTAL...	<u>26</u>

Each statement under each component has five alternatives. Viz : A, B, C, D, E and these alphabets stand for -

- A : Strong in a given areas.
- B : Very strong.
- C : Moderately strong.
- D : Weak.
- E : Very weak or not present.

They are given the numerical values of 4,3,2,1, and 0.

In placing check-marks against the alternatives, a school principal is to rate himself on what he is actually doing or has done. The user of this scale is not a school principal always but a teacher too can rate himself on the scale in terms of comparable activities at the departmental level or even at the business executive level. If he is aspiring to become an administrator he too can rate his perceptions to discover strengths and weaknesses for self-advancement in future.

Scoring :

As mentioned above, four points are allotted for a check in the A column, three for B etc. The maximum score for any respondent will be 104.

In the present study two components of the scale, viz : two and three, i.e. as an administrator and 'as a personnel Administrator', were selected to represent the 'initiating structure' and 'consideration' dimensions of the administrator behaviour. Each of these components has six items and the maximum score for each respondent will be 48. The school principal evaluates himself against the two components of administrator and personnel administrator. These ratings were compared with the teachers' perceptions of administrator behaviour on the ABDS (Administrator Behaviour Description Scale). It is assumed that self-evaluation in regard to school administration helps the principals towards educational statesmanship and assists him in analysing his educational

programmes and achieving educational objectives. This tool has been used by A. Rajeevalochana (1981) in her Ph.D. thesis which speaks about its reliability and validity in Indian context.

The above discussed tools were of foreign origins and already standardised ones. The following five tools which will be discussed herewith are devised by the researcher himself in order to suit the present research work, hence they are given under the separate heading called 'Construction of Tools'.

#### CONSTRUCTION OF TOOLS AND THEIR DESCRIPTION

##### Indigenous Tools :

The investigator has made an attempt to construct three tools, each on Decision making behaviour, Conflict-Resolution behaviour and Communication behaviour in such a way that they will suit to the culture, environment and administrative set-up of Indian schools. These tools are validated by the investigator keeping in view the Indian conditions.

Investigator has given a short description and definitions of what is known as Decision-making, Conflict-resolution and communication behaviour and their questionnaires. In developing the items, suggestions given by the experts are taken into account. Each tool is divided into various main components under which many

questions/statements are recorded. These tools alongwith their components and statements were then given to three judges. These judges were educanists/professors in the M.S.University, Baroda. From the rating of the judges, there developed a framework and pilot form of the questionnaires.

These pilot forms finally consisted of 130 items in all (all the three tools taken together) half of which were worded positively and other half negatively, in order to avoid a possible constant biasing tendency in response, the items were randomized throughout the tools. After each item, the subject was asked to respond by giving signs like (✓) and (X) if the candidate agrees or disagrees respectively. The pilot forms were administered to the ten secondary school principals of Baroda city. The items from this administered tools were analyzed with respect to the favourable/unfavourable response and clarity of response.

36 items were rejected on the basis of responses not found satisfactory. To make the questionnaires more efficient and valid, it was thought, to administer a second try-out of the questionnaires. This version contained 94 items in all. These forms were given to the five school principals of Baroda district. The data obtained from the second time test administration was analysed to find out, the validity and reliability by Test-Retest method and split-half method. After finding

out validity and reliability of the tools, they are finally administered to the sampled principals for the present study purpose. Thus the tools were standardized.

Description of three tools :

The investigator has prepared the tools for the three variables in order to find out if some patterns emerge in the behaviour of effective principals.

Theoretically speaking, administration, whether in education, industry or government, involves a minimum of four components (1) formal organization, (2) the task, it sets for itself, (3) the work group or groups and (4) the leader.

The principal is formally charged with responsibility for the organizations' accomplishment. He selects his sub-groups. He sets the conditions for communication channels within the organization and stipulates the limits of authority and responsibility. He himself functions as a problem - solver and the decision - maker as well as a group leader. Therefore, these three functions were chosen for the deeper study.

A. DECISION - MAKING FUNCTION :

Its need : The task of decision-making controls the entire activities of an organization. It has to take decisions regarding its goals, policies and objectives. It has to decide what programmes should be undertaken. It has to fix certain procedures and to decide how the chalked out programmes can be implemented. In fact, central function of an organization is

decision-making, which determines its activities.

#### 4.7.5 A) TOOL ON DECISION-MAKING FUNCTION :

This tool has got 26 items. These items are divided into five aspects and the number of items which come under each aspect are mentioned beside it. Thus -

- 1) BD : Before decision (4)
- 2) DM : Decision-making process (12)
- 3) CD : Communication of decision (3)
- 4) DC : Conflicts in decision (3)
- 5) AD : Application of decisions (4) & In all 26 items.

The following items are covered under each aspect. They are positively as well as negatively rated. There are 15 positive statements and 11 negative statements.

BD	:	1, 15, 16, 18, (4)
DM	:	4, 5, 7, 8, 13, 14, 19, 20, 21, 22, 23, 24 (12)
CD	:	2, 3, 26 (3)
DC	:	6, 11, 12, (3)
AD	:	9, 10, 17, 25 (4)

The total score will be :	(+)	+15
	(-v)	-11
		<u>26</u>

#### B) CONFLICT RESOLUTION FUNCTION :

An organisation is concerned with effectiveness and efficiency. To barnard, effectiveness stands for the achievement of institutional goals and efficiency means their achievement for the people in the organization. The people in

an organization are individuals and group consisting of individuals. The groups are further interlocked to constitute the organization.

An organization is thus made up of a member of interlocking groups. The process of an organization can best be studied by studying the activities and interactions within each group. The face to face group is the link between individuals' motivation and organizational functions. The values of individuals any particular group in an organization are related to the logical purposes of the total organization, but they are also related to the personal values of individuals within that group. The individuals in any particular group are concerned with handling these various values in <sup>such</sup> ways that bring maximum job-satisfaction to themselves. In this connection, it will be necessary to understand the concepts and aspect of conflicts as an aspect of job-satisfaction. Conflicts are universal. Even in the best managed organization, conflicts are bound to arise. Getzels (1958) hypothesizes three types of conflicts exist in organization : role-personality conflict, role conflict, and personality conflict.

#### 4.7.6 A TOOL ON CONFLICT-RESOLUTION FUNCTION :

This tool has got 21 items which are positively and negatively rated. Thus there are in all 21 items out of which 10 statements are negative while 11 statements are positive.

The following items are positive in the Questionnaire.

Statement Nos:7,8,9,10,11,12,13,14,17,19,20 = (11)

The following items are negative in the questionnaire.

Statement Nos: 1, 2, 3, 4, 5, 6, 15, 16, 18, 21 = (10)

The total score is :  $\left. \begin{array}{r} (+) +11 \\ (-) -10 \end{array} \right] = 21$

The following aspects are taken into account of this style :

1. The source of conflict.
2. The system of conflict resolution and
3. Its after-effects.

C) COMMUNICATION FUNCTION :

The need : Principal works as a liaison between his colleagues, teachers, citizens etc; in the community. Whenever he speaks for his teachers or his programmes, he can provide useful information - and win valuable support. Thus, a conscientious, articulate principal is an invaluable resource specialist and public-relations agent for school administration on all levels.

As a spokesman for his school, a principal may find himself asked to explain new developments in his subject area to groups of parents at a PTA meeting. Perhaps he will be questioned by visiting administrators, teachers or parents regarding new educational policies, new courses, instructional practices or departmental policies, such as those established for grading or tracking students. He will sometimes be interviewed by the school or community press or be asked to write summaries of his school's programmes for the school students' handbook or counsel or's guide. In any of these

situations, principal may find himself explaining, advocating or even occasionally defending himself.

Much depends on the effectiveness of the principal's presentation on behalf of his school. If he is not prepared himself thoroughly about the details of his subject, or if he does not utilize his skill as a master teacher to present his information convincingly, he may lose an important opportunity to inform and to win support. Principal must understand that important consequences can develop from his performance as spokesman for his subject or institution.

Communication is the nervous system of the institution. In many cases, it is a human problem and subject to human foibles. Therefore, the necessity of 'good communication' has become the central point of attention for theories and practices designed to unclog communication channels.

#### 4.7.7 THE TOOL ON COMMUNICATION :

To measure the communication functions of principals, it was decided to find out the <sup>different</sup> aspects of communication functions. To find out the different aspects a concepted analysis was done and to cover these aspects 47 items were constructed. The different aspects and the no. of items which come under each Aspect are mentioned below.

	<u>Aspects :</u>	<u>Conditions</u> <u>No. of items</u>
A -	Style of Communication	(6)
B -	Mode of Communication	(18)
C -	Distortion in Communication	(8)
D -	Effect on the Administrator/ Leader.	(5)
E -	Effect on others, of Communication	(3)
F -	Ideology.	(7)
	Total . . .	<u>47</u>

Items under each aspects.

- A - 1,2,5,21,22,23, (6)
- B - 3,9,10,15,18,25,26,27,28,30,31,33,34,36,38,42,44,46 (18)
- C - 6,8,19,24,29,32,35,37, (8)
- D - 4,13,16,41,45 (5)
- E - 11,12,47 (3)
- F - 7,14,17,20,39,40,43, (7)

TOTAL :Score : 47. In the tool, - 37 are the positive statements while following 10 are the negative statements.

#### 4.7.8 PERSONAL DATA SHEET FOR TEACHERS :

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

#### 4.7.9 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.

Thus the present investigation is mainly a survey with the help of questionnaires and interviews.

All these tools are given in the Appendix No. A/6-8.

#### 4.8 COLLECTION OF DATA :

The main instruments for the collection of data and getting information for the investigation were questionnaires discussed above and the interviews. The investigator administered these tools personally so as to get reliable data from (school principals and teachers) in time, to clear their difficulties if

at all they have any to get their personal support in sincere efforts to supply the required informations and in order to establish rapport between the investigator and the responsee.

In case of outsiders, letters are posted to them in advance. This preintimation is given to them in order to create readiness in them.

Later on subsequent interviews and case studies are held of those principals who were proved to be of HH and LL patterns in order to acquire more detailed information about them.

#### 4.9 ANALYSIS OF THE DATA :

It is planned to subject the data to the following procedure of analysis and interpretation. Following treatment will be made to the data.

1. Means of initiating structure and consideration dimensions and the standard deviations will be found out and the correlations will be studied. On that basis the four leadership behaviour patterns will be calculated. These patterns will be HH, LL, HL and LH.
2. Profiles of leaders will be prepared on leadership variable.
3. Profiles on values will be made. T-test will be applied and r-value will be found out.
4. Profiles of leaders of HH & LL patterns will be made on their functions such as decision-making behaviour conflict

resolution between & communication between. A t-test will be applied to these data.

5. Personal data of principals will be arranged tabulated according to the variables such as age, sex, experience, qualifications etc. with a view to show the 'Selective-Sampling' and right representation of the society at large.

#### 4.10 SCHEME OF CHAPTERS :

The report of the present investigation will be prepared and presented as per the following scheme of chapters.

- Chapter - I : Significance of the study.
- Chapter - II : Reviews of Relevant Literature.
- Chapter - III : Foundations of Leadership Behaviour.
- Chapter - IV : The Problem, Plan and Procedure.
- Chapter - V : Analysis and Interpretation of the Data.
- Chapter - VI : Summary of Results, Conclusion and Implications.