CHAPTER-I

The Problem
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1.1 INTRODUCTION

Education is globally being perceived as the stake of critical significance capable of modifying the economic scenario and transforming the dream of millions for a better quality of life into an achievable reality. On one hand it serves to develop the human resources of the country in such a way that it is able to face the challenges of the present and future, on the other hand it promotes economic growth, helps to transform society and liberates it from traditionalism and conservation. Education, therefore, is closely related to development. Education in any society does not depend so much on any other factor as the teacher. The teacher is the pivot of any educational system. Teachers are considered to be nation builders and children as the future citizens of the country on whom the progress and betterment of the country depends.

In the present technologically advanced society, we need creative individuals. The unique personality disposition of the creative person demand proper guidance and definite direction from the educationists, teachers and parents for the harmonious, integrated growth and development of personality. There is a need of understanding the creative child and conducive environment for the fruition of hidden talent of our young generation. For successfully and efficiently doing this job we need creative teachers to take care of the hidden potentials of our young generation.

Development of creative thinking is considered important for human survival. It increases the ability of people to cope with the social and scientific changes that the future year will bring. Knowledge alone is not sufficient. Flexibility, originality, creative problem solving, spirit of enquiry, readiness to try new things and open-mindedness are becoming and will become even more important. In order to prepare children for the
unknown world of tomorrow, to increase their ability to adopt to changes and face the challenges of life creatively, it is important to develop in them qualities required to become creative.

In teaching profession even an average teacher is expected to possess a certain standard of professional, moral and social virtues. Teaching of all teachers should be effective. But the reality is far from this, with the expansion of education many persons do not seem to assume this responsibility. Unfortunately those who enter teaching neither choose it as a deliberate choice nor are they selected through scientific procedure. Whatever selection is there, it is done on the basis of their knowledge of content only, other factors important for effective teaching are grossly overlooked. With the result there are far too many teachers in the profession who are below the standard of average. This leads to the problem of unfit and less effective teachers.

1.2 TEACHING EFFECTIVENESS

Numerous synonymous have been used for evaluating the behavioural outcomes in teaching e.g. teacher competence, teacher effectiveness, teaching proficiency, teaching efficiency. Though these phrases appear to be synonymous, they are not identical in their semantics. Teacher-competence, teacher effectiveness, teacher performance, teacher efficiency are the person oriented behavioural changes in teaching where as teaching effectiveness, teaching efficiency, teaching proficiency are the process-oriented behavioural outcomes. In dictionary, ‘effectiveness’ has a connotation of adequacy to accomplish a purpose, producing the intendent or expected results, outcome, issue effect, consequence, results that refer to something produced by an action or a cause. However in a view of fact the effectiveness in educational processes has gained a wider currency. In the field of education and teaching there is now a day an increasing recognition of the need to be effective, what are the characteristics associated with teaching effectiveness? Who is an effective teacher? These
are some of the crucial, provocative questions that have been discussed in many forms. It has been drawing attention of teachers, educators and researchers for a long time. Many factors are said to be related to teaching effectiveness. There are environmental factors as well as personal factors. It is however not only the knowledge of the subject and mastery of methods of teaching which are necessary for a teacher to be effective, there are other factors like his attitude towards profession of teaching, his satisfaction in the job, adjustment in the work and his interest in the profession. Meriam (1906) was the first who correlated teaching effectiveness with reputation of teachers.

According to Barr (1952) several factors such as environmental factors, personal factors, mental factors, general state of mind, efficiency of learning factors, leadership factors may be considered to contribute to satisfactory or unsatisfactory teacher performance. The following are the variables which can be studied in relation to teaching success.

- Personality factors
- Values
- Self-concept
- Interest
- Clarity of expression.
- Attitude to education and teaching.
- Biographical data such as age, sex, marital status.
- Creativity.
- Previous academic records.

Numerous factors are contributory in determining teaching effectiveness, environment where the teacher is the most potential factor. Bloom (1968) characterises environment as a powerful source for providing a network of forces and factors which surround, engulf, and play on the individual. He further analysed although some individuals may resist
this network it will only be the extremes and rare individuals who can completely avoid or escape from these forces. In this way he concludes—“the environment is a shaping and re-enforcing force which acts on the individual”.

Adaval (1979) remarked “the teacher influences his pupils by what he says and even more by what he does”. To be a teacher is to be a member of a special profession. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously. Teachers provide direction to the student and are a source of inspiration to them. Thus the crucial role of teachers in achieving the goal of education is self-evident.

According to Bhatia (1977) “Effective teaching has no meaning if it does not lead to effective learning”. Several model have been proposed to identify various aspects of teacher behaviour which lead to effective teaching.

Kiesling et al. (1979) pointed out, that there are significant interactional affect between the characteristics of teachers and student. Teacher’s impact is not restricted to his classroom behaviour but it goes outside the classroom. It goes where-ever the teacher goes and act as a force in shaping the personalities of student even outside the class. A teacher often reproduces the personality patterns among the pupils as per his own types. Therefore a well adjusted teacher may be expected to produce balanced personalities among his pupils while a maladjusted one may reproduce only the mal-adjusted ones.

“Therefore the teacher in order to be competent and effective must have the knowledge of child development, of the material to be taught and suitable methods of teaching, culture of his pupils (which may not be his own) and of some interest of his own; his skill must enable him to teach, advice and guide his pupils, community and culture with which he is involved,
his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and ideals and moral and social values.” (Report of Common Wealth Conference, 1974.

The classroom has become the place where social enterprise is fostered. The classroom must be considered a social laboratory in which pupils learn the principles of democratic life by working together under conditions which foster respect for the rights and privileges of others, tolerance for the viewpoints of other persons and a sharing of responsibility for decisions affecting the groups. Thus the classroom has become the centre for the kind of group participation formerly true of the home. Since the teacher is the one adult member in the group his every act has to coincide with the democratic way of thinking and acting which would pupil acquire.

In the words of Philips Gammage (1971) “The interaction of the teacher and children is one of the most essential aspect of the educative process and possibly one of the most neglected. To some extent, the type and quality of interaction determines not only the effectiveness of the learning situation but the attitude, interest and in part even the personality of the pupil”.

A significant development in educational research has been concerned with a systematic description of classroom interaction. Rao (1971) defined classroom climate as general academic and psychological atmosphere that prevails in the class as an outcome of the behaviour of the teachers and the pupils and their interactions. The nature of this interaction depends on the extent to which both teachers and pupils positively perceive these interactions and accept them. The climate of a class may fall at any given time along a continuum ranging from congenial to non-congenial. According to Bhatia (1977), the classroom is not collection of isolated individuals but a group of young people with a social structure. Their
interaction is marked by various patterns of friendship, anxiety, cooperation, competition, acceptance, rejection etc. Bhatia (1977) further reported that in this connection one of the earliest studies took place in the early thirties which assessed the dominative and integrative behaviour of teachers in their contact with children. Dominative behaviour is exemplified by force, commands, threats, blame and attacks against the other person, by inflexibility and rigidity and an urge to make others behave according to one's own desires.

Dominative behaviour thus kills the spirit of freedom, initiative, spontaneity and promotes bigotry and authoritarian attitudes. On the other hand, integrative behaviour is one in which one makes a request to another person if something has to be done, behaviour is flexible and fosters a spirit of co-operation, learning and scientific inquiry. The results of these earlier studies reported that teachers who behaved in a dominative manner made the classroom social climate generally dominative where students became more complaint to teacher but autocratic in their attitudes towards each other. On the other hand, integrative behaviour on the part of teachers promoted integrative behaviour among pupils who become more spontaneous, cooperative and developed greater social awareness.

Lewin et al. (1939) study and some later researches proved that different leadership-styles induced different social climates. They reported that democratically organised classroom interactions led to greater team-spirit, co-operation, production and group cohesiveness (i.e. democratic style) in contrast to authoritarian and laissez faire leadership styles.

Some educators, however, argued against completely student determined discipline in the schools and were of the opinion that students need to learn that certain restrictions are necessary. Unnecessarily strict teachers did not induce learning environment but it did not follow that a complete freedom would eliminate all trouble in the classroom. Such a discipline overlooked the fact that few rules and laws in society are
developed through direct democratic discussion by all citizens.

A properly disciplined classroom is one in which the rules are reasonable and in which they are so well accepted by children that violations are comparatively rare. The rules appropriate to a classroom are the rules of normal civilized behaviour of individuals in a social setting. They involve courtesy and a consideration for others.

Good and Grouws (1975) studied the role of teacher-pupil rapport in good teaching by asking pupils to evaluate their classroom climate. They reported that a good rapport was predictive of pupil’s achievement, the better the rapport, the more the students achieved.

Biehler (1978) opined that an overcontrolled classroom was likely to cause problems but a reasonably controlled environment was more constructive and conducive to learning than anarchy.

Teachers’ classroom behaviour thus plays a decisive role in shaping the classroom climate which may influence learning outcome of student—a measure of teaching effectiveness. In India, Pareek and Rao (1970) studied the classroom behaviour of class five teachers of Delhi schools and reported that authoritarian teachers had a negative impact on pupil’s achievement.

Gandhi (1977), Mehta (1977) conducted a few studies in secondary schools, colleges and universities. They hypothesized that an open climate in the classroom would tend to promote better personal social adjustment on the part of students in contrast to closed type of classrooms emphasizing pupil control ideology. They reported that this ideology was positively related to disengagement, hinderance, aloofness, production emphasis and was negatively related to intimacy, trust, consideration, communication, organizational structure, freedom and democratization.

Panda (1988) concluded that, “Teacher’s perception of the pupil and pupil’s perception of the teacher influence each other reciprocally. Situational factors, personality factors and behaviour patterns may
generate stimulating or inhibiting influences. The cumulative effect of all these complexes and interlocking patterns in a sociological and psychological framework of classroom creates a climate. There seems to be a definite relationship between teacher behaviour and congenial classroom climate. As congenial climate is a pre-requisite of learning in pupils, training programmes should be conducted for developing right type of pupil ideology and belief systems among teachers to make them more effective.”

Klausmeier and Ripple, (1971) reported that teacher effectiveness, can be assessed through three types of criteria-process, product and presage. They have given examples of each type of criterion and the assessment instrument used to measure teacher effectiveness in terms of each criterion in Table 1.1. One type of criterion is product, or what is learned. Individuals who prefer this criterion think that the best test of teacher effectiveness is how well the students achieve. Achievement test and other measures in the cognitive, psychomotor and affective domains are used to measures teacher effectiveness according to this criterion.

A second type of criterion is, process. Individual who prefer this criterion think that the best test of teacher effectiveness is what the teacher does, what the student do, the interaction that occur between the teacher and the student. Observation of both teacher behaviour and student behaviour is used to measure teacher effectiveness according to this criterion. Here behaviour does not include behaviour indicative of subject matter achievement.

A third type of criterion is presage. Individual who use this criterion prefer not to or are unable to observe the teacher’s behaviour in the classroom. Measures of teachers intellectual ability, grades made in college, personal appearance, test scores and ratings usually made outside the classroom are used to measure teacher effectiveness according to this criterion.
## CRITERIA OF EFFECTIVE TEACHING

### Table 1.1

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Examples</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product</strong></td>
<td>Student gain in subject-matter knowledge and related abilities.</td>
<td>Directly with tests, rating, observations and frequently counts of achievements and performances.</td>
</tr>
<tr>
<td></td>
<td>Student gain in psychomotor skills and related abilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student gain in interests, attitudes, personality integration, and other affective characteristics.</td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Teacher behaviours, such as explaining, questioning, leading a discussion, counselling, evaluating.</td>
<td>Directly through observations and frequency counts of the teachers’ and students’ actions and talk.</td>
</tr>
<tr>
<td></td>
<td>Student behaviours, such as courtesy, industriousness, attentiveness, conducting an experiment, leading a discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student-teacher interactions, such as teacher-directed and student-directed exchanges, information exchange, warmth.</td>
<td></td>
</tr>
<tr>
<td><strong>Presage</strong></td>
<td>Intellectual abilities of the teacher, amount of college work completed in the teaching, major grade point average in college, personal characteristics, and others.</td>
<td>Indirectly from college records, tests, ratings outside the classroom.</td>
</tr>
</tbody>
</table>

Jenkins and Bausell (1974) made a survey of opinions of 264 teachers and administrators who were asked to rank 16 criteria for judging teaching effectiveness in order of importance of Table 1.2 presents listing of 16 criteria of teaching effectiveness in order of importance.

[9]
TEACHERS PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SIXTEEN CRITERIA OF TEACHING EFFECTIVENESS.*

Table 1.2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Criteria</th>
<th>Mean Rating **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Relationship with class (good rapport)</td>
<td>8.3</td>
</tr>
<tr>
<td>2.</td>
<td>Willingness to be flexible, to be direct or indirect as situation demands</td>
<td>8.2</td>
</tr>
<tr>
<td>3.</td>
<td>Effectiveness in controlling class</td>
<td>7.9</td>
</tr>
<tr>
<td>4.</td>
<td>Capacity to perceive world from student’s point of view</td>
<td>7.8</td>
</tr>
<tr>
<td>5.</td>
<td>Personal adjustment and character</td>
<td>7.7</td>
</tr>
<tr>
<td>6.</td>
<td>Influence on student’s behaviour</td>
<td>7.6</td>
</tr>
<tr>
<td>7.</td>
<td>Knowledge of subject matter and related areas</td>
<td>7.6</td>
</tr>
<tr>
<td>8.</td>
<td>Ability to personalize teaching</td>
<td>7.6</td>
</tr>
<tr>
<td>9.</td>
<td>Extent to which verbal behaviour in classroom is student-centered</td>
<td>7.3</td>
</tr>
<tr>
<td>10.</td>
<td>Extent to which inductive (discovery) methods are used</td>
<td>7.0</td>
</tr>
<tr>
<td>11.</td>
<td>Amount students learn</td>
<td>6.9</td>
</tr>
<tr>
<td>12.</td>
<td>General knowledge and understanding of educational facts</td>
<td>6.4</td>
</tr>
<tr>
<td>13.</td>
<td>Civic responsibility (patriotism)</td>
<td>6.2</td>
</tr>
<tr>
<td>14.</td>
<td>Performance in student teaching</td>
<td>5.7</td>
</tr>
<tr>
<td>15.</td>
<td>Participation in community and professional activities</td>
<td>4.9</td>
</tr>
<tr>
<td>16.</td>
<td>Years of teaching experience</td>
<td>3.9</td>
</tr>
</tbody>
</table>

* After Jenkins and Bausell, 1974.

** Rating was done on a nine-point scale, ranging from 9 - "extremely important", to 1- "completely unimportant". Any rating over 5, therefore, would indicate that a criterion was perceived as more important than unimportant.

[10]
The informal social system of school i.e. the school organisational climate, which in more precise term means, the interpersonal behaviours and interactions between the principal and teachers, teachers and teachers directly count for 'teacher effectiveness' and teacher competency.

Tikunoff et al. (1975) in their study found clear-cut differences between more effective and less effective teachers as reported in Table 1.3.

BEHAVIOUR THAT SEPARATED MORE AND LESS EFFECTIVE MATHEMATICS AND READING TEACHERS

<table>
<thead>
<tr>
<th>Teachers (T)</th>
<th>More (+) or Less(-) Frequently a Description of Effectiveness</th>
<th>Behavioural Variable and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>-</td>
<td>Illogical statements: Teacher makes a statement whose consequences would be ridiculous if carried out.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Knowledge of subject: Teacher seems confident in teaching in a given subject, and demonstrates a grasp of it.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Monitoring of learning: Teacher checks on student's progress regularly and adjusts instructions accordingly.</td>
</tr>
<tr>
<td>T</td>
<td>-</td>
<td>Oneness: Teacher treats whole group as &quot;one&quot; in order to maintain per climate.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Optimism: Teacher expresses positive, pleasant, optimistic attitudes and feelings.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Pacing: Teacher appears to perceive learning rate of students and adjusts teaching pace accordingly.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Promoting self-sufficiency: Teacher encourages students to take responsibility for their own classwork.</td>
</tr>
<tr>
<td>T</td>
<td>-</td>
<td>Recognition seeking: Teacher calls attention to self for no apparent instructional purpose.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Spontaneity: Teacher capitalizes: Instructionally on unexpected incidents that arise during class time.</td>
</tr>
<tr>
<td>T</td>
<td>+</td>
<td>Structuring: Teacher prepares students for lesson by reviewing, outlining, explaining objectives, summarizing.</td>
</tr>
</tbody>
</table>

[11]
Good et al. (1978) emphasized the need for teachers to adjust their teaching to ‘individuals’ in all classroom settings. They said, “Teaching is complex and invariably teachers have to adjust their teaching to the particular group of students in their class. No pattern of teaching is going to apply uniformly in any setting”. A programme on teaching effectiveness (1978) provided guidelines about differential teaching strategies to be used with more or less academically oriented pupils as reproduced in Table 1.4.

**SELECTIVE RECOMMENDATIONS DRAWN FROM THE PROGRAMME ON TEACHING EFFECTIVENESS**

Table 1.4

<table>
<thead>
<tr>
<th>General Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should:</td>
</tr>
<tr>
<td>1. Have a system of rules that allows pupils to attend to their personal and procedural needs without having to check with the teacher.</td>
</tr>
<tr>
<td>2. Prevent misbehaviours from continuing long enough to increase in severity or spread to and affect other children.</td>
</tr>
<tr>
<td>3. Attempt to direct disciplinary action accurately—that is, at the child who is the primary cause of a disruption.</td>
</tr>
<tr>
<td>4. Keep over-reactions to a minimum (even though over-reactions are probably effective in stopping the misbehaviour).</td>
</tr>
<tr>
<td>5. Give the correct answer if the child’s response in partly correct.</td>
</tr>
<tr>
<td>6. Avoid simply repeating the question if the child answers incorrectly, says, “I don’t know”, or makes no response.</td>
</tr>
<tr>
<td>7. Keep reading-group activities highly task-oriented and fast-paced, use brief feedback for this purpose.</td>
</tr>
<tr>
<td>8. During public questioning sessions, occasionally give detailed “why” explanations of answers.</td>
</tr>
</tbody>
</table>
Good and Brophy (1980) were also of the opinion that there is no one teaching behaviour that is effective in all teaching situations. Whether a teaching behaviour is effective or not depends on the context in which it is used. There are some teaching behaviours that would generally be associated with high student achievement e.g. clarity, enthusiasm, task orientation, and content coverage, but otherwise effective teaching is contextual in nature. They reported that what worked in classrooms with high socio-economic status (SES) student and a high proportion of mature, independent learners, did not work with students from low SES homes.

In India it is teacher who gets life long devotion for his virtues. He is known for his self obligation, self-discipline, character knowledge and love for student. Excellence in teaching is not something that one inherits.

1.3 CREATIVITY

Of all abilities that man is endowed with, creativity is considered the most unique and highly valued ability. It is this ability which influences every human activity in almost all spheres of life. For the survival of any nation nurturing of this potential is essential. For successfully and efficiently doing this job we need creative teachers to take care of the hidden potential of our young generation.

Can we teach children to be creative? Or are they born creative? Does creativity occur only in special individuals like Edison, Einstein, Picasso, Tagore or is it a normative process and available to every human being? These are some of the questions asked most frequently by teachers. It is true that every individual can raise his or her level of creative potential beyond its present level. Efforts to enhance creativity thus will not expand one’s inborn potentials but can ensure that these potentials are maximized.

School is the place where organised efforts can be made by the teachers to develop in students the basic foundations abilities, skills and attitudes necessary for creative achievement in life. In order to achieve this, there is need to provide proper environment for creative expression and training for its development in school right from the early stages.
What Creativity Involves - Attempts have been made to understand creativity from different perspectives.

Wilson (1951) while offering an operational definition of “creativity” synthesized the diverse meanings of creative process prevalent at that time and described creativity in term of -

- the outflow of individual or group through which a product is structured.
- an action of mind that produces a new idea or insight.
- the mental process of manipulating environment which result in the production of new ideas, patterns or relationship.
- the capacity to produce through thought or imagination; capacity for original work.
- the emergence in action of a novel relational product growing out of the uniqueness of the individual on the one hand, and materials, events, people or circumstances of his life on the other.
- the mental process that involves a rearrangement of past experiences with possibly some distortions into new patterns to better satisfy some expressed or implied need.
- the process which results in novel work that is accepted as tenable or useful or satisfying by a group at some point in time; and
- the process by which something new is produced—an idea or an object including a new form or arrangement of old elements.

Torrance (1962) viewed creativity as taking place in the process of sensing difficulties, problem, gaps in knowledge, missing elements, testing these guesses and possibility revising and retesting them, and finally in communicating the result.

Guilford (1950, 1956, 1959) argued that creativity is related to unique cognitive factors. He considered creativity as involving the interplay of all factors of divergent thinking on the one hand and the factors of seeing
Creativity does not blossom in vacuum. The creative mind interacts vigorously with a nexus of supportive and stimulating factors in the environment—whether at home or at school—to be worth its name Weisberg and Spinger, (1961).

In our present social setup, a child is influenced either by his home environment or his school environment. Family background, education of the parents, position of fame and honour held by the parents or others at home, in community and neighbourhood, feeling of superiority, the social and intellectual bases in the family, professional back ground and vocational independence of the parents have also been known to influence creativity in child. Roe, (1952), Weisberg and Spinger, (1961), Mackinnon, (1965), Schaefer and Anastasi, (1968), Oden (1968).

Next to home, school environment is very important for the growth and development of creativity Moore, (1961), Theus, (1973).

The result from several studies show that methodology of teaching employed and curriculum assignments in a particular classroom or school also play important roles in the growth of pupils' creativity. Torrance (1972), Brown (1967), Hensel (1973).

Some other factors in the educational environment having implication for the development of pupil creativity and which have been crystallized from isolated studies are spirit of competition, shifts from interesting to the uninteresting tasks or from simple to complex and vice-versa, practice, pupil-readiness, expression of the pupils and teachers inservice training, elaboration by the teacher etc. Raina (1968), Gupta (1975)

Abilities, Skills, Process and Qualities Associated with Creativity

Abilities, Skills, Process and Qualities Associated with Creativity are as follows -

- **FLUENCY**

  Generation of many ideas, responses, solutions, questions or suggestions (verbal or non-verbal)
Flow of ideas or thoughts
Number or quantity of relevant responses/ideas.

* FLEXIBILITY
Generation of a variety of ideas, questions, causes and solutions, as indicated by shifts in approaches or changes in direction of thinking like giving different uses of objects, different interpretations of a picture, story or different possibilities for solving a problem.

* ORIGINALITY
Thinking of unusual, uncommon, novel and off-the-beaten-track ideas, questions, suggestions, solutions or ways or doing things as a result of seeing new relationships among ideas, combining remote ideas, stretching beyond the obvious and common place, improving things on new lines and looking at the same thing from a new angle.

* ELABORATION
Adding details to the basic idea, a figure or an object and making it fanciful.
Looking into the implications of ideas.

* SENSITIVITY
Ability to notice, sense problems, detect missing information and anomalies to spot the uncommon. Sensitivity to feelings, textures, sight, smell and sound.

* CURIOSITY
Inquiring, observing, wondering, exploring, asking questions, toying with ideas, pondering over the mystery of things and objects around following a particular hunch and then seeing what will happen.

* VISUALIZATION AND IMAGINATION
Visualizing and building lively, vivid, rich and appealing images, wondering about and predicting things that have never happened. Guessing and hypothesizing.
• **INDEPENDENCE**
Thinking or doing things on one’s own, independent in making judgments, planning, decision making, figuring out things without any help.

• **TOLERANCE OF AMBIGUITY**
Tolerating ambiguous, open-ended and messy situations, which puzzle or challenge thinking.

• **COMPLEXITY**
Appreciating and tackling different problems and ideas, bringing order out of chaos, enjoying something harder.

• **RISK-TAKING**
Having the courage to make guesses, not afraid of failures or of trying new and difficult tasks, preferring to take a chance, defending one’s own ideas.

• **IMPROVIZATION**
Creating resources without much resources or facilities.

• **OPENNESS**
Receptivity to new ideas, resistance to premature conclusions, deferring judgement.

Dye (1967) identified certain factors conducive to the development of creativity. Too much order and too little freedom impede the actualizing of freedom to challenge the individuals creative potential. An authoritarian climate is high in order and low in freedom, a laissez-faire climate is high in freedom and low in order, and a democratic climate is high in both freedom and order. Consequently, the democratic climate nurtures creativity.

Cole (1961) and Torrance (1962,1965,1970) concluded that open ended teacher who allows freedom in the classroom, encourages pupil’s initiation and the teacher who adopts open-ended discussion encourages creativity as compared to the teacher who likes conformity, rigidity and
authoritarianism in his classroom.

The results from Anderson's study (1971) suggest that the poor achievement of pupils in the school may be due partially to the way that schools are run and not just to deficiencies in their background.

Teaching for creativity contribute to enhancing not only the personal development of students but also of teachers and improving the teaching-learning process.

When teaching for creativity is the goal, students are likely to become more conscious and receptive to creative ideas and innovation. They consciously try to think creatively, and become aware of the importance of creativity in personal development. This process will enhance the abilities and qualities conducive to their overall development. Creative teaching provide creative ways to bring about better learning. Children are motivated to become involved in creative learning experiences. The classroom is likely be become a more enjoyable place for students. Creativity thus would become a vehicle for improving the quality of teaching and learning.

The goal of fostering creativity in teaching would also enhance personal and professional growth of teachers themselves. Teaching strategies conducive for creative thinking would necessitate that teachers have positive attitude and ways of interaction with children. This would help them practice the skills of creative teaching, which in turn would add to their professional growth as creative teachers. At school level, it is important because teaching for creativity has been shown to make the school learning more effective.

Creative children constitute one of the nation's most valuable assets. The future of our nation-our very survival depends upon them. A dearth of creative man-power is now felt in every branch of our national life and is probably one of the highest bottlenecks to our progress. Hence the national interest now demands increased emphasis on creativity in all branches of science, technology, literature and art. We must invest in them because the return to society is many times more than what it costs. Our present
educational system neglects systematic search and promotion of creativity in our students and thus much creative talent goes unrecognized. Kothari Commission has rightly reported, "Even the talent that enters school and succeed in climbing the educational ladder does not flower fully because it is not discovered sufficiently early and is studying in poor schools for obtaining the best result in quality, talent has to be located early and allowed to grow in the best atmosphere and under the best teachers."

In a country of billion persons, as India, enough creative persons are available and a sizeable number amongst these would be the school going children. What we need is to spot these out and cultivate in them creative habits for the ultimate benefit of the society and this can be achieved only by placing creative children in the company of such teachers whose own acts spread creativity. This shows that our teachers training has to be geared up to prepare teachers who encourage openness, freedom of expression, value risk taking by their students and above all appreciate every bit of ideas by their students. Darnell, et al. (1999) also share the opinion that to turn into creative learners, students value their independence in the classroom and their freedom to express their creative ideas without fear of interpersonal judgement. Notably, this individual approach may be more difficult in larger classrooms. However it is still an important classroom goal for the teacher when he/she attempts to induce a creative learning environment.

1.4 LEADERSHIP

Leadership is an important factor for making an organisation successful, without a good leader, organisation cannot function efficiently and effectively. Leadership is the quality of behaviour of an individual whereby he is able to guide the people or their activities towards certain goals. Bernard Bass preferred to define leadership - "leadership is a kind of interaction between or among people. Any attempt on the part of a group member to change the behaviour of one or more members of a group is an attempt at leadership".
Sharma, Anuradha (1995) addresses leadership issues as reflected in the Eastern Philosophies of Ramayana, the Bhagvat Geeta and Dhrama in general. Leadership is an essential aspect of organizational functioning and is needed to define a group's mission and create an environment in which group members can become committed to its objectives. A leader role is to co-ordinate the activities of group members to ensure compatible and consisted efforts toward goal achievement and to serve as a liaison between different levels of employees. Leadership style can be classified either as employee oriented or task oriented. However leadership style is also influenced by the leader's own values, his confidence in subordinates, his management of uncertainty and his overall evolution of leadership role.

Pigors opines, "Leadership is a process of mutual stimulation which by the successful interplay of relevant individual differences, control human energy in the pursuit of a common cause. Leadership is in fact the rare ability to inspire. The leaders stand behind a group to push, they place themselves, before the group to lead and inspire it to attain organizational objectives. Leadership is also concerned with development of a climate within an organisation which ultimately influences motivation of the followers.

1.4.1 CONCEPT OF LEADERSHIP

Leadership is the process of influencing the behaviour and work of others in group effort towards the realisation of specified goals in a given situation. From this it follows that managerial leadership is the process of influencing a group of subordinates to attain organisational objectives. It implies pursuit of common goals under the advice and guidance of the leader in the interest of individuals and the group as well as for the benefit of the organisation. The interaction between the leader and his followers is based on inter-personal relations.

According to James Cribbin, "Leadership is a process of influence on a group in a particular situation at a given point of time and in a specific set of circumstances that stimulates people to strive willingly to attain organisational objectives, giving them the experience of helping attain the [20]
1.4.2 FEATURES OF LEADERSHIP

The leadership process has four main elements:

(i) It is a process of influence. The basic purpose of leadership is to influence the behaviour of followers.

(ii) It involves interaction between the leader and the followers.

(iii) It implies pursuit of common goals in the interest of individuals as well as the group as a whole.

(iv) Leadership is related to a situation. When we talk of leadership, it is always related to a particular situation, at a given point of time and under a specific set of circumstances.

1.4.3 IMPORTANCE OF LEADERSHIP

Leadership is regarded as the most important element of the directing function of management. It is a supportive function and aids all other managerial functions. The importance of leadership can be discussed as follows:

(1) Providing Inspiration to Employees- A leader creates a strong urge in employees for higher performance. He lifts a man's vision to higher sights. By showing the proper way to do a job, a leader helps employees to give their best to the organisation. As pointed out by Terry, 'leadership triggers a person's will-to-do and transforms lukewarm desires for achievement into burning passions for successful accomplishment.'

(2) Securing Cooperation- A dynamic leader brings life into the group. He influences the behaviour of employees in such a way that they readily work for organisational objectives. He makes them realise that by translating plans into action, they can earn adequate rewards. He, thus, inculcates a sense of collectivism in the employees and forces them to work as a team. Leadership is essential to group action. Without sound leadership, cooperative
effort towards a goal is not possible.

(3) Creation of confidence-Sometimes, individuals fail to recognize their qualities and capabilities. The leader creates confidence among them by his superior knowledge. He provides psychological support and infuses the spirit of enthusiasm in followers by his conduct and expression.

(4) Providing Conducive Environment-Efficiency of performance depends on the work environment. Leadership aims to creating and maintaining a satisfactory environment for employees to contribute their maximum effort towards achieving the goals. The leader manager encourages subordinates to take initiative and helps them in their personal advancement.

1.4.4 FUNCTIONS OF LEADERSHIP

The tasks of a leader may be described as follows:

(1) Setting Goals-A leader provides guidance to the group by setting and explaining goals to his subordinates. He acts as a guide and teacher of his followers by setting main objectives of the group.

(2) Organisation- The leader creates and moulds the organisation by assigning roles appropriate to individual abilities. He shapes the character of the group, shows the way and leads it towards the goal.

(3) Motivation-A leader creates and sustains enthusiasm among the followers. He inspires them to perform the allotted tasks with confidence and zeal. He establishes a motivational system that enables people to meet both organisational and personal goals.

(4) Coordination-A leader reconciles individual and common objectives. He resolves internal conflicts and creates a community of interests in the group. His main task is to develop voluntary cooperation and to foster mutual understanding and teamwork.

(5) Representation-A leader represents the group to his superior and peers. An effective leader is the guardian of the interests of the subordinates. He is the personal embodiment of the
impersonal organisation, inside and outside the organisation. He defends the integrity of the group by reconciling different viewpoints of group members.

(6) Control-The leader maintains order and discipline and creates positive response on the part of members of the group. Control also involves management of internal conflict. In the words of Drucker, "the first test of management's competence is its ability to keep people working with minimum of disruption and the maximum of effectiveness."

1.4.5 LEADERSHIP SKILLS

According to Hellreigel there are four kinds of leadership skills:

1. **Visionary Skills**—People are willing to follow leaders because of their visionary skills. The led become committed to the leader's vision which involves values and goals and is, in itself, confidence giving.

2. **Communication Skills**—Following on from the above, successful leaders clearly have the skill to communicate this compelling vision that evokes enthusiasm and commitment.

3. **Sensitivity Skills**—Effective leaders are both powerful and sensitive to the needs of others and so they allow their followers to share in developing goals and the satisfactions derived from reaching these goals.

4. **Self-awareness Skills**—Effective leaders welcome feedback on their performance and continually take an inventory of themselves.

1.4.6 QUALITIES OF A GOOD LEADER

Traditionally it is believed that leaders are born not made. Successful leaders are said to possess certain qualities that separate them from the 'crowd'. Some of the qualities that commonly make for good leadership are:

- **Intelligence**—A leader should be intelligent enough to
examine problems in the right perspective. He should have the ability to think scientifically, and analyse accurately the problems before a person. It is a natural quality of Individuals to a great extent.

- **Physical Features** - Physical Characteristics and level of maturity determine personality of an individual which is an important factor in determining success of leadership. Height, weight, physique, health and appearance of an individual are important for leadership to some extent.

- **Maturity** - A leader should possess a high level of emotional stability and cool temperament. He needs a high degree of tolerance. He must have an open mind to absorb new ideas as and when necessary. He also requires social maturity and breadth.

- **Vision and Foresight** - A leader should be able to visualise events well in advance. He should have a high degree of imagination, breadth and determination.

- **Inner Motivation** - Leaders have a strong personal motivation to accomplish something. To initiate suitable action in proper time is the main task of a leader. This initiative is due to strong inner motivation.

- **Sense of Responsibility** - A reliable leader is prepared to shoulder the responsibility for the consequence of any steps he contemplates or takes. He is aware of the duties and obligations associated with the position he holds.

- **Empathy** - The ability of a leader to look at things from others point of view is known as empathy. To be a good leader, the manager must understand the needs and aspirations of his subordinates. The effect of his own behaviour on followers can also be anticipated by the leader with empathy.

- **Human Relations Attitude** - A good leader should develop friendly relations with his followers. He should maintain personal contact and should be able to recognise the problems and feelings
• Emotional Balance- A leader must hold his own emotions well in control, especially in critical situations. He should neither be crushed by defeat nor over-elated by victory. He should have high frustration tolerance. He should be free from bias, logical in his actions and refrain from any demonstration of emotion such as impatience, anger or contempt for any of his followers.

1.4.7 LEADERSHIP VISION

Vision is a mental picture of the future. It is an idea of what is possible but has not yet happened. Every individual human being has vision and it is something which is essential of life. Whatever we all are doing is the result of some vision, e.g., becoming a leading doctor, owning a sweet home, developing a unique product, etc. Vision is also an important factor for becoming an effective leader.

Vision can be of the following types:

• Probable Future-What we can expect to happen if we continue as we are now.
• Desired Future-What we would most likely to have happen.
• Catastrophic Future-What could happen if things get worse or some thing really bad occurs.

Leadership basically involves all the above, i.e.,

• Seeing where we are heading,
• deciding where we want to be and
• avoiding the catastrophes or problems that could befall us.

1.4.8 ROLE OF LEADERSHIP VISION

The role and functions of leadership vision are as follows:

• Vision provides meaning and purpose to the organisation.
• It shows sense of direction.
• It helps in making choices and decisions.

[25]
• It provides motivation to the organisational members to achieve the objectives.
• It helps in fulfilling the personnel desires of people.

1.4.9 STEPS FOR DEVELOPING VISION

Vision is a natural talent with some people. It can also be developed among the people through the following steps:

• Start with Desired End and Shared Vision - The first step is to decide about the end in the mind of a person i.e., what do I want or what would I like to create or achieve? This may be a general idea or broad framework of what is desired. To achieve the desired end there is a need to share the vision with people. People must be involved from the beginning to make them internally committed. Everyone has some unique vision and it is important to combine them to create a shared vision leading to shared mission.

• Decide about the Specific Outcome/Results - Once the desired end is there, the next step is to make it more specific by developing pictures in your mind’s eye.

• Envision your Physical Conditions
The infrastructure - small or big office, factory or only a godown etc., are to be envisioned.

• Envision your Working Conditions
The type of working conditions you wish to create for the people. What will be the relationship between people? How would they feel at the end of each day?

There is a positive correlation between the clarity of specific outcomes and the accomplishments. That means accomplishments would be high if the clarity about the specific results are high and vice versa.

• Creativity - Another important dimension of vision is moving away from logical thinking by opening the mind to new ideas. The right
brain leads to creative ideas whereas left brain is more rational and adopts linear thinking. Nobody can force the creative mind to work. It comes from within. People need to enlighten their inner self for achieving this.

Generate Alternative Course of Actions to Attain Desired Outcomes - One should be able to evaluate the different perspectives of a particular issue. This will help in developing different alternative courses of actions. Changing how you see things will change how you do things.

Select Actions to Achieve the Desired End - The next step is to select the actions which can help in achieving the desired results. Envision the process of actions required to achieve the desired end by doing it in your mind’s eye. The computerised tools like Computer Aided Design (CAD), Virtual reality, etc are used to give a computerised image of what we have seen in our mind’s eye.

Ensure Compliance of Selected Action in Right Spirit - The last step is to ensure the compliance of the selected action for which all the organisational members involved must decide to implement the same with the right kind of spirit with positive attitude.

Michigan studies stimulated the early researches on supervisor behaviour in India. The lead was given by Bose (1955, 1957a, 1958a)

The tradition set by Bose was followed by Ganguli Ganguli (1957a, b.1961) and his associates and others Chatterjee (1965) who affirmed that workers satisfaction, morale and productivity are compatible with employee-centred supervision. Pestonjee (1973) and his colleagues reported greater satisfaction under democratic supervision.

Serious search for effective leadership style in Indian organisation began with Kakar’s (1971b) and J.B.P Sinha’s researches in late 1970s. Sinha argued, given the evidence, that Indian managerial class has evolved as an elite class which is fed on Western ideology and which is immune to and hence alienated from the general mass of the working class, it may be true that they might report believing in democratic style of leadership yet the
totality of reality seems to require more systematic exploration of the issue of effective leadership style (1981a)

Ansari (1986) examined the leadership styles and organizational climate dimensions for the successful and unsuccessful executive of a public sector, a private steel company and a public sector electricity company. In Indian situation, there are evidences to suspect that, at the present moment, a high degree of participatory system may not work in Indian organisations, Daftuar (1985, 1998) Sinha (1980). We have opted for small degree of participation. This low level of participation may give a sense of satisfaction among the subordinates that they are being asked. A strong executive who off-and-on asks for advice is well respected in Indian systems.

1.4.10 LEADERSHIP BEHAVIOUR IN SCHOOLS

Leadership figured prominently in research on school administrators, since the late 1960s. The leadership behaviour of the heads greatly influence the total education system of an institution. Leadership functions and administrative functions are generally combined together and therefore leadership is a very significant and inseparable function of administration.

Further the teaching effectiveness is not only concerned with personality factors but many other factors are responsible for it i.e. teacher pupil relationship, the psychological climate of the class in which learning takes place, teachers' personality, their leadership quality.

In this regard teaching effectiveness is not only affected by their personality characteristics but also by classroom climate, teacher's creativity, teacher's personality, his leadership quality. The present study was carried out with the aim that how far the two variable, creativity and teacher's leadership behaviour accounted for variation in the teaching effectiveness.

The leadership behaviour was studied by Stogdill & Halpin (1963). They identified twelve types of behaviours which project leadership of the principals. They can be better understood from the diagram and
descriptions given below:

1. **Representation** - implies that the leaders speak and act as representatives of the groups on which they have formal authority.

2. **Demand Reconciliation** - explains the ability of leaders to reconcile the conflicting demands of the teachers and their groups for reducing disorder in the system.

3. **Tolerance of uncertainty** - i.e. ability of tolerating uncertainty and postponement of decisions without anxiety.

**DIAGRAMATICAL REPRESENTATION OF THE LEADERSHIP BEHAVIOUR ON TWELVE DIMENSIONS**

**FIGURE-1.1**
4. **Persuasiveness** - is the ability to make use of arguments effectively and exhibiting strong convictions.

5. **Initiating structure** - i.e. clearly defining own role and letting group members know what is expected of them, planning and organising the group tasks, encouraging the use of uniform procedures, trying out one's own ideas on the group, clarifying own attitudes to the group, deciding for the group members what they should do and assigning specific task to them, ensuring that their own role in the group is understood by the members, scheduling the work and maintaining the performance.

6. **Tolerance of freedom** - implies allowing group members related autonomy, encouraging them to use their own judgement in problem solving, encouraging initiative, encouraging group members to choose their own ways to task implementation, relaxation of control after task assignment, trust in group members judgement and encouraging the group to set its own pace.

7. **Role assumption** - is the acceptance of and actively exercising the expected leadership role himself rather than surrendering it to others.

8. **Consideration** - implies being friendly and approachable, creating pleasant group interactions, implementing suggestions made by group members, treating them as equals, giving advance information about changes, concern for personal welfare of their respective teachers, willingness to make changes and explain the rationale of decisions accompanied by consultative actions.

9. **Production emphasis** - is a stress on performance better than any other competing group without encouraging overtime work, close supervision for greater effort, maintaining work at rapid pace, urging group members to work harder, driving them hard when time bound tasks have to be done, encouraging the group to beat its own previous record and maximum utilization of group capacity.

10. **Predictive accuracy** - i.e. exhibiting foresight and ability to predict outcomes accurately.
11. **Integration** - refers to maintaining closely knit organisation and resolving inter-member conflicts successfully.

12. **Superior-orientation** - is the maintenance of cordial relations with superiors and seeking their support.

### 1.5 AUTOCRATIC LEADERSHIP BEHAVIOUR

The autocratic leader gives order when he insists, shall be obeyed. He determines policies for the group without consulting them and does not give detailed information about future plans but simply tells the group what immediate steps must take.

Under this style all decision making power is centralised in the leader. He does not give subordinates the freedom to influence his own behaviour. Autocratic leadership may be negative because followers are uninformed, insecure and afraid of leader’s authority. He assumes that the people are lazy, will avoid work and shirk responsibility, because of such assumptions about human beings he exercise tighter control and supervision over his subordinates. But these assumptions do not hold good in all the situations. If the motivational style is negative, people will dislike it. Frustration, low morale and conflict develop easily in autocratic situation.

The autocratic management has been successful because it sometime provides strong motivation and reward to the manager.

It permits quick decision making, because only one person decides for the whole group. It has also been successful in such situations where subordinates are reluctant to take initiative.

Patel (1994) studied about organisational climate in Higher Secondary Schools and found (i) the principal did not consider the teachers as human beings in school having closed climate (ii) In schools having open climate the teachers and principals find pleasure in working with each other.

Meade (1967) made a study to determine the effect of authoritarian and democratic leadership on productivity and morale in the atmosphere of a boys’ club in India. Authoritarian and democratic types of leadership were
taken as the two conditions of independent variables. The result showed that morale was higher under the authoritarian leadership atmosphere than under the democratic leadership atmosphere. Productivity was also higher under the authoritarian leader than under the democratic leader. The quality of work done under the authoritarian leader was judged to be superior.

Robson and Davis (1983) undertook a study on administrative style and the master control. Findings of this study tend to support the work done by Halpin and the Ohio state group that is widest professional zone of acceptance was found among teachers who perceived their principal is high in both initiating structure and consideration (comprehensive style). The strength of initiating structure was found to be significantly related to the teacher's professional zone of acceptance without respect to the degree of consideration shown by principal. It is also found that contract type was shown to be significant factor in determining the teachers professional zone of acceptance.

Biglow (1971) found that in the school where principals exerted power over teachers, the teachers in turn exerted over students. A democratic principal on the contrary will show warmth and understanding towards teacher and students and hence might be conducive to the growth of competence.

This autocrat leader makes his subordinates act as he directs and does not permit his subordinates to influence his decision.

Bradford and Lippitt (1945) refer that autocrat constantly checks on production, gives orders, and expects immediate acceptance. He is rigid disciplinarian and believes that praise will spoil. He is status minded and does not trust the employees initiative. The group reaction is submissive but resentful. Individual responsibility is at a minimum but buck passing and backbiting are common. The group tends to be insecure, tense, aggressive and egocentric.

Shah (1976) related authoritarianism with the personality development of children and found that children of low authoritarian mother
were more mature, emotionally accepting, trustful, warm and cultured, radical and independent. Children with both parents in authoritarian attitudes were found to be good natured, ready to cooperate, attentive to people, soft hearted, kind and adjusting as compared with children whose parents were high on authoritarianism.

In India this style is quite common and has often succeeded. In future it is less likely to be effective because:

(a) The coming generation is less amenable to rigid direction and control.
(b) The standard of living of people is rising.
(c) There is now social awareness among the people, they look for social and egoistic satisfaction from their jobs.

1.6 DEMOCRATIC LEADERSHIP BEHAVIOUR

A democratic leader is one who always acts according to the wishes of his followers. He does what the gang wants. He follows the majority opinion as expressed by his group. He holds his leadership position because he is loyal to his group, is always concerned with their interests, is friendly and helpful to them, and is always ready to defend them, individually and collectively. This style is also called consultative, ideographic or participative. A participation is defined as mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them. A democratic leader decentralises his decision-making process. Instead of taking unilateral decision, he emphasises consultation and participation of his subordinates. Subordinates are broadly informed about the conditions effective to them and their jobs. This process emerges from the suggestion and ideas on which decision are based. Mann (1969) finds that inner personality is indeed a condition of leadership. Thus people with high intelligence who are well adjusted personality and who tend toward extroversion are more likely than others to become leaders, also, to be
popular in the group and to contribute positively to the group activity.

To study the effects of three types of leadership, Lippitt and White undertook an experiment in which school boys of about ten years of age were asked to volunteer to attend an after-school club at which they would be able to carry out various handicrafts such as model making, designing toy aeroplanes and so on. They were divided up into four groups of five boys each. These groups were subjected in turn to three different types of leadership, designated as democratic autocratic and laissez-faire. In the result it was noted that autocracy provoked one of the two reactions, submission or aggression which might amount to open rebellion. Group morale in the sense of spontaneous cohesion, was highest in the democratic group and lowest in the submissive autocracy. The democratic group was the most contented and friendly but autocratic leadership seemed to inhibit the normal free and easy sociability. The laissez faire group were dissatisfied with their own level of efficiency and their behaviour showed the vicious circle of fustration-aggression-fustration. The best work was done in the democratic group who took a pride in their work in marked contrast to lack of ease shown by the autocratic group.

Sankarnarayan (1994) studied leadership behaviour of the heads of the higher secondary schools in Tiruchirapalli District. The detailed study on the leadership behaviour styles indicated that the heads of the secondary schools in Tiruchy educational district followed value based democratic style of leadership behaviour. The study also indicated that the value oriented democratic style of leadership would be very effective in achieving excellence in the education process.

Bruns (1975) conducted a study to describe the impact of managerial behaviour and leadership variables of principals as receptivity of ideas, goal emphasis, team building and decision making etc. on the effectiveness of the school. The data confirmed that there is a difference between the way teachers and students perceive the managerial behaviour of the principals. Teachers in the schools ranked those principals most
democratic who indicated a better attitude towards the school and allowed more participation of teachers in decision making in their schools. A positive relationship between democratic leadership and academic effectiveness was found.

There are various benefits in real democratic management-

These are as follows -

- It is highly motivating technique to employees as they feel elevated when their ideas and suggestions are given weight in decision making.
- The employees’ productivity is high because they are party to the decision. Thus they implement the decisions whole-heartedly.
- They share the responsibility with the superior and try to safeguard him also. As someone has remarked “The fellow in the boat with you never bores a hole in it” is quite applicable is this case too.
- It provide organisational stability by raising morale and attitudes of employees high and favourable. Further, leaders are also prepared to take organisational positions. It leads to reduction in number of complaints and grievances.

In democratic leadership Style- Employees become more committed to changes that they may be brought about by policy changes. Since they themselves participated in bringing about these changes.

The leadership induces confidence, cooperation and loyalty among the employees.

keeping in view these advantages, management makes attempts for effective participation. However, this style is not free from certain limitations which are as follows -

- Complex nature of organisation requires a thorough understanding of its problems which lower level employees may not be able to do. As such participation does not remain meaningful.
- Some people in organisation want minimum interaction with their
superior or associates. For them democratic style is discouraging instead of encouraging.

- Participation can be used covertly to manipulate employees. Thus, some employees may prefer the open tyranny of an autocrate as compared to covert tyranny of a group.

1.7 NURTURANT LEADERSHIP BEHAVIOUR

J.B.P. Sinha (1974) argued that the issue of an effective style has been surrounded with confusion due to the absence of any effort to challenge the prevailing notion to dichotomy of the leadership style in terms of authoritarian and democratic. The authoritarian style is self centred and is oriented towards status maintenance, rigidity and domineering posture represents one extreme of a broad continuum. The other extreme is the democratic style which is people oriented and directed towards sharing, trusting etc. In between the two extremes one can postulate a transitional phase called nurturant task style which is task oriented having structured expectations from the subordinates, and which draws on the cultural values such as affection and need for personalized relationships. In an experimental study (J.B.P. Sinha 1975) it was found that authoritarian leadership was least effective in terms of output as well as satisfaction.

The nurturant task and democratic leadership were significantly more effective, having an edge over the former. Sinha J.B.P and Sinha T.N. (1977) have shown that democratic leadership is more effective only if it is preceeded by a phase of nurturant task leadership.

Nurturant teachers believes that -

Each child is a psychological entity, having its own specific individual needs of growth which have to be understood and develop by the same kind of knowledge and tact by which a gardener tends to plant varieties of plants and trees in his garden. Just as each plant needs to be individually looked after even so each child. It is contended and required to be looked after individually.

Nurturant leader provide those conditions and facilities under which
each individual is able to discover the highest possible values.

Nurturant teacher must have parental behaviour and should tackle each and every follower as they tackle with tolerance their own children. They meet their group as their own family.

Nurturant (leadership) style is believed that tenderness in behaviour gives individual homely atmosphere and he will participate without fear and the progress become easy.

A Nurturant leader seeks to encourage and reinforce cordial relations among the members.

Nurturant leader is considerate, and follow the principle of “love beget love and hate begete hate”. He seeks to avoid special privilege and status difference and serves as the guardian of a the group and not as its dictator.

He seeks advice from the experts on technical issues.

The nurturant leaders demonstrate these key attributes-

- Raise Awareness
- Show Direction
- Create Results
- Demonstrate to others how to reach a goal.
- Achieve progress that benefits others not just themselves.

The nurturant leaders stand behind the group to push, they place themselves before the group to lead and inspire it to attain organisational objectives.

Sinha, (1980), viewed nurturant leader as active, strong, diminant, firm, independent, alert, encouraging and extrovert.

1.8 TRANSFORMATIONAL LEADERSHIP BEHAVIOUR

Transformational leadership emphasises the process of building and strengthening followers’ commitment to organisational goals and
empowering them to achieve those goals.

The transformational leader-

- Focuses on long term goal (three to five years)
- inspires followers to pursue an articulated vision.
- Changes or reconfigures organisational systems to advance the vision, rather than working within existing systems.
- Coaches follower to assume greater responsibility for their own development.

Bass (1990) suggested that "the real movers and shakers of the world are transformational leaders."

Bass (1985, 1990) has contributed a great deal to the evolution of the theory and ramifications of transformational leadership. Transformational leadership includes -

Charisma - Provides vision and sense of mission, instils pride, gains, respect and trust.

Inspiration - communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Intellectual Stimulation - Promotes intelligence, rationality and careful problem solving.

Individualized Consideration - Gives personal attention, treats each employee individually, coaches, advises.

Transformational Functions - While transactional functions are primarily concerned with achievement of tasks. Transformational functions go beyond the immediate task and build individuals and groups and enable them to achieve targets that the organisation or individual would never have expected. These functions increase power in the organisation by empowering various groups and individuals. The following functions fall in this category.

*Visioning*- The top managers create a vision for the organisation. Vision
is the dream which inspires people and makes them proud of working in the organisation.

*Modelling-Another way to inspire people is to set a personal example of a desirable style and behaviour. Behaviour speaks louder than words. People are influenced by what they experience rather than what they are told by managers.

*Setting Standards-Quite close to modelling is the setting of standards or norms in the organisation - standards of individual excellence, mutual support, creativity and innovation, and concern for each other. High standards and norms inspire individual employees to follow them in their own work.

*Building culture and climate-Senior managers pay major attention to building climate of excellence, commitment, mutual support, etc. They encourage analysis of various organisational practices, and pay attention to mechanisms, practices(rituals), events (celebrations, etc) which help to evolve a distinct culture for the organisation.

*Boundary management - The main function of top leaders is to create conditions conducive to better performance by various groups. This can be done by ensuring continuous availability of resources, support from outside and from major customers. These external affairs roles, called boundary management, are more important for top management than internal roles (management of the business) Boundary management also includes developing a strong lobby and interlinkages for the organisation.

*Synergising-The strength of an organisation depends on the strength of its teams. One weakness of Indian culture is the lack of team work, resulting in negative synergy. Team building is one of the roles of top management.

*Searching and nurturing talent-Competent, committed individuals with a larger vision are the ultimate strength of an organisation.

[39]
Transformation leaders concentrate their efforts on longer term goals, place value and emphasis on developing a vision, change or align systems to accommodate their vision rather than work within existing systems and coaches followers to take on greater responsibility for their own development as well as the development of others.

Kuhnert and Lewis found a transformational leader is one who inspires organisational success by profoundly affecting followers beliefs in what an organisation should be, as well as their values, such as justice and integrity. This style of leadership creates a sense of duty within an organisation, encourages new ways of handling problems, and promotes learning for all organisation members. Transformational leadership is closely related to concepts like charismatic leadership and inspirational leadership. Transformational leadership is receiving more attention now a days because of the dramatic changes that many organisations are going through and the critical importance of transformational leadership is transforming or changing organisation successfully. According to Bernard M. Bass, (1960) transformational leader play the following roles -

(i) They raise followers' awareness of organisational issues and possible consequences.

(ii) They create a vision of what the organisation be and build commitment to that vision throughout the organisation.

(iii) They facilitate organisational changes that support the vision.

Leadership figured prominently in research on school administrators, since the late 1960s. The leadership behaviour of the heads greatly influence the total education system of an institution. Leadership functions and administrative functions are generally combined together and therefore leadership is a very significant and inseparable function of administration.

Further the teaching effectiveness is not only concerned with personality factors but many other factors are responsible for it i.e. teacher
creativity, teacher’s leadership quality. The present study was carried out with the aim that how far the two variable, creativity and teacher’s leadership behaviour accounted for variation in the teaching effectiveness.

The Chapter-II deals with “Review of Literature.”