Chapter I

Introduction
# CHAPTER I

## INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 Overview:

This chapter deals with the aim of the study, objectives of the study, background for the study, significance and relevance of the study, scope of the study and the utility of the study.

1.2 Aim of the Study:

The study purports to analyse the orientations and dimensions of women leadership at collegiate level with particular reference to their age, marital status, locality and discipline taught by them.

1.3 Objectives of the study:

The following objectives were framed by the Researcher.

i) To find out whether the college women administrators under study are task-oriented or person-oriented in their leadership.

ii) To know whether there is significant association between the Task/Person oriented leadership of college women administrators under study and the factors such as age, marital status, discipline of the subject they teach, locality and the nature of college.
iii) To find out whether the women college administrators under study are high or low in initiating structure / consideration dimension of leadership.

iv) To know whether there is significant association between initiating structure/consideration dimension of leadership of college women administrators and the factors such as age, marital status, discipline of the subject they teach, locality and the nature of college.

v) To probe into the different aspects of the Task/Person oriented leadership of college women administrators under study.

vi) To probe into different aspects of the initiating structure/consideration dimension of leadership of college women administrators under study.

1.4. Background for the study

A survey of the roles played by women in different ages reveal that they have played a vital role in the family and society. The position enjoyed by women during the Vedic and later Vedic periods was superior when compared to that of the Mughal period. They were well-trained in domestic work. Widow remarriage was permitted and child marriage was disallowed. Gradually women came to be considered as objects of sensual pleasure. They were considered as source
of all evil. Marriageable age was still lowered. They were prohibited from acquiring education. The plight of women was pathetic during 1200-1800 AD. Child marriage was considered as a rigid custom. Widows were considered inauspicious.

Twentieth century was marked by new openings for the upliftment of women. It encouraged them to play important roles in the society. With the advent of Gandhian era, Women's movements got a new impetus. They got involved in social welfare activities through special organisations such as Desh Sevikas. With the result women have gradually entered into all profession.

In order to improve the conditions of women, the constitution of India provides for prohibition of discrimination on the ground of sex. However, it provides that the state can make efforts to take special case of women in the light of their peculiar physiological, biological and social position. The Directive principles provided in the constitution also gave direction to the state to take appropriate measures to uplift women. In spite of all these, it has been felt that women still enjoy only a secondary status in the society.

The transfer of power in August 1947 and the ushering in of the Republic Constitution for the Country, coincided with the rise of a spirit of equality between men and women in all the affairs of the nation. The freedom struggle had indeed presented opportunities for many gifted women to show their talents for leadership. So, soon after freedom, even the United Nations General Assembly elected an
Indian Lady, Mrs. Vijaya Lakshmi Pandit as its President and the W.H.O. elected another eminent lady, Rajkumari Amrit Kaur as its Director.³

Inspite of this, the women representation in higher managerial and administrative services is minimal and below satisfactory level. In India, the representation of women in Parliament as well as various state legislatures is much below the desired levels. The available figures indicate that only 5.7% women are in various administrative services. We do hear a few isolated cases of women being train engine drivers, rickshaw drivers, pilots, and even in the defence services.⁴

The main concern of educational administration being people and their welfare, the techniques of educational administration are mostly persuasive while those in other kinds of administration are mostly coercive, dictatorial and authoritative. An educational administrator has to look to the interaction of the persons involved, whereas in other types of administration one can afford to ignore the reactions of the persons attacked by his decisions.⁵

Principals and Heads of Departments are key figures in educational administration of colleges which are otherwise known as citadels of tertiary education or higher education. No doubt, they are the significant agents in promoting or sometimes retarding changes or transformations or improvements in the campus. They are the acknowledged and appointed status leaders whether the colleges become challenging educational institutions or dull, monotonous and
dreary places for students, depends largely upon the tone of leadership the college 
woman administrators provide for their subordinates both teaching and non 
teaching. The college women administrators through their right type of leadership 
are instrumental in releasing and tapping out the human potentialities of the 
colleges through their individual and collective decisions, planning and discussions 
with the faculty members, students, parents and others.6 

A high level of sensitivity and understanding is necessary for the handling 
of the day to day problems of the academic community in educational and research 
institutions. A new orientation in thinking and practices is necessary to promote 
the culture whereby creative people can function with freedom for the advancement 
of knowledge. The administration plays an important catalytic role, for creating 
and developing a learning culture which is very essential for the success of an 
educational institution.7 

The present trend is to make women shoulder greater responsibilities in the 
development and administration of the country. The educational institutions play 
an important role in imparting citizenship training to the youth of this country. 

The women leaders in educational institutions constitute more than 30%. It 
is in their hands entrusted about a sizeable portion of the youth of the nation whose 
future behaviour, to a large extent, depends upon the leadership dimension and 
orientation of these women leaders. A study of this kind will certainly be helpful 
in suggesting ways and means to make the best out of them. Thus the study has 
high degree of relevance.
Pandit Jawaharlal Nehru said, "In order to awaken the people, it is the woman who has to be awakened. Once she is on the move, the household moves, the village moves and the country moves; and through the women leaders, the children are brought into the picture and given the opportunities of a healthier life and better training. Thus, through the children of today we build the India tomorrow."

There is a common feeling that men are more capable than women in managing people and looking after administration. Nevertheless, there is a belief that women are more suitable for educational administration. Whether it is true or not can be understood only by an analysis of the leadership behaviour of the women administrators in educational institutions. It is against this background and line of thinking that the present study on women leaders at collegiate level is undertaken.

1.5 Significance and Relevance of the Study

Education plays a significant role in bringing about desirable behavioural modifications on the part of the individual. As such, it is the education on which a nation's culture depends. For the educational institutions to serve the cause of education, they ought to be managed by persons who are competent and capable of doing good. A study of this kind is significant to the extent it will provide clues as to the leadership potential of the women leaders at collegiate level. Certainly the findings of the study will fill up the gaps in research with a special reference to women leaders in higher education.
There are not many studies on the Task/Person orientation and Initiating Structure and Consideration dimension of leadership of woman leaders at the higher education administration. The present study is relevant to the extent it will fulfill the need to probe into this leadership orientation and dimension of women leaders particularly in the field of education.

1.6 Scope of Study:

The study is limited to task oriented / person oriented, initiating structure / consideration dimension of leadership of college women administrators of Arts and Science Colleges only. It is pertained to the women Principals, Heads of Departments of aided/Govt. Colleges and not of Professional Colleges.

The study is confined to women's colleges in the jurisdiction of Manonmaniam Sundaranar University and Madurai Kamaraj University in Tamilnadu. As regards the period, the study is restricted to the present day.

1.7 Terms Defined:

The important terms used in the study are defined and explained hereunder.

(i) Women Leaders:

A leader is defined in this study as the one who administers a department or an institution, managing the three Es, namely efficiency,
effectiveness and equity. A woman leader is referred to as a leader belonging to the fair sex. In the present study, women leaders are those who head academic departments and institutions.

(ii) Task / Person orientation of Leadership:

Task orientation of leadership requires the person to organize and direct the activities of the members so that they are focussed on achieving the organisational goals with maximum efficiency.

Person orientation of leadership means the socio-emotional role which the leader has to play to maintain organisation's morale and release tension arising from the organisation's work-activities.

(iii) Initiating Structure and Consideration Dimension of Leadership:

An organizational leader, to be a leader must lead, initiate action and get things done. To get things done through other people, he has to maintain good human relations with other members of the organization.

Initiating structure refers to the leader's behaviour establishing good relationship between himself and other members of the organisation by taking them into confidence, seeking cooperation and leading the organisation higher and higher up in achieving the organizational goals.
Consideration dimension refers to the behaviour of the leader which promotes friendship, mutual trust, warmth and respect between the leader and other members of the organization which ultimately helps attaining the organizational goals.

(iv) Collegiate level:

It refers to the higher education and tertiary education. In the present study it excludes professional colleges like Engineering, Medicine and Agriculture.

1.8 Utility of the Study:

The present study will throw light on the leadership orientation and dimension of college women administrators. It will be helpful in knowing whether the college women administrators are task oriented or person oriented as well as in knowing whether they are high or low in initiating structure dimension or in consideration dimension.

The findings that emerge from this study will give the researcher new insights into leadership function of educational leaders. It will either strengthen the existing theories in leadership or will be helpful in developing new paradigms which will be directed towards solving problems faced by institutions of higher education.
1.9 References:


