INTRODUCTION

Globalization is now going as a relentless process in our country. The impact of which has been changing all the web of life from the micro individual to the national level. As it pervade in to all the social systems and subsystem, it has its influence either in a positive or negative manner on the socio educational and the atomic sphere of life. It is lucid that even one who protests globalization is also not away from its clutches. This world order is characterized by a unipolar monopoly system where the developed nation rules the entire market and that power monarchy dominates and diminishes the entire life system of the developing nation. This has deep-rooted impacts in the one to one interaction of the citizen themselves and the widening interaction phase of class and society. Even the phenomenon had access to the cultural sanctity of the third world nations.

It should be noted that it is through the achievements in the knowledge, science and technology that this monopoly the developed nations secured. So the ultimate result is that even for their own knowledge these countries have to depend exclusively on the knowledge produced in the developed countries. The prominence secured in the knowledge lead the monopoly to have dominance in the entire educational system. Education is regarded as the potential instrument of individual which ultimate to the progressive evolution of human generation. It is in this juncture the issues like liberalization,
privatization and globalization; its manifold reflections in the field of education as a process of human exaltation have to be analysed.

All the above illustrate or highlight the natural role of education has to be performed in an ordinal socio economic realm. But the international scenario invaded in to the even the last tributary village is not so smooth. The natural and nurturant effect of globalization has made education as a market based commodity; and all the parameters used to assess the quality of a commodity has been synonymously used for education also. Thus education in the post globalized system is conceived as an input process output mechanism. The strongest emphasis is attributed to the quality of the product. As in the commercial system, in education also the quality of the end product is important. It should be emphatically say that this will deteriorate the human element of education. If the above mentioned fissiparous tendencies remained for a prolonged period that obstruct the social evolution and the divergent cultures of the third world countries will be deprived of as anything. Then the crucial question arises. How these can be defended. Only education can do at the very outset one may feel it as. Paradoxical paradigm it is clearly visible on a Meta analysis. Here arises the efficient channeling of educational system synchronizing the positive elements of globalization with human face. Such an effort requires efficient leadership to engineer the situation. Such engineering will result the processing process effectively utilizing the provided inputs to get the high quality and effective output. This engineering can be the crucial issue in educational administration.
Education is regarded as a potential instrument of individual development as well as social upliftment. It is intimately related with the national development and particularly correlated with productivity and quality of life. Education is also found to be a powerful means of removing disparities, discrimination and disabilities in the society. That is why education is eulogized by all civilized societies through centuries. It was given a place of pride and an important role to play in national reconstruction and social well being. International community has not failed to give due recognition to education in all spheres of human activities.

In 1948, UN proclaimed Universal Declaration of Human Rights and its article 26 says, “Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory”. According to Indian sages and saints, education is that which liberate man from all bondages i.e. ‘Sa Vidya Ya Vimuktaye’. Education is the means of self realization and self expression. It helps bringing out the best in a person. In brief it promotes physical, intellectual, social, emotional and spiritual development of the children. UNESCO (1990) has aptly said, “Education as basic human need therefore opens up unlimited possibilities calling for responses that are constructive, creative and challenging”. The declaration of the rights of the child proclaimed by the UN general assembly 1959 says “the child who is physically, mentally or socially handicapped shall be given special treatment; education and care required by his/her particular condition”.

Education aims to transmit aspects of human experience, as yet uninitiated, and so involves an introduction to modes of behavior, which certainly includes modes of thinking and feeling relevant to our common life. Although many impressive achievements have been made in higher education since independence, but a closer analysis reveals that situation is still gloomy and very far from satisfactory. More than half of our population is still illiterate. Adult education is far from it target. The goals of universal primary education has not been obtained, education of girls has been lagging behind than of boys. Wastage of resources due to drop out and stagnation still continues especially in females. The absence of adequate information base and proper infrastructure has a series of adverse effect on overall educational planning.

The management of an organization is not an easy job. A single decision-maker would have to bear far too many dimensions in her/his mind for continuous success. A wide range of expertise needs to be availed of by the management to be able to take even reasonably good decisions, inevitably, management becomes a group effort. This generates its own dynamics within the ranks of management, such as differences of opinion, selective perception, and struggle for power and communication difficulties. These dynamics, along with the objectives of the organization, the operating context, and key choices in the past (especially during the formative years of the organization) give rise to a distinctive management culture. This distinctive management culture is the style of management.
The management has also to shape the operating environment so that it is more congenial to the organization; inspire and motivate members of the staff for superior performance., take care of the interests of various stakeholders in the organization (such as unions, bankers, suppliers, clients, government agencies, etc). So that they continue to support the organization; cultivate a favourable image of the organization so that it builds up general goodwill, so essential in crisis situations, contribute to socio-economic development as well as other social needs and priorities by playing the role of a good democratic citizen.

Kothari commission (1964-66) observed the urgent need of quality in educational administration and management. According to the commission “Administration is essentially a matter of faith and vision, bold and courageous leadership, and proper handling of human relations. The importance of securing the right type of personnel for it cannot, therefore, be over emphasized. The major weaknesses of the existing organization of the state education departments are largely related to personnel. These include; shortage of personnel at higher level; lack of specialized staff; unsatisfactory remuneration and condition of service; unsatisfactory methods of recruitment; inadequate provision of in service education; and inadequate staffing” for the proper improvement, the commission suggested the creation of Indian Educational Service (IES), such a service would help the progress of education.
I. NEED AND SIGNIFICANCE OF THE STUDY

Educational system should be the most vibrant and vital of all the social systems of a nation. In the changing scenario of globalized world, educational administration of a country is a crucial factor in determining the educational output of a nation. To cope up the challenges of modern age, country’s educational administration from top to bottom is to be revitalized. Educational administration is not a new term. But it has to be reconceived in these years.

The word ‘administration’ as the Latin root ‘minister’ suggests, means service, i.e., work dedicated to the good of others. The main objective of administration, therefore, is to secure for an individual or society, or the nation, such environments as may lead to their fullest growth and development. Good’s Dictionary of Education (1994) defines educational administration as, “all those techniques and procedures employed in operating the educational organization in accordance with established policies”

Gegg (1994) defines, “Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults, and particularly with the growth of school personnel”.

Administration is machinery through which any organization or institution is managed. It is a means set up for a smooth and efficient working of educational structure. Educational administration is the
direction, control and management of all matters pertaining to school affairs. Direction is the leadership within the community and the school system. Control and management are means for the realization of purposes defined in educational planning. Education is the control of the state. Certain controls are at the state level in the form of constitutional provisions, enactments and executive activities. Management designates a broad function, including the responsibilities related to the school, pupils, teachers and other affairs of the school.

Educational administration is concerned with dealing and coordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal; educational psychology explains the principles of teaching and educational administration deals with the educational practices. It is planning, directing, controlling, executing and evaluating the educative process.

The scope of educational administration is very vast. It includes everything regarding the efficient functioning of the educational institutions, securing the greatest benefit to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities of an educational programme in fruitful relationships and harmonizes their mutual action. It ensures sound educational planning, good direction and efficient and systematic execution. Today more than five thousand men and women are entrusted with the responsibility of administering education in the country. While a majority is of professional background, a few have been nurtured in the school of experience. The total look towards
educational administration has undergone rapid changes during the recent years.

A good administration is one, which exhibits human activity at its best. The ingredients of good administration are:-

1. Associated performance – Human beings work in close collaboration and there is sharing of responsibilities.

2. Organized purpose – Well defined purposes are achieved through sharing of responsibilities.

3. Creativity – Through dynamic approach, the group proceeds towards its goal.

4. Achievement - The feeling of achievement makes an administrator take more efforts to achieve perfection.

Educational administration and management becomes as essential as education: it is the practical side of education, which has a scientific basis. One of the major aspects of educational administration is Leadership in education.

A. Concept of Leadership in Education.

The term ‘Leadership’ has discussed by social scientists in various contexts. Fairchild, (1967) defined leadership as ‘the act of organizing and directing the interests and activities of a group of persons, as associated in some project or enterprise, by a person who develops the co-operation through securing and maintaining their more or less voluntary approval of the ends and methods proposed and adopted in their association.’ Leadership is a kind of interaction
between or among people. Any attempt on the part of a group member to change the behavior of one or more members of a group is an attempt at leadership. According to Terry (1972) leadership as ‘the relationship in which one person, or leader, influences other to work together willingly on related tasks to attain that which the leader desires’. Thus it becomes the co operative and collaborative endeavor of an individual in the group. Stogdill (1950) considered it as ‘the process of influencing the activities of an organised group in its efforts toward goal achievements’. It is the ability to persuade others to seek defined objectives enthusiastically. In short leadership is a process whereby one individual exerts Influence over others so that they will strive toward the achievement common goals. Here the leader’s stand behind the group to push and the followers to contribute with cheerful readiness to attain the goals according to their own capabilities. It may be concluded that a leader has following essential elements: -

1. He himself acts as a member of the group.
2. He and his followers influences mutually.
3. He has the responsibility to lead the group towards the goal.

Leadership is a social phenomenon that is a universal social institution that is seen in one form or another in every form of life. Every person who leads a group of people, a community, a society or a nation is termed as a leader. He is obeyed or heard or honoured by his followers. He unifies and embodies the opinion of the people and mobilizes it to a dignified goal. Generally speaking people who influence in any shape of life are known as leaders. Usually a leader has to present a model behavior for others.
Leadership is to be understood and defined in terms of dominance. The term dominance may be defined as an act or response, which affects the attitude and act of another. The methods of influencing others may tend to range from the use of flattery to the acts of aggression including suggestion and persuasion. Thus leadership is the behavior that influences the behavior of other people more than the behavior effects that of the leader. Anyone who acts as a model to others is often called a leader.

In education today, few commodities hold more value than the elusive notion of "leadership". With schools under strong pressure to show improvements—and many of them facing complex challenges—administrators and staff developers are being encouraged to put a premium on traits associated with individuals who solve problems, build teams, and bring about change. This emphasis is increasingly evident in teacher hiring and promotion.

There have long been teacher leaders in schools. They have traditionally accepted positions as department chairs, team and grade leaders, curriculum committee chairs, and more. With the advent of school and teacher education restructuring efforts, new leadership roles were emerged. Whether taking on traditional or emerging roles, a major characteristic of teacher leaders is that they often teach full- or part-time and then assume other responsibilities. An additional characteristic is that they have generally learned the new role just by doing it. A good teacher leader is a national asset and a precious dynamic force.
B. The Headmaster/Headmistress - Leader of a Primary School

The head of a school is the centre of all the activities taking place in that institution. Desai and Rao: writes that ‘The unique purpose of administration is to divert the utilization of limited resources of time, people, space, equipment, supplies and work technique in the realization of coherent operation of an enterprise. It involves activities and processes which require specialization of effort and sophistication in use. These have been very frequently identified as activities which include planning, programming, budgeting, stalling, evaluating, and such processes as leadership, organization, communication and co-ordination’. In the school, all the staff members work under the leadership of the headmaster/headmistress. He or she giving all the directions and the staffs are working according to the directions.

The olden concept regarding the Heads of School is purely authoritarian in nature. He was the sole authority of every thing both physical and academic aspects of the school. At that time Heads of School was the custodian of school materials and his major duty was to keep records and act as a reporter in between staff and authorities. But the dawn of nineteenth century the situation has changed a lot and the concept of Headship of school became more structured in nature and the management concept in education become more popular. Thus planning and administration in education gained much attention and it laid base stone to new change in the field of education especially in the management aspect of education.

The Headmaster or Headmistress is mainly responsible for what goes on in the school. He holds the key position in the school just as
the captain of a ship holds the key position on a ship. The headmaster is the coordinating agency, which keeps the balance and ensures the harmonious development of the whole institution. He sets the tone of the school and is the chief force in moulding the tradition, which develops as time goes on. It is essential, therefore, that he be not only a man of high character but also a man of faith, faith in his vocation, faith in his staff and students and faith in human nature. Perhaps no single characteristic is more important in a headmaster than the power of inspiring his students to make the best of the opportunities provided, drawing out the best that is in them and inspiring confidence in himself, and his advice and wisdom and good will: inspiring his staff with energy, life and mutual goodwill among themselves, and confidence in his as their leader.

The present century eagerly looking for the trained, capable and dedicated leadership. The urge for the charismatic leadership is more relevant in the field of education especially in school education. The school where we are nurturing the future society needs well prepared organism to achieve the specific goals. In the light of above facts, the Heads of schools have great responsibilities to the nation, as they are the custodians of the future of the youth.

In the modern ages the responsibility of families in the educational growth of the child has minimized a lot, due to the complexities of the globalized world. Accordingly, schools assume a major responsibility for the transmission to the young of certain knowledge, skills, attitudes and values that are deemed to be
important. Primary education has historically occupied a unique role in contributing to that process.

Every society has a more or less elaborate process for transmitting the cultural heritage from one generation to the next. In this society, basic responsibility for this function historically has been divided between the agencies of the family and church. In comparatively recent times, the school was developed as an agency to share this responsibility. At about the same time, childhood was institutionalized. In the minds of many people, the two concepts have blended in to a belief that the educational institution has only one agency, the school, which has the function of making children into adults. This belief has brought many, often, conflicting demands on the school.

In primitive societies, children attempt to be like their parents in every respect. However, our society, among others, places value on the worth and dignity of the individual, and encourages his or her uniqueness. The educational institution thus has a responsibility to help him search for his own truth. “Universal education must precede universal enfranchisement” goes the saying; an educated and enlightened citizenry is an essential condition for success of democracy. In most of the developed countries, education is compulsory up to the secondary stage. But in the developing countries like India education up to elementary stage is considered very essential for every citizen. The constitution of India therefore, laid down under the directive Principles of State Policy, that “the State shall endeavor to provide within a period of 10 years from the
commencement of this Constitution for the free and compulsory education of all children until they complete the age of 14 years”. This implies that all children in the age group 6-14 should have been brought to schools by 1959. But this constitutional commitment made 40 years ago has not been realized up to date. The target has not yet been reached and the goal of universalisation of elementary education has not been realized so far. Our constitution has amended for realizing this long cherished goal of attaining universalizing elementary education. By the 93rd constitutional amendment, education has become a fundamental right of the every children of the country.

The pupil’s future may depends heavily upon what he has gained in the Primary Schools. It has accordingly been mentioned in the UNESCO document (1971). ‘For several reasons, the Primary level can be seen as the most sensitive area of educational planning and development, firstly, because pupils who enter at the age of five or six” Scheduled” to leave at 12 or 14, acquire at those impressionable ages thought patterns and habits that will affect them throughout their lives, secondly because primary education bears the brunt of today’s education explosion, thirdly because, many young people especially in rural areas, will never receive any further school experience, fourthly because any egalitarian educational frame must provide minimum learning skills to all.’

Primary Education is also the largest single enterprise all over the world. A bit array of teachers, the biggest number of pupils, a large number of supervisors and administrators are involved in this
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Programme. As such, from the point of view of magnitude, from the standpoint of psychological preparedness, from the preponderance of sociological influences, in view of the economic necessities, and the philosophical background and in view of scientific enlightenment and humanism, the role of primary education is extremely significant and crucial.

Schools and students have changed significantly in recent years, but teachers are still at the heart of instruction. If, as a nation, we expect to prepare all students for the 21st century, we must provide teachers with ongoing opportunities to be the most informed, the most capable, and the most inspiring classroom leaders possible.

Research in education in general and educational administration in particular, was practically non-existent in this country four decades ago. Organizations like the NCERT, UGC, NIEPA, ICSSR etc., have played an important role in initiating research, documentation and discrimination of educational research through their journals, etc. The need for the research in the field of leadership of Primary Schools in Kerala is much significant, because, it is the age of Sarva Shiksha Abhiyan (SSA) in the state. The District Primary Education programme has closed; hence the study may give the effect of DPEP on the leadership of Primary Schools in Kerala.

Knowing the basic leadership styles and the leadership behavioural pattern of primary Heads is more significant today because of the strong need for the qualitative improvement of elementary education of the state. It would be interesting to find out the different dimensions of leadership behaviour and how these
Heads are leading their subordinate and what are the concepts of teachers and parents regarding the style of their Heads. A study on leadership styles of headmasters and headmistresses relating to the above issues would certainly help educational authorities, teacher educators, researchers, and other groups interested in the field to form new strategy in this area. It would also help the Heads of Primary School for a self evaluation in their styles and proceedings.

Thus the present study is a humble effort to analyse the basic leadership styles among the Heads of Primary Schools in Kerala and to suggest effective style of leadership. It is hoped that the result of the study will be a guideline for the educators, administrators and social reformers to formulate and practice strategies to improve the conditions of Primary Schools.

II. STATEMENT OF THE PROBLEM

The problem for the present study is entitled as “LEADERSHIP STYLES AMONG THE HEADS OF PRIMARY SCHOOLS IN KERALA”

III. DEFINITION OF KEY TERMS

The key terms in the problem are defined as follows

A. Leadership

For the present study ‘Leadership’ denotes, the quality of behaviour of an individual whereby they guide people or their activities in organized effort.

B. Heads

In the present study ‘Heads’ denotes the Headmaster or Headmistress of the Primary Schools of Kerala.

C. Primary School

In this study Primary School denotes, those school which are imparting instruction from 1st standard to 7th standard.

IV. OBJECTIVES OF THE STUDY.

The major objectives of the study are as follows

1. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the total sample selected.

2. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the sub samples based on
   a) Gender
   b) Type of Management
   c) Teaching Experience
   d) Academic Qualification

3. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers for total sample and the relevant sub samples based on Gender, Type of Management,
Teaching Experience and Qualification based on the following Twelve Dimensions Viz:

a) Representation  
b) Demand Reconciliation.  
c) Tolerance of uncertainty.  
d) Persuasiveness.  
e) Initiating Structure  
f) Tolerance of Freedom  
g) Role Assumption  
h) Consideration  
i) Production Emphasis.  
j) Predictive Accuracy  
k) Integration.  
l) Superior Orientation.  

4. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers in terms of Leadership as a whole for total sample and sub sample based on Gender, Type of Management, Teaching Experience and Qualification.

5. To give suggestions for implementing the better Leadership Styles among the Heads for the qualitative improvement of Primary Education.
V. PROCEDURE.

A brief description of procedure implemented for the present study is as follows

A. Sample

The present study was conducted on a representative sample of 120 Heads of Primary Schools, 492 Primary School Teachers and 50 Primary School Parents. Proper representations were given to the relevant categories such as gender, type of management, teaching experience and qualification. Data were collected directly from Heads and the teachers of the institution and finally interviewed 50 parents in order to cross check the responses of heads and teachers.

B. Tools Employed for the Collection of Data

In order to fulfill the said objectives the following tools were used for collecting data.

1. Leadership Style Survey Questionnaire (LSSQ) for the heads of Primary Schools of Kerala.

2. Leader Behaviour Descriptive Questionnaire (LBDQ) for the teachers of Primary Schools.

3. Interview schedule on the Leadership Style of Heads for the parents of Primary Schools.
C. Statistical Techniques Used

The following statistical techniques were used to analyse the data.

1. Percentage analysis
2. Graphical interpretation.

VI. SCOPE AND LIMITATIONS OF THE STUDY

The present study is an attempt to analyse the leadership styles of the Heads of Primary Schools in Kerala. The investigation is conducted on a representative sample of 120-headmaster/headmistress, 492 teachers, and 50 parents, from the Primary Schools of Kerala. In order to make the result more accurate, proper care was taken in the selection of sample, and preparation of tools. Therefore it is hoped that the finding of the study will be valid to a great extent.

Though considerable effort has been made to make the study more generalisable the investigator could identify certain limitation also. They are the following:-

1. Though there were private unaided Primary Schools in Kerala, only government and aided schools were considered for the present study.
2. Only the three basic leadership styles are considered for the present study.
3. A number of personality factors are influencing the leadership behaviour. But here only limited factors are considered for the present study.

4. The school concept consists Primary, secondary and higher secondary. The study was conducted on primary Heads only.

Practical constrains are the justifications for the above limitations. Despite all these limitations, the investigator hopes that, the present study will throw light in the areas of leadership styles of the Heads of Primary Schools. This humble effort would be a guideline for the Heads of Primary Schools, administrators and policy makers of education, especially in the field of primary education.

VII. ORGANIZATION OF THE REPORT

This report consists of Six chapters.

The first chapter presents a brief introduction of the problem, need and significance, statement of the problem, definition of key terms, objectives, procedure and scope and limitation.

Chapter Two gives a reflection regarding the theoretical overview of the educational leadership especially the leadership styles and behavior of Heads of the educational institution and a brief history of the primary education in Kerala.

Chapter Three presents the abstracts of reviewed related studies, including journals, books and theses.
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Methodology of the study described under the headings like objectives, sample, tools and statistical techniques for analysis are presented in chapter Four.

Details of analysis and interpretation of results are explained in chapter Five.

The concluding chapter Six gives the description regarding the major findings, suggestions, educational implications, and suggestions for further research.