CHAPTER I

THE PROBLEM

1.0 Introduction

For any successful organization, dynamic and effective leadership is needed. According to Hersey and Blanchard (1988) “the successful organization has one major attribute that sets it apart from unsuccessful organizations, dynamic and effective leadership”.

Leadership is not play. Leadership in the banking of the future offers countless positions of varying opportunities, of which the highest pinacles will carry almost unbearable responsibility in the new era that may lie just over the next hill.

Every nation requires the right leadership for its development. Education plays a vital role in shaping suitable leaders for the country. Education in schools, colleges, universities and various institutions aims at developing the total personality of the students and producing the future citizens of the country with the suitable ‘leadership qualities’. It is redundant to insist on the fact that such educational institutions should be managed by the exemplary leaders to improve the quality of education. How far ‘leadership behaviour’ and ‘management behaviour’ influence the quality of education provides the investigator with an adequate scope for a research in the field of education.
According to Hersey and Blanchard (1992) what is being agonized over is a scarcity of people who are willing to assume significant leadership roles in the society and who can get the job done effectively. To get the job done effectively in educational institutions, the management should put them under dynamic leaders.

1.1 Leadership

"Leadership is the activity of influencing people to strive willingly for group objectives" says Terry (1960). In the words of Tannenbaum (1959) leadership is the "inter personal influence exercised in a situation and directed, through the communication processes, toward the attainment of a specialized goal or goals."

It has been accepted by many a management researcher that leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. It may be construed that leadership process is a function of the leader, the followers and other situational variables. A leader is the one who knows the way, shows the way and goes the way. A leader must have acquired the necessary knowledge and skills to show the right approach, the right method to be adopted to achieve the ultimate goals to his followers. A leader must be concerned about both tasks and human relationships. A perfect and competent leader should set an exemplary model to
his followers in all aspects. Leaders in quality-oriented schools seek ways not merely to change but to manage and instill the change process itself.

There are different approaches to the study of leadership behaviour. A large number of studies have been made on the subject even though no conclusive results are arrived at. Mayer (1957) analyzed the existing concepts about leadership behaviour and has drawn some generalization on leadership.

Leadership involves the interaction process and is not a status or a position. It cannot be structured in advance. The uniqueness of each person, of varying inter-actional patterns and of varying goals and means, and of varying forces within and without impinging upon the group will call for different leaders for effective functioning of an institution.

A leader in one situation will not automatically be a leader in another situation. Whether a person is a leader in a group depends upon the group's perception of him. The way a leader perceives his role determines his action. Leadership does not result from a status position, but rather how a person behaves in an organization.

Leadership may be autocratic and democratic but never Laissez-faire. It protects critical group leadership if authority is rendered to some who are perceived by others as the proper persons to carry out the particular leadership role of the group.
Programme development that involves only persons of a single position (for e.g. principals supervisors or teachers) is not as comprehensive or lasting as that which involves people of various positions in that organization.

The generalization drawn out from a core need not necessarily be final. Further researches may validate or modify them. However it should be realized that the effectiveness of an organization or a school is enhanced by having a very good leader or say executive head. The leader or the head should provide central coordination for the activities of an organization such as an educational institution.

1.1.1 Leadership Behaviour

Leadership has been explained as a behaviour that affects the behaviour of other people more than their behaviour affects that of the leader. It is a concept applied to the personality–environment relation to a desirable situation when a personality is so placed in an environment that his well being and insight into problem direct and control others in the pursuit of a common cause. Again, leadership is described as a process of influencing the activities of an organized group such as a school in its task of goal setting and achieving. Leadership in an organized system, especially in the lower echelons of that system, consists mainly in the desire to learn more about one’s work and to keep in touch, with ideas and practices in the world. It also implies a heightened
sense of responsibility and relationship to the world outside, the office or the institution in which one serves.

Leadership behaviour, of course inculcates in the minds of the people in an organization the spirit of emulation and a certain desire for excellence. The development of leadership in the educational administration of our country requires the encouragement of the right kind of research for excellence and a desire for high achievement. If the system has in it no arrangement for recognizing and if possible rewarding true leadership, then it is vain to hope that by merely training people successful leadership can be secured.

The ideal leadership respects the individuality of the colleague. The leader does not exercise his or her authority for conforming. He /She takes into consideration the needs of the individual personality. At times personality conflicts threatening the functioning of the system might arise. Individual institutional integration must be achieved to avoid such conflicts. It means the personalization of role and self-actualization rather than socialization of personality and adaptation.

Transactional leadership is a compromise between the above two extremes of leadership behaviour. Such a leader appreciates the necessity for achieving institutional goals, but at the same time hopes that individual personalities will not be violated as they strive towards these goals. Hence what matters to an institution are not only its role and expectations but also the
leadership behaviour of the head of the institution. The aim throughout is a thorough awareness of limits of institutional and individual resources and demands within which administration must function. The transactional leadership-followership style is, at once, most often found or most actually desired and yet remains most rebellious and ill defined. This illustrates the fact that at the present state of knowledge, leadership behaviour must be considered as much an art as a science.

1.2 Management

The criteria used to determine the best managed companies may also be applied to education. The public and private schools, universities and other educational institutions have been reluctant in applying the management principles. To define the term 'management' the basic concepts of quality management need to be explained.

Schmidt and Finnigan (1993) present the basic concept of the quality management as given below.

Organisations are made up of a complex system of customers and suppliers, with every individual executive, manager and worker functioning as both suppliers and a customer. Meeting the customer's requirements (i.e. Quality) is the priority goal and is presumed to be the key to organizational survival and growth.
Continuous improvement is the guiding principle. This goes for the product or service the management produce and for the competence of the management on the job. The quality of the management of any organization depends on its people becoming increasingly competent and creative. Teams and groups are primary vehicles for planning and problem solving. Developing relationships among the employees and administrators of the organization at all levels is the key condition for the success of the management. A carefully managed system provides confidence that the output of the process will meet customer expectations and requirements.

A good management system aims at providing that confidence to three audiences.

(i) The customers directly

(ii) The customers indirectly (via third party assessments and quality system registration)

(iii) Company management and staff

Every school or a college or any educational institution is of course an organization. The management and its workers of an educational institution consists of the suppliers and the parents and the students together may be taken as the customers.
Edwards Deming, widely regarded as the “father” of the total quality management movement became familiar with the “three cs” – a focus on customers, culture and capacity for continuous improvement—which are the significant features of total quality environments and which many successful business have used to rejuvenate themselves.

The customer: Total Quality management really has two kinds of customers in mind, the external customers, who “consume” the product or service offered, and the internal customer, i.e., those who, in the process of creating a product or service, receive the output of another’s work, with each successive person adding something of value (National Alliance of Business Publication, 1993).

If everyone does his or her job in a way that eliminates problems for the next person up the line, the final customer will be satisfied.

The culture: A successful change strategy involving quality management also involves a commitment to create a specific kind of organizational culture, based on trust and shared decision making.

The capacity: Leaders in quality - oriented companies seek ways not merely to change but to manage and instill the change process itself: in Deming’s terms, they achieve “constancy of purpose”.
The "lead actor" in Total Quality Management is the process of systematic change itself. The point is to develop the organization as an integrated, organic set of relationships, and to gain the ability to change and direct those relationships again and again in the direction of improvement as defined by the organizations internal and external customers.

Educational management as a field of study and practice was developed from management principles first applied to industry and commerce, mainly in the United States. The infant prodigy has progressed from being dependent upon ideas developed in other settings to become an established discipline with its own theories and some empirical data to test their validity in education. The transition has been accompanied by lively argument about the extent to which education should be regarded as simply another field for the application of general principles of management or be seen as a separate discipline with its own body of knowledge.

One view is that there are general principles of management which can be applied to all organizational settings (Handy, 1994). This 'general principles case' rests largely upon the functions thought to be common to different types of organization. These include strategic planning, financial management, human resource management and relationships with the organization's clients and the wider community.
The debate about the validity of general management principles and exemplars for education has been more muted for much of the 1990's, despite the fact that schools and particularly colleges, have operated more like business since the introduction of self-management. The growth and development of educational management as a distinct discipline has been accompanied by a more careful evaluation of material drawn from non-educational settings. Where ideas are drawn from industry, commerce or other avenues of the public sector, they are generally adapted before being applied to education.

1.2.1 Management Behaviour

'Management' itself, as a separate function and object of study is inextricably connected with the development of large business organizations and with the need for strategic planning, and the coordination and control of decision-making processes. Any student of management will have to know of the different approaches to the subject—scientific management, human relations, systems approaches and cultural management—all driven by different causes and concerns, with different strategies and objectives, and underpinned by different visions of what it is to be a human being, and how human beings should be treated.

'Education Management' is sometimes seen as a mere subset of the larger 'management' set and it is this assumption which largely drives the advocacy of educationalists learning from business. Indeed there are many
valuable lessons to be learnt from business management by schools or any other educational institutions. This is first, because organizations have things which they all must do—such as decide on the nature of their mission statements, on recruiting and training the right people, on who should do what. Second, of late, education has become more business-like. Last, it is by such comparison that not only are new possibilities appreciated, but also that core mission are better seen. And the core mission of an educational institution, is sufficiently different from that of the business community. Certain governments policies may do business no harm, or even strengthen them, but which may do genuine harm to the purposes of educational institutions.

Thus while education shares with business, many functions, its organizations also have the responsibility for developing communities of citizens, a responsibility which in a democracy necessarily entails the following management behaviour:

1. Facilitating in its participants a constructive and critical voice for its own sake, for this is a skill they will require if democracy is to exist in more than name;

2. Empowering a level of participation greater than that required purely for the best results, as it also is a skill which those within a democracy need to practice;

3. Helping the next adult generation to vocalize and search for ways of creating a good society for in a democracy this is a product of many voices, not just the few;
4. Recognizing that public institutions have commitments beyond that of the profit, and that this involves concerns with issues of equity and justice, as well as economy and efficiency:

5. Ensuring that those who work in such organizations are good role models for the younger generation.

If this is accepted, then educational management must describe an activity or 'behaviour' which includes but transcends the application of generic managerial or administrative techniques, for its practice has values and purposes which go beyond that of the business sector. If management behaviour is interpreted in simple technical-rational terms, this larger picture is lost.

1.2.2 Management Behaviour of a School, A Social Organization

According to Lorsch (1965) "any organisation can be usually conceived of as a socio-technical system in which behaviour is influenced by a number of inter-related variables, including the individual predisposition of members, social structure, formal organisation and the system social environment".

Bernard (1969) says, "Organisation, simple or complex is always an interpersonal system of coordinated human efforts, always there are purposes as the coordinating and unifying principles, always the necessity for personal willingness and for effectiveness and maintaining the integrity of purpose. Complexity appears to modify the quality and form of elements and of the behaviour between them, but fundamentally the same principles that govern
simple organization may be conceived as governing the structure of complex organization which are composite systems”.

Malpin (1969) inferred that “an organisation may be defined as a special kind of group - a social group whose members are differentiated as to their responsibility for accomplishing the group’s tasks.”

According to the theory of Parsons (1954) “social systems must provide the satisfaction of the minimum ideological and psychological needs of the members of the system. The word ‘system’ is used here is a synonym of groups and the organisations like school are to be studied as social system.”

The following general features of an organization are derived from the definitions of social organizations as given by

1. Lorseh (1965)
3. Malpin, (1969) and
4. Parsons, (1954)

When ‘schools’ are considered as ‘social organizations’ they are used by the society to achieve certain goals. Here comes the inevitable interaction of the schools and the society. The principals or the heads of the institutions, the teachers, the parents, the students and the school management including government schools, government aided schools and private schools have a lot of responsibilities to contribute towards the desired results.
1.3 Quality

“Quality is never an accident. It is always the result of intelligent effort. It is the will to produce a superior thing”.

------- John Ruskin. (2000)

Quality is meeting the customer expectations. The quality improvement process is a set of principles, policies, support structures and practices designed to continually improve the efficiency and effectiveness of our way of life. Bohr (1985) defines quality as the degree of excellence at an acceptable price and the control of variability at acceptable cost.

Quality, in fact, is doing the right thing, doing it the right way, doing it right the first time and doing it on time.

In an educational institution, ‘quality’ should be improved on the following requirements.

1. Instruction should be guided by a preplanned curriculum.

2. Students should be carefully oriented to lessons.

3. Instructions should be clear and focused.

4. Personal interactions between teachers and students should be positive.

5. Everyone should emphasise the importance of learning.
6. **Administrators and teachers should continually strive to improve instructional effectiveness.**

7. **Staff should engage themselves in ongoing professional development.**

Thus teachers communicate interest and caring to students both verbally and through non-verbal means as giving undivided attention. Students are allowed and encouraged to develop a sense of responsibility and self-reliance.

The principal and other administrators continually express expectations for improvement of the instructional programme. No one is complacent about student achievement, there is an expectation that educational programmes will be changed so that they work better.

1.3.1 **Quality in a School, a Social System**

School system includes teachers, students, managers, administrators, non-teaching workers, specialists and attendants. The instruction, supervision, administration, evaluation leadership and management are the important components of a school system.

School system highly depends on its environment. Though the schools that belong to different kind of environments strive hard to achieve the common goal their organizational climate or educational climate differs from one to the other. Organizational climate results from the interaction of principals, teachers and students within the sociological and psychological framework of an
institution. In 1996, the distinct formed school planning teams as per the National Institute of Standards and Technology (NIST) included parents, students and staff.

The teams, working as a K-12 entity, supported by NIST and US Department of Education identified nine critical success factors:

1. Student initiative and responsibility.
2. Service, participation and leadership.
3. Quality curriculum.
4. Quality instruction
5. Faculty preparation and development.
6. Parent participation.
7. Active community support.
8. A safe, healthy, orderly school environment.
9. A positive school climate.

The teams (or groups or system) considered student needs, the distinct statements of vision and purpose, organizational requirements and variables drawn from expert sources. The system also defined each factor. For example, quality curriculum meant coherent scope and sequence, higher-order thinking skills, up-to-date resources, applied technology, integration across subjects and multiple forms of assessment. Quality instruction included academic challenge, academic support, creative and varied presentation, attention to individual differences and equality, and opportunities for application and collaboration.

From the above findings of the National Institute of Standards and Technology (NIST) it is clear that education aims at changing of behaviour,
understanding the need of the environment while planning for the education of the children. The nine critical success factors that are identified as a K-12 entity would help all the schools to emerge as successful social systems. The success of a school as a perfect social system also depends on the educational planning, educational organization, educational administration and management that are coming into the question of the quality in education. Quite a number of studies have already proved that different variables have emerged as indicators of quality in education. The total quality schools programme was started at Washington University in January 1996 and includes the following four basic elements:

1. Training sessions for school leaders.
2. Student consulting teams.
3. Ongoing support and training and
4. Total quality management expertise.

To help a school become a more effective system the leaders and the managers should learn to measure the benefits of a sustained quality improvement process, to discover "the customer" in the schools environment, to re-evaluate the students needs and complement processes that will best meet those needs and to implement a team approach to quality that includes input and action from everyone in the schools community.
Concerning the school as a social organization and a social system, the leadership behaviour of the head of the school and the management behaviour of the school authorities are considered as contributing factors to the quality of education in the school. Thus the selection of the topic entitled Leadership behaviour, Management behaviour and Quality in education for the present study. In this study leadership behaviour and management behaviour are independent variables whereas quality in education constitutes the dependent variable.

1.4 Need for Investigation

A well designed, well implemented and carefully managed ISO 9000 quality system provides confidence that the output of the process will meet customer expectations and requirements. It is aimed at providing that confidence to the three audiences

1. The customers directly.

2. The customers indirectly (via third party assessments and quality system registration).

3. Company management and staff.

A good school is of course a well-designed, well implemented and carefully managed quality system. The talented leaders manage every such school. The ‘Leadership Behaviour’ and the ‘Management behaviour’
contribute to a greater extent the quality in education. It is quite evident that the ‘customer’ refers to the ‘student’ and ‘output’ refers to ‘quality in education’.

Every school activity affecting quality in education is conducted in a three-part never ending cycle:

**PLANNING, CONTROL and DOCUMENTATION**

Activities affecting quality must be *planned* to ensure that goals, authority (leaders and managers) and responsibility are defined and understood.

Activities affecting quality must be *controlled* to ensure that specific requirements at all levels are met, problems are anticipated and averted and corrective actions are planned and taken out.

Activities affecting quality must be *documented* to ensure understanding of quality objectives and methods, smooth interaction within the organization, feedback for the planning cycle and objective evidence of quality system performance for those who require it such as customers or third party assessors.

The quality in education depends on the activities of the leaders, authorities of the school and management of the school. Activities affecting quality in education may vary from one school to the other

(a) Area-wise (place of work-wise),
(b) Type of school-wise and
(c) The contribution of the teachers to the school experience-wise and
(d) Gender-wise.
Quality of the schools in Tamil Nadu mainly depends on the above three variables. The academic excellence and growth in all fields are influenced by internal factors. All these will have a direct learning on 'quality in schools'. In this context it is thoroughly necessary to investigate how far the leadership behaviour of the principal and the management behaviour of the school authorities affect the quality in schools in Tamil Nadu. The findings of this study would help improve the quality of different types of schools throughout Tamil Nadu.

1.5 Objectives of the Present Study

The following are the objectives of the study:

1) To prepare tools for measuring the three variables, that is, Leadership Behaviour of Headmaster or Principal of a school, Management Behaviour of the school personnel such as Headmaster or Principal and Teachers and quality of the school.

2) To study the relationship among Leadership Behaviour of the Principal/Headmaster, Management Behaviour of Principal/Headmaster and Quality of the schools in Tamil Nadu.

3) To predict the quality of the school in terms of the components of Leadership Behaviour and Management Behaviour of the Principal/Headmaster.

4) To study the differences in the selected variables among schools
   a. under different types of management and
   b. in different localities.
5) To study the differences in the selected variables among
   a. the Teachers/Principals/HMs with 10 years and less experience and those with 11 years and above experience.
   b. the Teachers/Principals/HMs genderwise.

6) To compare the perceptions of the teachers regarding
   (i) Leadership Behaviour of the Principal/Headmaster.
   (ii) Management Behaviour of the Principals/Headmasters, Teachers and school authorities.
   (iii) Quality of Education in schools.

1.6 Definition of Terms

a. Leadership Behaviour

   The leadership behaviour depends on the interrelationship among three elements. They are

   (i) Leaders
   (ii) Followers and
   (iii) Situations

   Hence to identify the factors the following aspects of the Leadership Behaviour have to be considered.

   - The leadership qualities, skills and the needs of the leaders.
   - The needs and expectations of the group or followers.
   - The demands and the need of the situations.
Based on the above aspects, six factors (components) can be identified for the leadership behaviour.

i. Co-ordination
ii. Knowledge
iii. Guidance
iv. Setting Models
v. Identifying and Recognizing
vi. Total Participation

The leadership behaviour in the present study refers to the composite score assigned to responses to the items in a Leadership Behaviour questionnaire measuring the above listed components of leadership behaviour.

b. Management Behaviour

The term 'Management Behaviour' denotes a combination of the skill of executing plans to bring in the quality of education in schools. Accordingly, the term 'Management Behaviour' in the present study, refers to the composite score assigned to the responses to a Management Behaviour questionnaire comprising items pertaining to the following six factors (components):

(i) Establishing the system, which may be reduced to 'Establishment'
(ii) Supervision
(iii) Motivation
(iv) Decentralization
(v) Personality Development
(vi) Inter-personal relationship
c. Quality in Schools

A school is said to be effective if it provides the community or society with the best quality in education. In a well managed school, the able and efficient leaders such as Principal/Headmaster and teachers can definitely prove to contribute to a quality school, it is hoped. In the present study, quality in (education) schools refers to a composite score assigned to the responses to quality in schools questionnaire comprising items pertaining to the following factors (components).

(1) School Facilities
(2) Students’ care
(3) Parent and school relationship
(4) Methods and Materials
(5) Academic Excellence
(6) Teaching Faculty

1.7 Conclusion

The issue of ‘quality of industrial product’ may be compared to that of ‘quality in education’. As the quality of product is the result of the industrious labourers, effective and vigilant leaders and able executive managers, so is the quality of education, the outcome of the competent teachers, the efficient heads of schools and able management.
Education has no finished product, nor even, the graduates. They are on the way ‘to be’.

Education only changes the human propensities to evolve and unfold till the last breath. Human is a dynamic evolving being, within the same birth as well as over several births (Sri Aurobindo’s concept of evolution of man). Human beings continue to learn and continue to ‘be’. Hence how far the concept of quality (in education) derived from dynamic leadership and good management will be relevant to education needs to be carefully examined.

The concept of and issues in quality in education have been widely discussed and debated both in the western world and in India. The major work of this study is to review the combined effect of ‘leadership behaviour’ and ‘management behaviour’ on the quality in education in selected schools in Tamil Nadu.