DISCUSSION
 CHAPTER - V

DISCUSSION

There are two categories viz. promoted and recruited principals found in Government S.S. Schools, Delhi, running under the Directorate of Education, N.C.T. of Delhi. The promoted principals known as ‘insiders’ or place bound are promoted after serving as vice-principals in different secondary and senior secondary schools of the Directorate of Education, Delhi. A substantial number of principals are directly recruited by U.P.S.C., they come from different parts of the country after getting experience as teacher or vice-principals; such principals are known as ‘outsiders’ cosmopolitan or career bound.

Both the groups of principals by and large have to lead the staff who are qualified, paid reasonably good salaries, whose jobs are fully secured. Most of these schools lack in terms of physical facilities, like building, shortage of teachers, ministerial staff, furniture, lab equipments etc. bought and supplied through contractors is rarely of good qualities, due to an absolute security of their services, the teaching and non-teaching staff is least motivated. Student population is by and large from the lower strata of the society, hence they have least family support. In such educational environment these principals who come from two different channels of selection are assigned to lead, some do lead successfully to achieve their objective. They are assigned to bring desired result by using existing resources. There are some principals who endeavour to develop mutual trust, trustworthiness, and a net of interpersonal relationship adopting propitious style to accomplish the organizational goals and objectives effectively.
LEADERSHIP STYLE:

From the perspective of promotion and recruited, the leaders of two categories have certain marked differences. It has been popular perception among the teachers, educational leaders and educationists that those who are career bound or cosmopolitan may be more successful, dynamic and effective than promoted leaders. A leader's preference to a particular leadership style is influenced by the mode of selection.

Leadership style is the pattern of behaviour of a person who assumes or is designated to a position of influence in an organization. The ways that leaders perceive workers and interpret their actions affect the leader's behaviour toward the workers (Hall, 1990).

Abbott (1965) discussed individuals having local and cosmopolitan orientation and concluded that employees whose orientation is basically local may be expected to be amenable to influence by a normative group when the behaviour of local elicits negative sanctions from the group, the individual tends to question the accuracy of his cognitive orientations and will restructure these orientation to remove the perceived dissonance. The person tends to conform readily to organizational demands and will, eventually adjust his own levels of aspiration so that personal satisfaction can be achieved within the limits of organizational permissible behaviour.

However, an employee whose orientation is basically cosmopolitan may be expected to be less amenable to influence the group when his behaviour elicits negative sanctions from the group, the cosmopolitan seems to maintain his cognitive orientation tends to increase his search for alternatives to the course of action promised by the organization. For such individuals, the increased search could eventuate in leaving the organization if opportunities are available and the time and effort already invested in
the organization are not too great when leaving the organization seems an unacceptable.

There is sufficient evidence that principal has far of connection to the ground from where they have come. Their position as a leader is viewed as dynamic and motivated as they are recruited by highly prestigious commission. The mode of recruitment or selection has some connection to the selection of leadership style. The findings of this study reflects that the recruited and promoted principals differ significantly at 0.05 of significance in relation to their preference to a particular style. The findings of this study is supported by some research findings of various researchers.

There are theoretical groups and evidence that leadership style is affected by mode of recruitment and promotion. Carlson (1967) notes several principal ways in which pattern of leadership differ among local (place bound) and cosmopolitan (career bound) school superintendents. Place bound leaders are ‘insiders’ promoted within the organization and career bound leaders are ‘outsiders’ coming from other organization with varied experience, they may leave lasting impression on the schools they serve.

Brookover et al (1979) emphasized highly on involvement of teachers and pupils in the issues concerning them in order to create a favourable organizational climate. This style should be democratic as it was found that there is a need to maintain smooth, orderly system wherein the problems and hindrances are easily handled. It may be inferred from these findings that a congenial climate can be created by adopting democratic style, it is a proper style to seek cooperation from the teaches to accomplish the objectives of the school. Alternative for the
cosmopolitan he or she may remain in it but seek opportunities for satisfaction without confirming to organizational demands. The individual may desire satisfaction from recognition for research and/or publication in a professional field, from activity in professional or trade association or participation in community affairs. In any event recognition which is not forthcoming from doing the job. Individual of both orientations often work in various relationships as a member of social system.

The recruited principals are generally cosmopolitan in their orientation, they strive to get satisfaction in the organization by making extra effort; while leading the teachers and ministerial staff, they endeavour to achieve objectives by making most of decisions and accumulating the power in their hand. Principals who like to "tell" others what to do and want to control virtually all work activities typically use authoritarian style. The recruited principals have been found inclined towards authoritarian style as they decide what is to be done and how.

After structuring all tasks, authoritarian principals more likely expect teachers to follow orders without hesitation. Such principals use their position of power to control and tend to remain aloof from their teachers. Upward communication is discouraged; downward information is frequently filtered. Authoritarian principals try to motivate through threats and punishment, such principals are often distrusted by their followers. In educational environment such principals may not be effective as they have to lead the teachers equally qualified and educated. Such leaders may be effective in different organizations like security and police.

The promoted principals were perceived democratic by teachers through Leadership Preference Scale in the present study. The result of this study shows that promoted principals are democratic in their leadership
styles. In Indian setting the democratic style seems effective. The highly educated, experienced and motivated teachers do not accept authoritarian style in democratic set up. They aspire to participate in decision-making and accepting responsibility to take any assignment in the school.

It may further be elaborated that promoted principals may involve their followers (teachers) in decision-making process. Specially the principals with democratic style inform subordinates of the organizational goals and the problem of constraints confronting them. The help may be offered when needed. As a result authority is decentralized and upward communication is encouraged. However, although authority and responsibility are shared, the democratic leader never gives up the right to manage and make the final decision.

Levenson (1968) studied leadership in respect of promotion. He observed that anticipation of promotion to other office can modify the behaviour of the promotable’s own subordinates who are “next in line” and develop new expectations because of it. The promotion affects the leadership style, it is justified by the finding of other studies done in this field.

Shukla (1981) in his study selected 500 basic school teachers to evaluate the existing leadership with regard to the dimensions of initiating structure and conduction to probe into the relationship that might be existing between the styles of educational leadership as measured in this study and teachers’ morale to study the relationship between the styles of educational leadership and teachers’ attitude towards their job, to study if there was any impact of sex on educational leadership and to study if there was any difference between perceptions of rural-urban leadership at this level of education. It was found that the conduction style of
leadership was more dominant in administrative behaviour of educational leaders at the district level.

A study was conducted to highlight variations of leadership styles and relate them to teachers' perception. Teachers' perception was focused on principals' effectiveness. The study showed no significant relationship between leadership style of principals and teachers perception of effectiveness of principals (Duke, 1984).

It may be concluded that both the groups of principals differ significantly in preference of leadership style. The recruited principals adopt authoritarian style whereas promoted principals prefer democratic style.

**INTERPERSONAL RELATIONSHIP**

The major thrust of the study was on the interpersonal relationship. Interpersonal relationship is a key to leadership success. It is defined as a network of relationships that exist in an organization, nurtured by a leader through the use of interpersonal skills and qualities to achieve the organizational goals. It is acquired by the leader with the help of interpersonal skills. Those who have interpersonal skills can stimulate conditions that foster strong relationship with teachers and students, creating trust among subordinates to contribute their best for achieving organizational goals. They have to develop a network of relationships in the school to accomplish its objectives, the leaders who cannot meet others, build working relationships carry a heavy handicaps. The interpersonal qualities make relationship more healthy comprising of warmth, genuineness, empathy, unconditional positive, regard, immediacy and confrontation.
Leadership success depends on competence in interpersonal skills. In terms of behaviour, using communication channels, developing employees, motivating others and handling conflicts all involve interpersonal skills. While the skills are being used, there must be a reflection of the human being that lies behind them. In fact, it can be stated more strongly the interpersonally skilled person is one who demonstrates human caring qualities.

Certain personal qualities are prerequisite of effective interpersonal relationship. A basic cluster of such necessary qualities maybe identified as: warmth, genuineness, empathy and unconditional positive regard (Rogers, 1967). This cluster of qualities occur again and again in both the literature and the research into interpersonal skills (Truax and Carkull, 1967; Schulman, 1982; Burnar and Morrison, 1989). These personal qualities cannot accurately be described as skills but they are necessary if we are to use interpersonal skills effectively and caringly. They form the bedrock of all effective human relationships and are essential to be possessed by the principals who want to be human relational.

In order to test the Hypothesis II, a scale Interpersonal Relationship Description Questionnaire (IRDQ) was constructed, key interpersonal skill such as (1) listening (2) goal setting (3) providing feedback (4) appraising performance (5) disciplining (6) delegating (7) using oral persuasion (8) politicking (9) running a group meeting (10) resolving conflict (11) communication were taken, when Mean (M) value of each skill was compared, it was found that both the groups were to be using interpersonal skills to a greater extent to establish interpersonal relationship. They differed in the use of certain interpersonal skills like
listening, delegating, resolving conflicts and communication skills. The recruited and promoted principals differed significantly at 0.05 level in their use of delegating skills.

The results found on teachers’ responses regarding the use of interpersonal skills by the recruited and promoted principals reflect that both the groups of principals were found to be using interpersonal skills like listening, goal setting, feedback, disciplining, delegating and resolving conflicts to a greater extent. However, in respect to the use of certain skills like oral persuasion, politicking, running group meetings and communication skills both the groups of principals differed significantly at 0.05 level of significance. It was found that the recruited principals use interpersonal skills better than the promoted principals like oral persuasion, politicking, running group meetings and communication skills.

It indicates that only interpersonal skills are not going to affect the interpersonal relationship. From this it could be inferred that other factors such as personality traits, situational factors like motivation, willingness, ability, education and experience all contribute in shaping interpersonal relationship. In the changing context of the work situation, the principal of the 21st century, would be a leader and also transcend the role of being a leader.

The findings of various researchers acknowledge that the use of interpersonal skills are essential to establish strong relationship in the organization to achieve objectives.

Regarding the use of interpersonal skills Connie (1992) concluded that through interpersonal skills development and classification of beliefs and standards several found ways to take action with staff who were not
working to their expectations. Much to their surprise their encounters almost always rewarded by both better relationships and better performance.

Mahajan (1970) found the government schools of Delhi had been placed well with respect to principal-teacher relations but staff meetings, individual conferences, orientations and induction as instrument of teachers’ and specific in service education techniques at school level find little place in school life. Most of the principals fail to play an effective leadership role.

From the findings it may be inferred that both the groups of principals use interpersonal skills to maintain their relationship with teachers, some principals confessed that they had to play the policemen role though they were not able to correct those teachers who wasted time in classes.

Sergiovanni (1992) concluded that leadership depends almost totally on interpersonal factors. Interpersonal relationship challenges have certain universal quality. Building trust, clarifying meaning, establishing common purpose, facilitating mutually agreeable decisions and resolving conflicts or hurt feelings are constant interpersonal activities for the school leaders.

Walters (1977) and Long (1978) employ a basic communication model in their treatment of human relations. They concluded that there are certain interpersonal skills and qualities that facilitate certain core conditions essential ion interpersonal relationship. The core conditions are warmth, genuineness, empathy, respect, concreteness, self-disclosure, immediacy and confrontation. These mentioned qualities are taken as
behaviour that can be integrated into person’s repertoire by systematic training. It is true that communication skills, as a whole as a vehicle of facilitating relations.

The findings of the present study can be compared to transactional and transformational leadership. The recruited principals seem to have transactional leadership as they adopt traditional command and control styles of management. Burns (1978) argued that in transactional leadership persons engage in a relationship for the purpose of exchanging valued things. They are conscious of each other’s power, usually pursue their own purposes and goals and form temporary relationship where as the promoted principals seem to have transformational leadership. In transformational leadership, leaders attribute their own power to better interpersonal skills, hard work net working and inspiration. In transformational leadership one or more persons engage with others in such a way the leaders and followers raise one or other to a higher level of motivation and morality. In such a relationship power based are linked and leadership become a moral as leaders and followers unite to achieve higher goals.

Leadership Effectiveness

The difference between the recruited and promoted principals in connection with leadership effectiveness was not found significant at 0.05 level in the ‘t’ test. However, when compared with the obtained value of Mean, it was found that recruited principals were slightly better than promoted principals in leadership effectiveness. Both the groups were found on the higher end.

Sharma (1986) studied personality characteristics contributing to
leadership effectiveness and concluded that the composition of personality plays vital role in the field of leadership effectiveness. The study of factors contributing to the growth of leadership during the preceding few decades has been made from several standpoints and principally from a sociological, psychological and educational standpoint. Leadership from a psychological standpoint has generally been studied by social psychologists. Most of the social psychological efforts in this direction were aimed at ascertaining personality and environmental characteristics.

Survey and casual comparative research approaches have been adopted which is free from complexities associated with experimental approach have, therefore, been preferred for finding out factors associated with leadership effectiveness. Results obtained by a majority of studies indicate that the effectiveness of leadership is contingent upon two types of factors, namely the personality characteristics of the leaders and the situation factors.

Personality factors refer to all those characteristics, attributes, competencies, values which go to constitute the total integrated structure of the personality. Situational factors are those factors which influence leadership through the characteristics of the situation. According to Thomas and Znalicke (1947) a situation has five elements, namely, the structure of interpersonal relation within a group, the characteristics of the group as group is taken as unit, the characteristics of larger culture in which the group exists and from which group members have been drawn; the physical conditions within which a group finds itself concentrated to act and the perpetual representation within the group and among its members of these elements and attitudes and values engendered by them.
The result of this study can be compared to the findings of other researchers. As for example Stogdill (1948) found participation and status to bear significant relationship with leadership effectiveness. Gibb (1954) was of the opinion that power within a group influences leadership. Carter (1953) found that the nature of task given to a group exerts a moderate influence on the growth of leadership. Cartwright and Zander (1953) showed in their study that characteristics of the group play a significant role in the development of leadership.

As reported by Sharma, (1986) the chief characteristics of leadership effectiveness are: placing greater value on coordination, emphasizes on group achievement, employ human relation techniques, motivates the group members towards goal, acts as means to achieve objectives, depends upon the competence, promotes mutual communication and treats members as associates. The findings of other eminent researchers exhibit that leadership effectiveness is contingent upon numerous factors.

Gowan (1955), Staler (1955) and Singh (1981) found leaders brighter in intelligence than their followers. However, of two types of intelligence, verbal and non-verbal, in the context of which effectiveness of leadership has been studied, it has been found that verbal intelligence, relatively speaking contributes more to leadership effectiveness than non-verbal intelligence.

Abraham (1966) and Schultz (1984) have found that leaders in general are superior in scholarship as compared with non-leaders. Insight also contributes to leadership effectiveness. The ability to see through beyond the data is insight. It is common observation that leaders have more developed insight that the non-leaders Cox (1962).
Slater (1955), Bhushan (1969) and Bueler (1984) found that there is a positive relationship between extroversion and leadership effectiveness. Chapin (1945) and Jordon (1939) found that individuals hailing from socially affluent section of the society appear to have greater chance of being accepted as leader than those from poor section of the society. A correlation analysis made by these investigators suggest that there is positive relationship between leader and socio-economic status.

Leadership seems to be contingent upon the development of social skills. Bonney (1943), Jemmings (1943) and Newcomb (1943) found a significant relationship between leadership and sociability. These researchers have reported that leaders have more developed social skills than their followers.

Leadership and popularity go hand to hand. One who is popular in his group has a greater probability of being accepted as a leader, the reverse of this, however, is not necessarily true. Ackerson (1942) and Carlson (1942) have found a positive correlation between leadership and popularity. The value of coefficient of correlation found in these studies range between (0.23 to 0.82).

The very concept of leadership effectiveness implies that effectiveness of a leader is contingent upon his ability to adjust with his followers. How far such as an assumption is valid has been found to be answered through carefully designed research studies. Research workers like Flemming (1935), Gowan (1955) and Slater (1955) designed correlational studies with an objective to find out the degree of relationship scores and adjustment scores. The studies found significant correlation between leadership effectiveness and adjustment.
A leader is supposed to keep control over his emotions even the face of emotion-rousing situations. He can lead his group to achieve its goals but only when the avoids behaving like other members of his group. He must show that emotionally he is different and can rise above petty passions and emotions. **Winston** (1937), **Brake** (1944), **Bhushan** (1969) and **Singh** (1978) found that there is significant positive relation between emotional control and leadership effectiveness.

Values determine behaviour and establish goals for achievements. Individual differ in their values. A leaders has to be value oriented without such value orientation, he can hardly set the values before his group and motivate it to achieve these. The findings of **Kumar** (1965, 66) and **Diwan** (1992) reflect that there is positive relationship between the leaders’ values and leadership effectiveness.

It is a general perception among the teachers and ministerial staff that recruited principals are more effective. The recruited principals talk much about their competencies and abilities to lead. It is realized by the teachers that the recruited principals being young and cosmopolitan in their outlook are more effective in the organization. The findings of the present study show that recruited principals did not differ significantly at even at 0.05 level of significance from the promoted principals in relation to their leadership effectiveness. No doubt direct recruitment provides opportunities to new and bright persons who join the service with fresh ideas, new energy and outlook. Direct recruitment is, therefore, a counterfoil to obsolescence of older employees.

Promotion is essential to secure the services of senior employees with experience and efficiency and also to provide incentives to internal
employees to perform well in order to achieve promotion. It is generally
done on the basis of seniority subject to fitness. The vice-principals are
promoted to the post of principals generally by departmental promotion
committee. These principals are equal to the recruited principals in their
leadership effectiveness. The finding shows that the mode of selection
do not make any significant difference between the two groups of
principals.

The findings of this study reveal this fact that leadership
effectiveness is contingent upon the use of interpersonal skills of the
leaders. The findings of Pavett and Lan (1983) exhibit that leadership
effectiveness depends upon competence in interpersonal skills.

Interpersonal relationship is very important for leadership
effectiveness. Gardener (1963) highlights the importance of
interpersonal relation in response to leadership effectiveness. Without
some grasp to the meaning of his relationship to the whole, it is not easy
for the individual to retain a vivid sense of his own capacity to act as an
individual, a same sense of his own dignity and an awareness of his roles
and responsibilities.

The findings of the present study may be supported by various
research findings done so far by numerous researchers like Whetton
and Cameron (1984) and Clark et al (1985). Both the groups of
principals were found to be using interpersonal skills and found on the
higher end showing their leadership effectiveness.