Chapter VI

Analysis of Data
CHAPTER VI

ANALYSIS OF DATA

6.1 Overview .................................................. 127

6.2 Leadership Type Study ...................................... 127

6.2.1 Task / Person oriented Leadership at Global Level 128
6.2.2 Initiating Structure and Consideration Leadership Dimensions at Global Level 132

6.3 Leadership Associational Study .......................... 137

6.3.1 Associational Study for Task / Person oriented Leadership 137
6.3.1.1 Association with age .................................. 137
6.3.1.2 Association with marital status ....................... 139
6.3.1.3 Association with subject ............................. 141
6.3.1.4 Association with locality ............................. 143
6.3.1.5 Association with types of colleges .................. 145
   (i) Autonomous or Affiliated ............................ 145
   (ii) Govt. College or Govt. aided College ................. 148
   (iii) Govt. College or Self Finance College .............. 150

6.3.2 Associational Study for Initiating Structure Dimension and Consideration Dimension of Leadership .................. 152
6.3.2.1 Association with age .................................. 152
6.3.2.2 Association with marital status ....................... 155
6.3.2.3 Association with subject ............................. 156
6.3.2.4 Association with locality ............................. 158

125
6.3.2.5 Association with types of colleges

(i) Autonomous or Affiliated

(ii) Govt. College or Govt. aided College

(iii) Govt. College or Self Finance College

6.4 Leadership Behavioural Study

6.4.1 Task / Person Leadership Behavioural Aspects

6.4.2 Initiating Structure and Consideration aspects of Leadership Behaviour.

6.4.2.1 Initiating Structure Dimension Analysis

6.4.2.2 Consideration Dimension Analysis

6.5 Conclusion
CHAPTER VI

ANALYSIS OF DATA

6.1 Overview:

In this chapter, the data collected by the researcher are analysed with reference to the objectives and hypotheses framed for the study.

Data collected for the study of Task or Person oriented leadership; initiating structure dimension and consideration dimension of leadership of college women administrators are analysed under three major heads, viz., Leadership Type Study, Leadership Associational Study and Leadership Behavioural Study.

Relevant tables were framed with the classified data, findings noted and the interpretations made then and there.

6.2 Leadership Type Study:

Here two types of analysis have been undertaken.

First, the data collected for understanding whether the college women administrators under study are task minded or person-minded in their leadership have been analysed. This is a global study. All the respondents irrespective of their age, discipline, locality and other factors are taken up for analysis.
Secondly, the data collected for understanding whether the college women administrators under study are having initiating structure dimension or consideration dimension of leadership have been analysed. This is also a global study. All the respondents irrespective of their age, discipline, locality and other factors are taken up for analysis.

6.2.1 Task / Person Oriented Leadership at Global Level:

The objective here is to find out whether the college women administrators are task oriented or person oriented in their leadership.

The hypothesis held by the researcher is: The college women administrators are task oriented leaders.

**TABLE 6.1**

(Task / Person Leadership among the College Woman Administrators at Global Level)

<table>
<thead>
<tr>
<th>Leader Orientation</th>
<th>Number of Respondents</th>
<th>In Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Oriented</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Person Oriented</td>
<td>178</td>
<td>86</td>
</tr>
</tbody>
</table>
TASK / PERSON LEADERSHIP AT GLOBAL LEVEL

Figure 6.01
Figure 6.02
PERSON / TASK ORIENTED LEADERSHIP

Figure 6.03
The table shows that 86 percent of the respondents are person-oriented in their leadership pattern. This may be observed from figure 6.01. Thus it is understood that college women administrators under study are person-oriented in their leadership.

The bar diagrams given in figure 6.02 and figure 6.03 show that in both the institutions, M.S. University and M.K. University the respondents are person-oriented.

The finding is contrary to the hypothesis held by the researcher. Hence the hypothesis of the researcher is modified in the light of the findings.

Women by nature are soft hearted, passive and sympathetic unlike men who are task-masters and task-oriented often in their outlook. This may be the reason why college women administrators are person-oriented in their leadership style.

6.2.2 Initiating Structure and Consideration Leadership

Dimensions at Global Level:

The objective here is to find out whether the college women administrators are high in their initiating structure dimension of leadership or high in their consideration dimension of leadership.

There is no significant difference between the percentage of respondents in the Initiating Structure Leadership Dimension and the percentage of respondents in the Consideration Leadership Dimension.
INITIATING STRUCTURE / CONSIDERATION LEADERSHIP
AT GLOBAL LEVEL

Figure 6.04
Figure 6.05
MADURAI KAMARAJ UNIVERSITY

CONSIDERATION / INITIATING STRUCTURE LEADERSHIP

Figure 6.06
TABLE 6.2

(Initiating Structure / Consideration Dimension Leadership among the College Women Administrators at Global Level)

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Number of Respondents</th>
<th>In Percentage</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating Structure</td>
<td>97</td>
<td>47</td>
<td>0.859</td>
</tr>
<tr>
<td>Consideration</td>
<td>109</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR value 0.859 is less than the table value 1.96 at 0.05 level of significance. Hence the Null Hypothesis is retained.

There is no significant difference between the percentage of respondents in the initiating structure leadership dimension and the percentage of respondents in the consideration leadership dimension. This is observable from figure 6.04. Figure 6.05 and figure 6.06 show that this is true in both the institutions - M.S. University and M.K. University.

Since there is no significant difference between the percentage of women administrators who have initiating structure dimension and the percentage of women administrators who have consideration dimension it is revealed that the college women administrators under study are neither high in initiating structure dimension nor high in consideration dimension of their leadership.
6.3 Leadership Associational Study:

Here two types of associational studies are made. One for Task/person-oriented leadership and another for Initiating structure/consideration dimension of leadership.

6.3.1 Associational Study for Task/Person Oriented Leadership:

An attempt is made here to find out whether there is any significant association between Task/Person oriented college women administrators and their age, marital status, subject, locality and type of college.

6.3.1.1 Association between Task/Person Oriented College Women Administrators and their age:

Here the objective is to find out whether there is any significant association between Task/Person oriented college women administrators and their age.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.

HYPOTHESIS:

There is no significant association between Task/Person oriented college women administrators and their age.
The obtained $\chi^2$ value 0.49 for the association between Task / Person oriented college women administrators and their age is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators and their age.

Whether the women college administrators are young or old, they are all person-oriented in their leadership style.
The belief that a person is rough and tough while he/she is young and gets mellowed down or softened as he/she advances in age is not applicable to college women administrators. Women administrators in colleges, uniformly exhibit their womanly nature, i.e., the soft pedalling nature all through their life. Authority and position are not likely to change their nature even as they advance in age.

6.3.1.2 Association between Task / Person Oriented College Women Administrators and their marital status:

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators and their marital status.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.

HYPOTHESIS:

There is no significant association between Task / Person oriented college women administrators and their marital status.
TABLE 6.4

(Association between Task / Person Oriented College Women Administrators and their Marital Status)

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>P &amp; T</th>
<th>No. of Respondents in</th>
<th></th>
<th>( \chi^2 ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Person Oriented</td>
<td>Task Oriented</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>152</td>
<td>24</td>
<td></td>
<td>0.0086</td>
</tr>
<tr>
<td>Unmarried</td>
<td>24</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained \( \chi^2 \) value 0.0086 for the association between Task / Person oriented college women Administrators and their marital status is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators and their marital status.

This gives the impression that irrespective of their marital status, the college women administrators are person oriented in their leadership pattern.
Generally, it is assumed that among the college women administrators, the unmarried are more task oriented and good task masters. But the finding is contrary to this statement and it is understood that college woman administrators are person oriented in their leadership style.

The marital status of a woman administrator in a college has got nothing to do with her leadership orientation. Just as one's age does not influence her leadership dimension, marital status also does not influence the leadership dimension of college women administrators.

6.3.1.3 Association between Task / Person Oriented College Women Administrators and their subject:

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators and their subject.

The following null hypothesis was formed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between Task / Person oriented college women administrators and the subject they have studied or teach.
TABLE 6.5

(Association between Task / Person Oriented College Women Administrators and their Subject)

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Respondents in</th>
<th>( \chi^2 ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Person Oriented</td>
<td>Task Oriented</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>Leadership</td>
</tr>
<tr>
<td>Arts</td>
<td>84</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>94</td>
<td>19</td>
</tr>
</tbody>
</table>

The obtained \( \chi^2 \) value 2.212 for the association between Task / Person oriented college women administrators and their subject is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators and their subject.

This gives the impression that college women administrators whether they belong to Science Faculty or Arts Faculty, they are person oriented in their leadership pattern.
Generally, it is assumed that college women administrators who belong to the faculty of science would be great task masters whereas those belonging to faculty of Arts would be humanistic and show concern towards their subordinates.

But the analysis of the data falsifies this assumption. There is no connection between the subject studied and taught by a college administrator and her leadership dimension or behaviour.

Since the science people are usually rule bound, disciplined and rigid on account of their scientific bent of mind, it is believed that they would be more task oriented than person oriented. But the finding of this study disproves this belief and holds that college women administrators are person oriented whether their discipline is arts or science.

6.3.1.4 Association between Task / Person Oriented College Women Administrators and their locality:

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators and their locality.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.
HYPOTHESIS:

There is no significant association between Task/Person oriented College women administrators and their locality.

TABLE 6.6

(Association between Task/Person oriented College Women Administrators and their locality)

<table>
<thead>
<tr>
<th>Locality</th>
<th>Person Oriented Leadership</th>
<th>Task Oriented Leadership</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>93</td>
<td>17</td>
<td>0.697</td>
</tr>
<tr>
<td>Urban</td>
<td>85</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

The obtained $\chi^2$ value 0.697 for the association between Task / Person oriented college women administrators and their locality is less than the table value 3.841 at 0.05 significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators and their locality. It means that irrespective of their locality, the college women administrators are person - oriented in their leadership style.
The college women administrators who hail from rural background are generally assumed to be task-oriented and hence good task masters. But the finding is contrary to this statement, and it is understood that college women administrators are person oriented in their leadership pattern.

The residential locality of the respondents has no effect on the leadership orientation of the college women administrators. This may be because now-a-days even those who live in rural areas have the same kind of exposure as the urbanites.

6.3.1.5 Association between Task / Person oriented College Women Administrators and the Types of Colleges

Here three types of colleges are taken up for study. They are autonomous colleges and affiliated colleges; Government colleges and Government-aided colleges; and Government-aided colleges and Self-finance colleges.

(i) Association between Task / Person Oriented College Women Administrators of Autonomous Colleges or those of Affiliated Colleges and the Affiliated Status of the College

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators of Autonomous Colleges and those of affiliated colleges and the affiliated status of the college.
The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between Task/Person oriented college women administrators of autonomous colleges or those of affiliated colleges and the affiliated status of the college.

**TABLE 6.7**

(Association between Task / Person Oriented College Women Administrators of Autonomous Colleges or those of Affiliated Colleges and the Status of the College)

<table>
<thead>
<tr>
<th>Locality</th>
<th>Person Oriented Leadership</th>
<th>Task Oriented Leadership</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomous</td>
<td>33</td>
<td>4</td>
<td>0.2970</td>
</tr>
<tr>
<td>Affiliated</td>
<td>145</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
The obtained $\chi^2$ value 0.297 for the association between Task / Person oriented college women administrators of autonomous colleges or those of affiliated colleges is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators of autonomous colleges or those of affiliated colleges where they work and the affiliated status of the college.

It means that irrespective of the type of the college, whether autonomous or affiliated, the college women administrators are person oriented in their leadership pattern.

It is generally believed that the administrators and teachers in autonomous colleges have more freedom of action and therefore they are inclined to be task oriented. But the finding of this study is contrary to this common belief in the case of women administrators. Just as in affiliated college, the women administrators in autonomous colleges are person oriented rather than task oriented. Their womanly nature alone can be attributed to this kind of leadership dimension in them.
(ii) Association between Task / Person Oriented College Women Administrators of Government Colleges or those of Government - aided Colleges and the nature of College Management.

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators of government colleges or those of government - aided colleges and the nature of college management.

The following null hypothesis was framed and necessary \( \chi^2 \) value calculated.

**HYPOTHESIS :**

There is no significant association between Task / Person oriented college women administrators of government colleges and those of government aided colleges and the nature of college management.
TABLE 6.8

(Association between Task / Person oriented College Women Administrators of Government Colleges or those of Government - aided Colleges and the nature of College Management)

<table>
<thead>
<tr>
<th>Type</th>
<th>P &amp; T</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Person Oriented Leadership</td>
<td>Task Oriented Leadership</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>Government Aided</td>
<td></td>
<td>116</td>
<td>17</td>
</tr>
</tbody>
</table>

The obtained $\chi^2$ value 0.000532 for the association between Task / Person oriented college women administrators of government colleges or those of government - aided colleges and the nature of college management is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators of government colleges or those of government - aided colleges and the nature of college management.
It is quite interesting to note that whether one works in a government college or in government aided college, one’s leadership dimension does not change. It is generally believed that those who are in a government institution will be rule bound and rigid and therefore they tend to be task oriented. But the finding here is contrary to this belief. They are more person oriented than task oriented. Here also it is their womanly nature which may be the reason for their person oriented leadership dimension.

(iii) Association between Task / Person oriented College Women Administrators of Government Colleges or those of Self - Finance Colleges and the financial Status of the College

Here the objective is to find out whether there is any significant association between Task / Person oriented college women administrators of government colleges or those of self - finance colleges and the financial status of the college.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.

HYPOTHESIS:

There is no significant association between Task / Person oriented college women administrators of government colleges or those of self - finance colleges and the financial status of the college.
(Association between Task / Person oriented College Women Administrators of Government Colleges or those of Self - Finance Colleges and the financial status of the college)

TABLE 6.9

<table>
<thead>
<tr>
<th>Type</th>
<th>Person Oriented Leadership</th>
<th>Task Oriented Leadership</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>116</td>
<td>17</td>
<td>0.79</td>
</tr>
<tr>
<td>Self-Finance</td>
<td>36</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

The obtained $\chi^2$ value 0.79 for the association between Task / Person oriented college women administrators of government colleges or those of self - finance colleges and the financial status of the colleges is less than the table value 3.84 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between Task / Person oriented college women administrators of government colleges or those of self - finance colleges and the financial status of the college.
It means that irrespective of the financial status of the college, whether government college or self-finance college, the college women administrators are person oriented in their leadership pattern.

Generally, it is assumed that those in government colleges will be more rule bound and authoritative than those in self-finance colleges and therefore they tend to be task-oriented rather than person-oriented. But the finding here contradicts this assumption. Here again the reason for the women administrators both in government college as well as those in self-finance colleges, being person oriented may be due to their womanly nature.

6.3.2 Associational Study for Initiating Structure Dimension and Consideration Dimension of Leadership

An attempt is made here to find out whether there is any significant association between initiating structure dimension / consideration dimension of college women administrators and their age, marital status, subject, locality and type of college.

6.3.2.1 Association between Initiating Structure / Consideration Dimension of College Women Administrators and their age.

Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators and their age.
The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between initiating structure / consideration dimension of college women administrators and their age.

**TABLE 6.10**

(Association between Initiating Structure / Consideration Dimension of College Women Administrators and their age)

<table>
<thead>
<tr>
<th>I.S. &amp; C</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiating Structure Leadership</td>
<td>Consideration Leadership</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upto 40 Yrs</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>41 Yrs and above</td>
<td>73</td>
<td>78</td>
</tr>
</tbody>
</table>
The obtained $\chi^2$ value 4.737 for the association between initiating structure / consideration dimension of college women administrators and their age is greater than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is rejected.

Thus it is found that there is significant association between the number of respondents in their initiating structure dimension leadership and consideration dimension leadership and their age.

Since it is understood that there is association between the number of respondents in their initiating structure or consideration leadership dimension and their age, the actual number of respondents for both the dimensions were analysed separately. The analysis reveals that the respondents who belong to the age group 'upto 40 years' are high in initiating structure dimension. Further, it is revealed that those respondents who belong to the age group 41 years and above are high in both initiating structure dimension and the consideration dimension.

All these indicate that as the women administrators advance in age, they become more considerate than while they are young. It may be true that as age advances, the respondents are mellowed down and softened in their leadership dimension - changing from initiating structure to consideration.
6.3.2.2 Association between Initiating Structure / Consideration Dimension of College Women Administrators and their Marital Status.

Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators and their marital status.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS :**

There is no significant association between initiating structure / consideration dimension of college women administrators and their marital status.

**TABLE 6.11**

(Association between Initiating Structure / Consideration Dimension of College Women Administrators and their Marital Status)

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>I.S. &amp; C.</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Initiating Structure Leadership</td>
<td>Consideration Leadership</td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Unmarried</td>
<td></td>
<td>18</td>
<td>10</td>
</tr>
</tbody>
</table>
The obtained $\chi^2$ value 1.676 for the association between initiating structure / consideration dimension of college women administrators and their marital status is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between initiating structure / consideration dimension of college women administrators and their marital status.

It may be inferred from the data that the college women administrators are both initiating structure minded as well as considerate in their leadership style inspite of their marital status. Whether one has initiating structure dimension or consideration dimension probably depends upon the need and requirement of a particular situation. As regards this, it is the situation in which they are placed influences their leadership behaviour.

6.3.2.3 Association between Initiating Structure / Consideration Dimension of College Women Administrators and their Subject:

Here the objective is to find out whether there is any significant association between Initiating Structure / Consideration dimension of college women administrators and their subject.
The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between initiating structure / consideration dimension of college women administrators and their subject.

**TABLE 6.12**

(Association between initiating structure / consideration dimension of college women administrators and their subject)

<table>
<thead>
<tr>
<th>I.S. &amp; C.</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Initiating Structure Leadership</td>
<td>Consideration Leadership</td>
</tr>
<tr>
<td>Arts</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>56</td>
<td>57</td>
</tr>
</tbody>
</table>

The obtained $\chi^2$ value 1.130 for the association between initiating structure / consideration dimension of college women administrators and their subject is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.
This shows that there is no significant association between initiating structure / consideration dimension of college women administrators and their subject, i.e., the academic discipline they belong to.

Just as age or marital status of the respondents has nothing to do with their initiating structure or consideration dimension, the subject they have studied and taught also has no effect on them in adopting initiating structure leadership style or consideration style. Probably it is the situation or followers or any other factors which determine it. This finding upholds the situational theory or followers theory of leadership.

6.3.2.4 Association between Initiating Structure / Consideration Dimension of College Women Administrators and their locality.

Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators and their locality.

The following null hypothesis was formed and necessary $\chi^2$ value calculated.
HYPOTHESIS:

There is no significant association between initiating structure/consideration dimension of college women administrators and their locality.

TABLE 6.13

(Association between Initiating Structure/Consideration Dimension of College Women Administrators and their Locality)

<table>
<thead>
<tr>
<th>I.S. &amp; C.</th>
<th>No. of Respondents in</th>
<th>( \chi^2 ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality</td>
<td>Initiating Structure</td>
<td>Consideration</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>Leadership</td>
</tr>
<tr>
<td>Rural</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>Urban</td>
<td>47</td>
<td>49</td>
</tr>
</tbody>
</table>

The obtained \( \chi^2 \) value 1.1282 for the association between initiating structure/consideration dimension of college women administrators and their locality is less than the table value 3.841 at 0.05 level of significance and hence the null hypothesis is retained.
This shows that there is no significant association between initiating structure / consideration dimension of college women administrators and their locality.

As in the case of age, marital status and the discipline of the respondents, the locality factor also has nothing to do with their being initiating structure or consideration oriented leaders. Whether they belong to rural area or urban area is immaterial as far as their initiating structure dimension or consideration dimension leadership behaviour is concerned.

6.3.2.5 Association between Initiating Structure / Consideration Dimension of College Women Administrators and the Types of Colleges.

Here three types of colleges are taken up for study. They are autonomous colleges and affiliated colleges, government colleges and government - aided colleges and self - finance colleges.

(i) Association between Initiating Structure / Consideration Dimension of College Women Administrators of Autonomous Colleges or those of Affiliated Colleges and the Affiliated Status of the College.
Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators of autonomous colleges and those of affiliated colleges and the affiliated status of the college.

The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between initiating structure / consideration dimension of college women administrators of autonomous colleges or those of affiliated colleges and the affiliated status of the college.

**TABLE 6.14**

(Association between Initiating Structure / Consideration Dimension of College Women Administrators of Autonomous Colleges or those of Affiliated Colleges and the Status of the College)

<table>
<thead>
<tr>
<th>I.S. &amp; C. Type</th>
<th>No. of Respondents in Initiating Structure Leadership</th>
<th>No. of Respondents in Consideration Leadership</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomous</td>
<td>16</td>
<td>21</td>
<td>1.692</td>
</tr>
<tr>
<td>Affiliated</td>
<td>93</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>
The obtained $\chi^2$ value 1.692 for the association between initiating structure / consideration dimension of college women administrators of autonomous colleges or those of affiliated colleges is less than the table value of 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between initiating structure / consideration dimension of college women administrators of autonomous colleges or those of affiliated colleges where they work and the affiliated status of the college.

The finding reveals that the status of the college has nothing to do with the initiating structure or consideration leadership dimension of college women administrators.

(ii) Association between Initiating Structure / Consideration Dimension of College Women Administrators of Government Colleges or those of Government - aided Colleges and the nature of the College Management.

Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators of Government colleges or those of Government - aided colleges and the nature of college management.
The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS**:

There is no significant association between initiating structure / consideration dimension of college women administrators of government colleges or those of government - aided colleges and the nature of the college management.

**TABLE 6.15**

(Association between Initiating Structure/Consideration Dimension of College Women Administrators of Government Colleges or those of Government - aided Colleges and the nature of College Management)

<table>
<thead>
<tr>
<th>I.S. &amp; C. Type</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiating Structure Leadership</td>
<td>Consideration Leadership</td>
</tr>
<tr>
<td>Government</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Government-Aided</td>
<td>60</td>
<td>73</td>
</tr>
</tbody>
</table>
The obtained $\chi^2$ value 0.005 for the association between initiating structure / consideration dimension of college women administrators of Government colleges or those of Government - aided colleges is less than the table value of 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between initiating structure / consideration dimension of college women administrators of government colleges or those of government - aided colleges and the nature of college management.

The finding reveals that the nature of management of the college has nothing to do with the initiating structure or considerate leadership dimension of the college women administrators.

(iii) Association between Initiating Structure / Consideration Dimension of College Women Administrators of Government Colleges or those of Self - Finance Colleges and the financial Status of the College.

Here the objective is to find out whether there is any significant association between initiating structure / consideration dimension of college women administrators of government colleges or those of self - finance colleges and the financial status of the college.
The following null hypothesis was framed and necessary $\chi^2$ value calculated.

**HYPOTHESIS:**

There is no significant association between initiating structure / consideration dimension of college women administrators of Government colleges or those of self - finance colleges and the financial status of the college.

**TABLE 6.16**

(Association between Initiating Structure / Consideration Dimension of College Women Administrators of Government Colleges or those of Self - Finance Colleges and the Financial Status of the College)

<table>
<thead>
<tr>
<th>I.S. &amp; C. Type</th>
<th>No. of Respondents in</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiating Leadership</td>
<td>Consideration Leadership</td>
</tr>
<tr>
<td>Government</td>
<td>60</td>
<td>73</td>
</tr>
<tr>
<td>Self-Finance</td>
<td>29</td>
<td>15</td>
</tr>
</tbody>
</table>

165
The obtained $\chi^2$ value for the association between initiating structure / consideration dimension of college women administrators of Government colleges or those of Self - Finance colleges is less than the table value of 3.841 at 0.05 level of significance and hence the null hypothesis is retained.

This shows that there is no significant association between initiating structure / consideration dimension of college women administrators of government colleges or those of self - finance colleges where they work and the financial status of the college.

6.4 Leadership Behavioural Study:

Having found out whether the respondents were high or low in Task/person orientation as well as in initiating structure/consideration dimension in their leadership, the researcher got interested in probing into the different aspects of their leadership behaviour.

Here the different aspects of leadership behaviour as indicated in the TP leadership questionnaire and the LBD questionnaire used by the researcher were probed into in order to find out the dominant leadership behaviour of the women leaders at collegiate level.
6.4.1 Task / Person Leadership Behavioural Aspects:

The percentage for responses given by the respondents for each aspect of the person oriented leadership behaviour was calculated and analysed.

The categories always and frequently were combined to mean the domineering aspect of a particular aspect and similarly the categories seldom and never were combined to mean the dormant aspect.

Here the items found in the T/P Leadership questionnaire are analysed to understand leadership behavioural aspects of the college women administrators.

Table 6.17
(Behavioural aspect for T/P leadership)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Behavioural Aspect for Task / Person oriented leadership</th>
<th>Always &amp; Frequent</th>
<th>Seldom &amp; Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I act as the spokesperson of my staff.</td>
<td>52%</td>
<td>17%</td>
</tr>
<tr>
<td>2.</td>
<td>I allow my staff complete freedom in their work.</td>
<td>94%</td>
<td>2%</td>
</tr>
<tr>
<td>3.</td>
<td>I encourage the use of Uniform Procedures.</td>
<td>83%</td>
<td>7%</td>
</tr>
<tr>
<td>4.</td>
<td>I permit my staff to use their own judgement in solving problems.</td>
<td>89%</td>
<td>2%</td>
</tr>
<tr>
<td>5.</td>
<td>I needle my staff for greater effort.</td>
<td>60%</td>
<td>16%</td>
</tr>
<tr>
<td>Item No.</td>
<td>Behavioural Aspect for Task / Person oriented leadership</td>
<td>Always &amp; Frequent</td>
<td>Seldom &amp; Never</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>6.</td>
<td>I let my staff do their work the way they think best.</td>
<td>90%</td>
<td>3%</td>
</tr>
<tr>
<td>7.</td>
<td>I keep the work moving at a rapid pace.</td>
<td>82%</td>
<td>5%</td>
</tr>
<tr>
<td>8.</td>
<td>I turn my staff loose on a job and let them go to it.</td>
<td>32%</td>
<td>49%</td>
</tr>
<tr>
<td>9.</td>
<td>I settle conflicts when they occur in my staff.</td>
<td>63%</td>
<td>13%</td>
</tr>
<tr>
<td>10.</td>
<td>I am reluctant to allow my staff any freedom of action.</td>
<td>10%</td>
<td>58%</td>
</tr>
<tr>
<td>11.</td>
<td>I decide what shall be done and how it shall be done.</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>12.</td>
<td>I push for increased production.</td>
<td>78%</td>
<td>8%</td>
</tr>
<tr>
<td>13.</td>
<td>I assign my staff to particular tasks.</td>
<td>78%</td>
<td>5%</td>
</tr>
<tr>
<td>14.</td>
<td>I am willing to make changes.</td>
<td>79%</td>
<td>4%</td>
</tr>
<tr>
<td>15.</td>
<td>I schedule the work to be done.</td>
<td>89%</td>
<td>4%</td>
</tr>
<tr>
<td>16.</td>
<td>I refuse to explain my actions.</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td>17.</td>
<td>I persuade my staff that my ideas are to their advantage.</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>18.</td>
<td>I permit my staff to set its own pace.</td>
<td>69%</td>
<td>8%</td>
</tr>
</tbody>
</table>
1) I act as the spokesperson of my staff:

52% of the respondents have said that they act as spokesperson of their staff. 31% act occasionally and only 17% do not act as the spokesperson of their staff.

Though they are high in person oriented leadership orientation, acting as spokesperson in 52% cases seems that they are inclined to be task oriented. But the difference between 52% and 48% is not significant and therefore just because they tend to act as spokespersons for their staff, it need not alter our finding that they are person oriented.

It may be because their staff may be timid or may be their staff do not have an occasion which warrants them to speak for them.

2) I allow my staff complete freedom in their work:

94% of the respondents have said that they allow their staff complete freedom in their work. 4% act occasionally and only 2% do not allow complete freedom in their work.

Thus the respondents are high in person oriented leadership as supported by the global pattern, their college women administrators are predominantly following person-oriented leadership.
3) I encourage the use of uniform procedures:

83% of the respondents have said that they encourage the use of uniform procedures among their staff members. 10% act occasionally and only 7% do not allow uniform procedures for their staff members.

Even though at global level, the women leaders at collegiate level are person oriented, 83% of them have said that they always or frequently encourage the use of uniform procedures among the staff members.

'To encourage' means they adopt probably means such as persuasion and motivation and do not resort to any harsh methods. Therefore, this task orientation has not in anyway affected the overall picture of their person orientation. May be they intend that all members of the staff follow uniform procedure to avoid confusion in the working of the institution without having any task oriented ulterior motive.

4) I permit my staff to use their own judgement in solving problems:

89% of the respondents have said that they permit their staff to use their own judgement in solving problems. 9% permit them occasionally and only 2% do not permit staff to use their judgement in solving problems.
Thus the respondents are high in person oriented leadership as supported by the global pattern that college women administrators are predominantly following person oriented leadership.

5) I needle my staff for greater effort:

60% of the respondents have said that they needle their staff for greater effort. 24% are doing it occasionally and 16% do not needle their staff.

'Needling staff for greater effort' is certainly a person oriented approach on the part of administrators and the result shows that the respondents are high in person oriented approach which is further supported by the high value obtained for global pattern of college women administrators.

6) I let my staff do their work the way they think best:

90% of the respondents have said that they let their staff do their work the way they think best. 7% act occasionally and only 3% do not let their staff do their work the way they think best.

Here in this context, staff members are given freedom and choice to do the work in the way they think best. The respondents are high in person oriented leadership and the fact is supported by the global pattern that college women administrators are predominantly adopting person oriented leadership in their institutions.
7) I keep the work moving at a rapid pace:

The finding shows that 82% of the women leaders at collegiate level always keep the work moving at a rapid pace. Since the global level result is person orientation, this particular domineering task oriented behaviour is in no way can be attributed to their task orientation. May be they being women, their nature is to get the work completed. Therefore, it may be only said that they are personal oriented but at the same time they are conscious of the completion of the work assigned.

8) I turn my staff loose on a job and let them go to it:

49% of women leaders seldom turn their staff loose on a job and then let them go to it. 32% always do it. This may look contrary to the result at the global level. But the reason may be perhaps they do not do it intentionally. May be they are not aware of such method of setting the work done by being person oriented.

9) I settle conflicts when they occur in my staff:

63% of the respondents have said that they settle conflicts when they occur in their staff. 24% act occasionally and 13% of the respondents do not settle conflicts when they occur in their staff.

Thus the respondents are high in person oriented leadership which is very well supported by the global pattern that college women administrators are predominantly following person oriented leadership.
10) I am reluctant to allow my staff any freedom of action:

Only 10% of the respondents have said that they are reluctant to allow their staff any freedom of action. 32% act occasionally and 58% of the respondents are allowing their staff freedom of action.

Thus the respondents are high in person-oriented leadership as supported by the global pattern that college women administrators are dominating in the sphere of person-oriented leadership.

11) I decide what shall be done and how it shall be done:

56% of the respondents have said that they decide what shall be done and how it shall be done. 22% act occasionally and 22% of the respondents seldom decide what shall be done and how it shall be done. Though the result is contrary to the global level result, it does not mean that the college women administrators are task oriented. Decision making aspect of leadership ultimately rests with the college women administrators and they are solely responsible for the decision and hence it appears as if the college women leaders are task oriented though in reality they are only personal oriented in their leadership style.

12) I push for increased production:

78% of respondents have reported that they push for increased production. It may mean a high degree of motivation done by college women administrators
on the staff members in order to have higher output or to reach the institutional
goals in a quicker way. It need not be viewed in terms of task orientedness but
it upholds person oriented or rather concern oriented approach of college women
administrators.

13) I assign my staff to particular tasks

78% of respondents have reported that they assign their staff particular tasks.
This may be due to lack of expertise knowledge on the part of staff members and
hence they need to be given assignments and instructions by the college women
administrators, sheerly out of concern and love for the institution by the college
women administrators. Thus this aspects subscribes to the global view of person
oriented leadership style of college women administrators.

14) I am willing to make changes:

79% of the respondents have said that they are willing to make changes.
17% act occasionally and only 4% are not willing to make changes. This reveals
that majority of them are not rigid in their stand. They are inclined to face
reality and pay heed to others.

Thus the repondents are high in person oriented leadership which is
very well supported by the global pattern that college women administrators
are predominantly following person oriented leadership.
15) I schedule the work to be done

89% of the college women administrators have said that they schedule the work to be done by the staff members. On enquiry, it was found that the members of the staff were not trained enough to get the work scheduled for themselves and hence the college women administrators had to interfere. Thus, this in no way can be taken in the negative sense.

16) I refuse to explain my actions:

Only 11% of the respondents have said that they refuse to explain their actions. 11% act occasionally and 78% of the respondents are explaining their actions to staff members.

Thus the respondents are high in person-oriented leadership as supported by the global pattern that college women administrators are dominating in the area of person-oriented leadership.

17) I persuade my staff that my ideas are to their advantage

40% of the college women administrators have said that they persuade their staff to know that their ideas are to the advantage of the staff.

It may not in anyway come in conflict with the overall result, i.e. their person-oriented leadership because they admitted on further interview that they only persuaded and not compelled them to believe so.
18) I permit my staff to set its own pace

69% of the respondents have said that they permit their staff to set their own pace 23% act occasionally and only 8% are not permitting their staff to set their own pace.

Thus the respondents are not high in task oriented leadership which is very well supported by the global pattern that college women administrators are predominantly following and upholding person oriented leadership.

6.4.2 Initiating structure and consideration aspects of leadership behaviour

The percentage of responses given by the respondents for each aspect of initiating structure and consideration aspects of leadership behaviour was calculated and analysed.

The categories always and often were combined to analyse the initiating structure dimension for items 1, 2, 4, 5, 6 and 8 to 15 and the categories seldom and never for the items 3 and 7. We combined the two to analyse the initiating structure dimension of leadership.

Similarly the always and often categories were combined to analyse the consideration dimension for the items 16 to 19, 21, 25 to 30. Similarly, the categories seldom and never for the items 20, 22, 23 and 24 were combined to analyse the consideration dimension of leadership.
This leadership behavioural analysis is done under two sub-headings namely, Initiating structure dimension analysis and consideration dimension analysis.

6.4.2.1 Initiating Structure Dimension Analysis:

Here the first 15 items found in the Leadership Behaviour Description Questionnaire are analysed one by one.

Table 6.18
(Behavioural aspect for Initiating Structure leadership)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Behavioural Aspect for initiating structure</th>
<th>Always &amp; often</th>
<th>Seldom &amp; Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A leader should make his attitudes clear to the staff</td>
<td>98%</td>
<td>1%</td>
</tr>
<tr>
<td>2.</td>
<td>A leader should try out his new ideas with the staff</td>
<td>79%</td>
<td>4%</td>
</tr>
<tr>
<td>3.</td>
<td>A leader should rule with an iron hand</td>
<td>75%</td>
<td>9%</td>
</tr>
<tr>
<td>4.</td>
<td>A leader should criticize poor work</td>
<td>22%</td>
<td>48%</td>
</tr>
<tr>
<td>5.</td>
<td>A leader should speak in a manner not to be questioned</td>
<td>63%</td>
<td>25%</td>
</tr>
<tr>
<td>6.</td>
<td>He should assign staff members to particular tasks</td>
<td>78%</td>
<td>6%</td>
</tr>
<tr>
<td>7.</td>
<td>He should work without a plan</td>
<td>93%</td>
<td>5%</td>
</tr>
<tr>
<td>8.</td>
<td>He should maintain definite standards of performance</td>
<td>95%</td>
<td>2%</td>
</tr>
<tr>
<td>Item No.</td>
<td>Behavioural Aspect for initiating structure</td>
<td>Always &amp; often</td>
<td>Seldom &amp; Never</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>9.</td>
<td>He should emphasize the meeting of deadlines</td>
<td>72%</td>
<td>7%</td>
</tr>
<tr>
<td>10.</td>
<td>He should encourage the use of uniform procedure</td>
<td>81%</td>
<td>7%</td>
</tr>
<tr>
<td>11.</td>
<td>He should make sure that his part in the organization is understood by all members</td>
<td>91%</td>
<td>4%</td>
</tr>
<tr>
<td>12.</td>
<td>He should see to it that staff members follow standard rules and regulations</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>13.</td>
<td>He should see to it that staff members know what is expected of them</td>
<td>92%</td>
<td>3%</td>
</tr>
<tr>
<td>14.</td>
<td>He should see to it that staff members are working upto capacity</td>
<td>92%</td>
<td>3%</td>
</tr>
<tr>
<td>15.</td>
<td>He should see to it that the work of staff members is coordinated</td>
<td>95%</td>
<td>2%</td>
</tr>
</tbody>
</table>

From the table, it may be understood that for items 3, 4 and 7, the college women administrators are not high in Initiating structure dimension of leadership.

Either they are inclined to rule with an iron hand or unwilling to criticize poor work or work without a plan. These aspects do not go well with a leader who adopts initiating structure dimension of leadership.
However, in other aspects they are significantly high in initiating structure dimension.

They make their attitudes clear to the staff and try out their new ideas with the staff. They always speak in a manner not to be questioned by the staff and assign staff members particular tasks. They maintain definite standards of performance, emphasize the meeting of deadlines, encourage the use of uniform procedure and make sure that the part in the organization is understood by all members.

Often they ask the staff members whether they follow standard rules and regulations, allow staff members know what is expected of them, see to it that staff members are working upto capacity and that the work of staff members is coordinated.

6.4.2.2. Consideration Dimension Analysis:

Here the second 15 items found in the Leadership Behaviour Description Questionnaire are analysed one by one.
Table 6.19
(Behavioural aspect for consideration dimension: leadership)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Behavioural Aspect for Consideration Dimension leadership</th>
<th>Always &amp; often</th>
<th>Seldom &amp; Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>He should do personal favours for staff members</td>
<td>22%</td>
<td>51%</td>
</tr>
<tr>
<td>17.</td>
<td>He should do little things to make it pleasant to be a member of the staff</td>
<td>62%</td>
<td>12%</td>
</tr>
<tr>
<td>18.</td>
<td>He should be easy to understand</td>
<td>97%</td>
<td>1%</td>
</tr>
<tr>
<td>19.</td>
<td>He should find time to listen to staff members</td>
<td>98%</td>
<td>1%</td>
</tr>
<tr>
<td>20.</td>
<td>He should keep to himself</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>21.</td>
<td>He should look out for the personal welfare of individual staff members</td>
<td>75%</td>
<td>6%</td>
</tr>
<tr>
<td>22.</td>
<td>He should refuse to explain his actions</td>
<td>86%</td>
<td>3%</td>
</tr>
<tr>
<td>23.</td>
<td>He should act without consulting the staff</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>24.</td>
<td>He should be slow to accept new ideas</td>
<td>67%</td>
<td>16%</td>
</tr>
<tr>
<td>Item No.</td>
<td>Behavioural Aspect for Consideration Dimension leadership</td>
<td>Always &amp; often</td>
<td>Seldom &amp; Never</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>25.</td>
<td>He should treat all staff members as his equals</td>
<td>92%</td>
<td>4%</td>
</tr>
<tr>
<td>26.</td>
<td>He should be willing to make changes</td>
<td>88%</td>
<td>3%</td>
</tr>
<tr>
<td>27.</td>
<td>He should be friendly and approachable</td>
<td>96%</td>
<td>1%</td>
</tr>
<tr>
<td>28.</td>
<td>He should make staff members feel at ease when talking with them</td>
<td>96%</td>
<td>2%</td>
</tr>
<tr>
<td>29.</td>
<td>He should put suggestions made by the staff into operation</td>
<td>84%</td>
<td>2%</td>
</tr>
<tr>
<td>30.</td>
<td>He should get staff approval on important matters before going ahead</td>
<td>94%</td>
<td>2%</td>
</tr>
</tbody>
</table>

From the table, it may be understood that for items 16, 20, 22, 23, and 24 the college women administrators are not high in consideration dimension leadership.
Either they are inclined to keep to themselves, unwilling to do personal favours for staff members or refuse to explain their actions or act without consulting the staff or slow to accept new ideas. These aspects do not go well with a leader who adopts consideration dimension of leadership.

However, in all other aspects they are significantly high in consideration dimension of leadership.

They do little things to make it pleasant to be a member of the staff, are easy to understand, find time to listen to staff members and always on the look out for the personal welfare of individual staff members. Always they treat all staff members as their equals, are willing to make changes and are friendly and approachable. They make staff members feel at ease when talking with them, willing to put suggestions made by the staff into operation and get staff approval on important matters before going ahead to execute them.


6.5 Conclusion:

The findings that emerged from the analysis of the data show that the college women administrators under study are person oriented. The factors like age, marital status, locality, discipline of the subject they teach and the nature of the college are not associated with their leadership orientation such as person orientedness or task orientedness.

With regard to initiation structure/consideration dimension of their leadership, most of them are high in initiating structure dimension. Among the factors such as age, marital status, locality, discipline of the subject they teach and the nature of the college, it is the age factor which has significant association with initiating structure/consideration dimension of the leadership of college women administrators.

It is interesting to note that when those who are in the age group of 40 years and below are high in Initiating structure dimension, those in the age group of 41 years and above are balanced in Initiating structure dimension and in consideration dimension of their leadership.