CHAPTER - I
ELUCIDATION OF THE PROBLEM

1.0 Introduction

Leadership is a topic with universal appeal and in the academic research literature much has been written about leadership. Despite the abundance of writing on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership. The extremely complex world of today necessitates a wide variety of leaders. We need leaders of different types for various walks of life.

More than ever, in today’s climate of heightened expectations, leaders are in the hot seat to enrich the system in which they are placed. Leaders are expected to take care of the often-conflicting interests of parents, teachers students, unions, state and federal agencies. Especially, leaders in the educational set up need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community-builders, public relation experts, budget analysts, facility managers and special programme administrators.

1.1 Leadership: an Intersection of Education and Working with People

The task of education is to prepare leaders of various kinds for varied purposes and spheres of life. A truly educated person is a leader in himself / herself. In other words, to educate means to lead out, to empower. Leadership, in other words, is an
intersection of education and working with people. Again the questions that arise here are: What should be the content, method and tools of education for leaders? Can leaders be prepared/developed? How can a system of education develop leaders from masses that enter into it?

Most of leadership theories are abstract, speculative and theoretical. Theories about leadership cannot turn people into leaders because human beings learn from others’ experiences or experiences of their own. Our tendency to train leaders through textbooks in ‘Organizational Behaviour’, ‘Organizational Development’ and ‘Organizational Culture’ is just out of place and irrelevant.

By virtue of their position, teachers are public figures, and therefore, are in the eyes of the public for most of the time. Thus, their actions/behaviours become a matter of scrutiny by the society around. Now we are required to read leaders as the content of education for leadership. Therefore any contemporary or future oriented research should look at the leaders of substance striving to uplift the management and organization of an institution with their unique guts. The objective of studying lives of such leaders is to explore unknown facets of leaders’ lives as there exists a wealth of source material for mining.

Over recent years, biographical studies have achieved an increasingly important place in academic study. The two are intermingled. Education uses an auto/biography as a teaching tool and in an auto/biography education features strongly as a formative stage in personal development. Auto/biographical studies seek to expand the understanding of lives in educational contexts.
1.2 Considering Auto/biography as an Instrument for Studying Leadership

Auto/biography offers something valuable to the educational set up. Traditional research methodologies (for instance, questionnaire, survey) normally associated with positivist approaches to the study of leadership remain theorists’ predominant mode of inquiry. Such methods do not pay attention to the role played by institutional contexts in the social construction of leaders and leadership styles. Leadership theorists, by training and inclination, look to the general while an auto/biography deals with the particular.

The study of leadership through auto/biography is slowly gaining ground among researchers in educational set up. Auto/biography is one form of life writing. Life writing has several labels: Portrayals, portraits, profiles, memoirs, life histories, oral histories and case studies. According to Stone (1981), the three most advanced examples of life writing are biography, autobiography, and prosopography (group biography).

Westley and Mintsberg (1988) advocate the use of biography as a means of better understanding of vision and leadership style. Ralston (1995) following Westley and Mintsberg’s suggestion, used biographical technique to illustrate the aspect of vision formulation and implementation in her biography of Australian scientists. Ralston was able to show that visionary leadership is aimed at engineering the transformation of organizational culture and auto/biography can provide whole lives in contexts and ‘artist in action’ with the condition of mapping the experiences and career passages of an individual leader onto the structure of the system who produced them.
1.3 Rationale

Most leadership theories view leaders’ influence as stemming from their traits or behaviours. But the field of leadership studies has overlooked another potentially important source of leaders’ influence, namely his or her life story. Leaders’ life stories are an important source of information from which followers learn about leadership behaviour. In other words, someone else’s experience is used as a source of learning. It also provides the leader with a self-concept from which s/he can lead. Biographical and narrative approach to leadership studies should complement the currently dominant emphasis on leadership styles.

By considering auto/biographies as case studies, it is possible to link theory and practice and to test and evaluate theories. Auto/biographies (case studies) emphasizing the importance of context be it historical, institutional and cultural is a strength when it comes to understanding what leaders do and why they do so in a particular setting. Especially when their organizations are confronted by challenging situations, how they interact with people and thereby enrich themselves.

Furthermore, useful lessons can be learned by studying the auto/biographies of acknowledged leaders, by looking at their personal qualities their methods, their success and their failures. Moreover, according to Ricucci (1995) if one compares individual biographies of educational administrators, one can generalize the skills, qualities, traits, career-experiences and other factors associated with effective leadership. Thus, an important factor in explaining the effectiveness of certain leaders is their possession of relevant knowledge and expertise, attitude and values they adhere to.
1.4 Selection and Definition of the Problem

I have selected the topic for the following reasons.

1. I have developed personal interest in a specific area through my professional work. At present, I am teaching the core paper in B.Ed. curriculum bearing the title ‘Essentials of Educational Technology and Management’. While teaching this paper, especially topics like educational management, educational leadership, I have developed interest in these areas.

2. Narration of ‘Management Parables’ while teaching points like Educational Management, Total Quality Management, Educational Leadership has also triggered off a keen desire to undertake a study in the area of leadership.

3. As a student of literature, I am interested in reading various genres of literature. Auto / biographies are one of them. The vivid picture of an individual’s life as emerging from the auto / biography paves a way for the reader towards a more meaningful and smoother life.

4. The source of motivation to go ahead was the reading of books based on ‘leadership’ such as ‘Break the rules’, ‘Fish’, ‘Count your chickens before they hatch’, and ‘One minute leadership’.

The title of the present study is:

*Educational Leadership as Emerging from the Interpretation of Auto/Biographies of Selected Leaders.*
The terms which need explanation are given below.

1. **Educational Leadership**

   In every group one person is typically more influential than others and is probably called a leader. Although leadership has been studied by behavioural scientists for decades, it remains something of a mystery. Several distinct perspectives of leadership are presented here. The exploration of such perspectives suggest that:

   - Leadership is not the same as management
   - Leadership is a complex concept
   - Leadership attributes can be developed through experience, training and analysis
   - Leadership effectiveness depends primarily on the synchrony between leader, followers and situations.

   For the present study the concept of leadership will be taken as

   1. Leaders’ behavioural patterns
   2. Leaders’ attributes
   3. Leaders’ ways of learning

   For the present study, certain principles and procedures for leadership in education will be derived on the basis of leadership acumen of selected leaders.

2. **Emerging**

   - To come into view
   - To come into existence
   - To come to maturity
   - To come forth from that in which anything has been enveloped, or concealed
In the present study, leadership development of selected leaders is studied as reflected in/emerging from their auto/biographies.

3. Interpretation

The term ‘interpretation’ connotes the following meaning

- the act or result of interpreting or explaining
- the particular way in which a performer expresses his or her view of a composition
- an explanation that results from interpreting something
- an explanation of something that is not immediately obvious

In the present study, interpretation of auto/biographies of selected leaders under study is derived. The present study tries to derive how the leaders’ leadership acumen develop as mentioned in their auto / biographies.

4. Autobiography and Biography

As a literary genre, autobiography narrating the story of one’s own life, is a variation of biography, a form of writing that describes the life of a particular individual. Autobiographical works take many forms from intimate writing made during life that is not necessarily intended for publication (including letters, diaries, memories and reminiscences) to the formal autobiography.

Biography is an account of somebody’s life written or produced by another person viz. as a book, movie or television programme.

For the present study autobiographies and biographies of selected leaders are studied.
1.5 Research Questions

The researcher focused on the following questions to be answered through a careful study.

1. How do the life experiences of individuals help them to emerge as competent and exemplary leaders?

2. What is the role of the family, school and reference group in evolution of prospective leaders?

3. What is the role of education and training in the development of leadership behaviour?

4. What are core incidents of leaders’ lives which raise leadership issues?

5. What are social and personal values possessed by the leaders?

6. How do leaders deal with a number of paradoxes arising in the organisation such as paradoxes of change and stability, control and delegation of decision power?

7. What is educational leadership?

1.6 Research Objectives

1. To study life happenings, situations, interactions and social relations of the selected leaders

2. To examine the role played by the family and school in development of leadership

3. To identify factors responsible for leadership development
4. To derive leadership patterns and styles and draw their educational implications

5. To ascertain educational value of the processes contributing to leadership

6. To define leadership in an educational perspective

7. To offer recommendations for leadership at various levels of educational set up.

1.7 Delimiting the Study

1. For the present study, the English version of auto / biographies of selected leaders are the source of the data.

2. Life stories of the selected leaders are studied. Special emphasis is placed on the study of development of leadership and its educational implications.

3. The study includes qualitative classification and interpretation of the data gathered. No statistical analysis forms a part of the study.

1.8 Organisation of the Chapters

The present study comprises six chapters. The organization of these chapters is as follows.

☞ **Chapter-1 Elucidation of the Problem** sets the tone of the research.

☞ **Chapter-2 Theoretical Foundations of the Study** includes the theoretical backdrop for the study wherein various theories of leadership are reviewed and basic tenets of qualitative studies on leadership are also referred to.
Chapter-3 Review of Related Literature presents reviews of books on leadership, reviews of past research works in India and abroad as well as reviews of articles. On the basis of the reviews, a trend scenario is also presented.

Chapter-4 Research Methodology and Procedure narrates a systematic account of the steps taken for the collection of data and devices for analysis of the data.

Chapter-5 Analysis and Interpretation of Data presents a detailed analysis of all the four auto/biographies of the selected leaders. It mainly includes (1) Event Analysis and (2) Idea Analysis

Chapter-6 Summary, Findings and Recommendations present major findings of the study, discussion on findings, recommendations and suggestions for further research studies.

1.9 Summary

The introductory chapter presents the rationale for the research, definition of terms, utility of auto/biographies, research questions, research objectives, and delimitations of the study.