

\* CHAPTER - I \*  
SIGNIFICANCE OF LEADERSHIP

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

- William C. Requis.

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\* CHAPTER - I \*

SIGNIFICANCE OF LEADERSHIP

1.1 Significance of Leadership :

No nation can function in absence of a good leader. Leader is one who is having an independent thinking capacities and capabilities to fulfil certain tasks with a vision of his own. Leaders shape the nation's history. It is this idea which raises a number of questions as to who can be a leader ?, and what are the characteristics of an effective or competent leader ? What things constitute to his effectiveness ? etc.

The need for Leadership is much more in the country like India having a democratic set-up. The success of democracy lies in good and effective leadership, which when found absent can lead a nation towards destruction. History abounds in many such examples wherein lack of effective leadership has ruined the nations. Effective leaders can lead country to its fullest growth.

The success of any institution lies in its effective leadership. When we come to the educational institutions we find that there are a few leaders who are effective enough to produce new leaders of the same capacity and strength. In other words, there are two types of leadership behaviour. One, that we observe in Military Services - there too a need for an effective Leadership is there, but such a leader gives the leadership to the rest. The leadership is an 'ascribed' leadership. In the field of education, a leader can produce leaders. Thus, it is productive in nature. Hence such institutions must have a good and effective

leaders to lead them. It is like a lamp burning other lamps without losing its own identity and individuality. Thus schools have a direct and indirect role to play in the development of a nation.

There is a need to have a right type of leadership behaviour in school principals. Effective principals are needed because, it is the legal responsibility of boards of education to establish objectives for their schools, to create policies for their implementation, and to employ principals to carry out their policies. In addition to the legal need to have principals in the schools, the schools, like any other large complex organization need someone to administer them. School, like any other corporate endeavour, requires conscious and constant administration. No school can realize its purpose without someone assuming the responsibility of helping so many persons involved in clarifying objectives and identifying programmes for its progress. Someone must integrate into a meaningful whole the discrete, disparate efforts of those who, taken together, constitute the school, if utter chaos is to be avoided. It is, of course, the principal who is charged with this vital administrative role (Melton & Stanvage, 1970).

Effective principals are needed for selecting and staffing right personnel; for providing in-service programmes to the staff, for implementing new policies and innovations by involving the staff, for moulding the climate of the school and boosting the morale of the teachers, for building up the close school and community relationship and for fulfilling

national aspirations, such as setting up the model schools, vocationalization etc etc.

The school principals today are taxed more with various roles and responsibilities placed over them. They are supposed to fulfil national aspirations and functional needs of the individual and the society.

"What a spring is to the watch, the fly wheel to the machine or the engine to the steamship, the head-master is to the school" - P.C.Wren.

It is the principal upon whom hinges the success or failure of the school. It is his enthusiasm or lack of the same which goes to make or mar the great good work which the school is out to do. It is said, 'as the principal, so is the school'. A great school principal makes the school great. A poor principal will put it low, bring it into dis-repute and finally shatter it. A good principal nurtures it with his breath, his industry, his zeal and raises it to the skies. On him the real working of the school ultimately depends. The reputation of a school and the position it carves out for itself in the society depends, on a large measure, on the influence that the principal exercises over his colleagues, pupils, and their parents and the general public. Similarly, the discipline of the school, its esprit-de-corps, all are his handiwork.

organization

School like an ~~e/o~~ needs a sound and efficient system of administration and management. The system derives its quality

from the individuals who compose its cadre. Therefore, for the better implementation of the school programmes and its achievements, it is necessary for the leader to have the most effective characteristics of leadership behaviour.

The arena of school leadership is very wide. Administrators, teachers, department leader, all must be concerned about the role and functions of the school principal. Principals should be ready to shoulder new assignments and challenges of the coming new era. They need preparation for that.

The significance of leadership behaviour lies in the fact that leadership behaviour influences changes in school climate, teacher morale, values, pupil-performance, pupil-motivation and societal relationships.

In many ways, the school Principal is the most important influential individual in the school system. Principalship is the position of top leadership. No other person in a school has such complete responsibility for the instruction and supervision of so many youngsters. He is the person responsible for all the activities that occur in and around the school campus. His responsibilities are so extensive and his influence is so far-reaching that he is viewed as the key-person. The teachers, students, parents, the society at large look to him for inspiration & direction.

Principal is thus the authority figure, educational expert, community leader, school manager, school leader - all-

in one. Principal plays a key part in virtually every phase of operations of school. His influence is felt when teachers are employed and when they are evaluated for promotion. Under his direction, a school will plan its instructional programmes, purchase the materials needed to implement them, and present them to the school and community.

Surely half-hearted efforts of a principal will ruin the school and nation ultimately, because such a principal will not be able to bring a qualitative change in the education. The lack of able leadership creates a dismal scene in the schools and leaves turmoil within their walls which is sometimes not apparent to a casual onlooker, though the 'inner life' of the school would not be a happy, quiet and conducive to good teaching-learning processes. It is in this context also the problem of effective school leadership becomes very crucial.

The principal occupies a critically sensitive position in his school. The challenge to every school principal is to make certain that the school under his supervision lives up to the potential envisaged and envisioned in the roles of the principal. With proper direction and force, principal can become potent force for good within his school. As such, he will prove to be invaluable assistant to the administrators in the work of improving the personnel and the instructional programmes in his school.

The position of the principal is crucial in schools. Teachers and principals may come and go, but the position of

the principal - the Chair - will remain in schools for ever. Change will not eliminate the principal. On the contrary, changes will be brought in by him. The principal will need to honour his evaluative and planning duties more than he did in the past. He should regard and evaluate the school from time to time with the help of tools that have been used and formulated by the researchers and should also try to do self-analysis and self-evaluation through various other agencies in order to be most effective leader for a longer time. Then only he will be honoured for ever - for long.

#### 1.2 What do the previous research works convey :

During the past decade; several trends have affected the school principalship. They include an increasing emphasis on the principal's role in school effectiveness and a more thorough research for definitions of their effective performance. (Culbertson, Henson & Morrison, 1974).

Traditional approaches to research on Principalship have not provided adequate answers to questions concerning the effective and efficient school principal's characteristics. It will be worthwhile to review in brief the related studies.

There has, however, been a substantial amount of research on school organization and the principalship based on a variety of theoretical frameworks, social systems theory, role theory, organisation's theory, teacher-morale, innovative institutions, Administrative behaviour, theories, etc. etc. to name just a few.

What are the qualities of an effective leader in

Principals in schools ? What contributes to his effectiveness ?  
What are the modes of behaviour of an effective leader with  
regard to decision making, communication and conflict  
resolution ?

Immegart's (1977) review and a review by Willower (1977), both conclude that the quality and quantity of such research has increased significantly over the last two decades. While research and theories abound, little is really known about the effective leader-what qualities, what behaviours, what values, what practices, what procedures, actually make principal effective. That is why, this study is taken up.

There are many conceptions of the role of the school principal. Those dominating the research (researches) literature include principal as a leader, "instructional supervisor", "administrative-decision-maker", "organisational change-agent" and "conflict manager". While most principals incorporate elements associated with each of these images in their actual behaviour on the job, the most prevalent image reflected in the research literature is that image in terms of scores on the LBDQ (Halpin and Winer, 1957), the Executive Professional leadership scale (Gross and Herriot-1965) and various other measures. The investigator has reviewed here some researches done in India which have direct bearing on the present study.

Buch's surveys of doctoral studies in Indian Universities and other research projects (1974-79) make it clear that the area of school principal behaviour has been examined the least

in India.

Patel (1974) studied instructional leadership behaviour as well as leadership behaviour of school principals in relation to teacher morale and school climate.

(1978)

Dekhtawala studied teacher morale in relation to student achievement. Student achievement was measured on S.S.C. Exam. results. The study revealed that teacher morale is positively and significantly related to student achievement.

Shelat (1975) studied interrelationship among secondary school principal's leadership behaviour, organisational climate of the school and the teacher morale.

Darji (1975) studied principal's leadership behaviour in relation to school climate, teacher morale, organisational climate and student information.

Gupta (1978) studied leadership behaviour of principals in relation to the climate of schools in Rajasthan by using LBDQ and OCDQ.

Mahant (1978) studied administrative behaviour of school principals of central Gujarat. He had tried to establish the relationship between variables such as age, sex, experience with administrative behaviour and school climate.

Mamata Das (1983) had studied the administrative behaviour of principals in relation to school variables such as, teacher's attitude, work-setting of the institution, school climate, student achievement etc.

Sister Stella Anne Lobo (1983) has tried to study values as manifested in principals with reference to institutional efficiency.

These researches signify the following findings :

- 1) Leadership behaviour affects the school climate significantly. (Shelat, Gupta, Rajeevalochana Patel).
- 2) Democratic leadership behaviour generates high staff morale and student achievement (Darji, Dekhtawala, Patel).
- 3) Philosophy of a leader affects his leadership behaviour values and that tests organisational efficiency (Sister Stella).
- 4) Leadership behaviour affects institutional effectiveness indirectly as it affects staff morale, school climate and pupil motivation (Mahant, Dekhtawala, Darji).
- 5) Experience, age and sex are not the determinant factors in making principal either the effective or ineffective (Mahant, Rajeevalochana).

### 1.3 Present Problem and its need :

The review of past literary products and researches does not anywhere mention about what are the actual characteristics and essential qualities and his functions and modes of behaviour in the areas of decision-making, conflict-resolution and communication, of an effective leader (These functions are discussed in details in Chapter-IV, Page No. 177 ) and about

the profiles of effective leadership behaviour of principals in contrast with the profiles of the least effective ones.

This is discussed in the present investigational work as it has been found as a lacuna. Hence the problem selected by the investigator is -

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

Will it be possible for us to arrive at certain characteristics of an effective leader ? Such as - Effective principal concerns himself with matters of vital interest to teachers including minimization of status differences, more open and consistent communication, the sharing of policy-making authority, and joint accountability etc. etc.

Crucial as it is, this question cannot be answered effectively so long as our conception of school leadership is unclear and our definition of role of principal is imprecise. We know far too little about the processes through which school leadership can be most effectively accomplished. We must decide whether school leaders ought to be scholar-teachers primarily or human engineers or both. We must decide whether leaders should themselves set policy or facilitate the formulation of policy through the involvement of others, and we must determine whether leadership is an autonomous act ordered and directed by the individual's sensitivity and genius, or whether it is systematic process that can be used with equal success by all practitioners.

### 1.3.1 Aims of the present work :

The present research relates to the study of leadership behaviour of the principals of selected secondary schools of Gujarat. The attempt is made to determine the dimensions and patterns of leadership behaviour and to measure them. These dimensions and patterns of leadership behaviour pertain to various schools' principals of leading schools in varying contexts of climate, morale, values, innovative — proneness and academic status.

- 1) The purpose of this work is 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 leadership behaviour in the areas of :
  - a) Communication function,
  - b) Conflict-resolution function,
  - c) Decision-making function.
- 4) To show which qualities/values are present in the effective leaders and to show which qualities were present or lacking in the ineffective leaders after comparison with the values possessed by the effective leaders.
- 5) To prepare case studies and to conduct an indepth study of the characteristics of effective leadership.

- 6) To offer suggestions for the improvement of the ineffective leaders.

In order to keep school highly productive, leadership behaviour should be geared to task achievement, needs - satisfaction, and group maintenance. Everything should be integrated. Variables such as administrative behaviour, leadership behaviour, innovative-proneness, teacher morale, values etc. are the critical indicators of effectiveness of leadership behaviour and of effective school functioning. When the leadership behaviour of the school principal is effective, the inspiring climate will be built for the teachers (which is called teacher morale and organizational climate) and for the taughts (which is called motivation of pupils resulting into pupils' achievement) to venture on new grounds in the interest of the school and in the interest of the everybody working in and for the school.

Thus, this initial chapter presents the theoretical importance of school principals, called leaders, some research findings and the theme of the present investigational work in short.

In the next chapter, a brief review of trends in researches done in the field and some of its important conclusions will be attempted. It is presumed that both the chapters - the first and the second would provide a theoretical base for the chapter third which is called 'foundations of leadership behaviour'. This would also indicate various dimensions of the present research.