CHAPTER ONE: INTRODUCTION

Organization is a group of people working together to attain common goals which may be called organizational goals (Sultata, 2009). The management of an organization is not an easy job. A single decision-maker would have to bear far too many dimensions in her/his mind for continuous success. A wide range of expertise needs to be availed of by the management to be able to take even reasonably good decisions, inevitably, management becomes a group effort. This generates its own dynamics within the ranks of management, such as differences of opinion, selective perception, and struggle for power and communication difficulties (Saleem, 2011). Schools as the educational organizations need some conditions to reach their goals. Although a fully developed education system is the result of proper funding, adequate supervision, properly qualified managers, adequate educational facilities, efficiency and effectiveness of teaching staff but the organizational climate of the educational managers counts much in the uplift of standards of output (Sultata, 2009).

One of the elements that are considered in survival of organizations by managers or organization heads is human resource. In a general view, success in any organization depends on efforts and Job Satisfaction of organization staff. The most important output of a school is its success in teaching knowledgeable students which depends on teacher’s performance in the teaching process. Increasing job performance is among the most theoretically and practically important problems in organizational research (Staw, 1984).

Schools have a great responsibility of educating students to become productive citizens within the community. The free world depends on a highly educated workforce capable of amassing wealth to protect the freedoms we enjoy. To obtain a high quality education, senior
school district leaders have a responsibility to create a school climate conducive to delivering high-quality instruction. The school climate must engage frontline employees, students and the community (Contartesi, 2010).

According to Stogdill (1974), “reviews ... have been cited as evidence in support of the view that leadership is entirely situational in origin and that no personal characteristics are predictive of leadership. This view seems to overemphasize the situational and underemphasize the personal nature of leadership”. Leadership is a two-sided engagement between leaders and employees to achieve a common goal (Antelo, Henderson & St. Clair, 2010; Northouse, 2010). This engagement actuates leaders to influence their employees’ behavior while simultaneously influencing their employees’ perceptions (Holloway, 2012). This leads to expectations of appropriate conduct that becomes ingrained in the organizational climate (Grojean, Resick, Dickson & Smith, 2004).

School leaders are expected to be effective communicators who create a safe and open school environment, welcoming and supporting the needs of all members of the community. Ineffective communication creates a climate of mistrust that risks alienating parents and the community (Contartesi, 2010). Educational success is improved when there is a trusting relationship between parent, student, and teacher. A violation of trust creates a negative climate causing parents to withdraw support for school leaders perceived as detrimental to the well-being of students and community (Redding, 2008).

Following 10 years of research, The National Center for School Leadership (NCSL) identified five fundamental areas of principals’ responsibilities: “(a) defining and communication of school’s educational mission, (b) coordinating curriculum, (c) supervision and supporting
teachers, (d) monitoring student progress, and (e) nurturing a positive learning climate” (Ferrandino, 2001).

A leader should not be oversensitive to the disapproval of her/his constituents: The successful educational leader must accept some unpopularity as she/he challenges time-honored tradition, insists on data to support prejudices, and make difficult decisions (Reeves, 2002). These challenges and high expectations place considerable pressure on leaders. Our quality of life depends on our quality of leaders (Bennis, 2003). The first step in becoming a leader, then, is to recognize the context for what it is-a breaker, not a maker; a trap, not a launching pad; an end, not a beginning-and declare your independence (Bennis, 2003). Heifetz (1994) further emphasized this notion by stating that “the ancient linguistic root of the word “to lead” means to go forth, die. Fullan (2000) argues that this is not the case and states that “the job of the principal or any educational leader has become increasingly complex and constrained. Principals find themselves locked in with less and less room to maneuver.

Hall (2009) maintains that the most important undertaking of a new principal is working collaboratively with their staff. New principals often begin their position with little or no information about the existing climate in the school. Harvey (1991) insists that novice principals enter the building as aliens, unaware of their surroundings. Subsequently, this puts them in a precarious situation - conform to the existing climate of the school or forge ahead with their own initiatives. Being unaware and/or insensitive to the social dynamics within the school could be detrimental to a new principal. If school leaders are serious about improving student outcomes, they must improve teaching, and to improve teaching, they need good leaders and a safe workplace climate. School leadership is essential to creating the acceptable school climate and to
effective performance and development more generally. Loden's writing echoes the androgynous manager theme developed earlier by Sargent (1981), who accepted the idea that women and men, including those who are managers in organizations, behave stereotypically to some extent. Sargent advocated that managers of each sex adopt "the best" of the other sex's qualities to become more effective, androgynous managers. In a somewhat different rendition of this sex-difference theme, Hennig and Jardin (1977) also acknowledged sex-differentiated managerial behavior, which they ascribed to personality traits acquired in early socialization, particularly through differing male and female resolutions of the Oedipus complex.

In organizational psychology, it is frequently expressed that job performance is a function of ability and motivation (Campbell & Pritchard, 1976). Performance can be regarded as almost any behavior, which is directed toward task or goal accomplishment. Good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity and good relationship among staff (Shaari, Yaakub & Hashim, 2002). The teacher job performance is an outcome of various individual and organizational factors such as the type of leadership, working conditions, coworkers, organizational behaviors, company policies and procedures. This climate affects the behavior of the individual living and working in the environment which in turns influences their performance. Thus the environment of an organization is an important factor, which influences the behavior and activities of the role participants. It is the behavior of group members, which decides the climate in their colleges, and thus much of the college output depends upon the natural interaction among various components of college organizations (Raza, 2010).
Studies on school climate, organizational culture, student success, school effectiveness, and teacher satisfaction all reveal the fact that the success of a school depends on its leadership (Sultana, 2009; Lok, P, & Crawford, J, 2004; Mcinerney, 2003; Norton, 2002). There is a relative direct connection between employees, their productivity, and the organization’s performance (Wang & Shyu, 2008), it is essential for leaders to maintain a positive work environment to enhance their employees’ efforts to reach organizational efficacy. Subordinates’ trust in their manager is posited to foster a willingness to cooperate with their manager for the benefit of the organization (Avolio, et al., 2004).

Parents send children to school expecting a productive school environment comprised of caring and nurturing instructional professionals (Contartesi, 2010). Ineffective school leaders create a school climate that negatively influences teachers, staff, and student instruction (Suh, 2008). Ineffective leaders often create conflicting and demanding tasks and roles that demoralize teachers, leading to mistrust, cynicism, and burnout (Skaalvik & Skaalvik, 2007; Yu, Lin, & Hsu, 2009). Of particular note about the Indian sector is that climate affects most significantly whether or not a manager attempts to apply what he or she has learned upon returning to his or her job following a management development experience (Baumgartel, 1981).

Treating organizational climate as a moderator has important implications for organizations. As Howell et al. (1986) have suggested a manager must know which types of moderators are present in order to develop an effective strategy for influencing subordinates.
1.1 EDUCATIONAL ORGANIZATION

The study of educational organization is a broad field, encompassing many different aspects, such as attitudes, communication, motivation, commitment, work value, performance, etc. Educational organization borrows many concepts and methods from the behavioral and social sciences such as psychology and sociology, because they are all relevant in helping one understand people’s behavior in organizational settings.

Educational organizations are set-up for achieving particular purpose. Schools, colleges, universities and professional training centers of a country are unique forms of organizations designed to achieve specific social, cultural and vocational goals. If educational administrators have to work in them or manage them, it is necessary for them to understand the organization nature and their working.

The success of a school depends largely upon the productivity of its faculty which, to a large extent depends upon their performance. Thus, schools should seek ways to increase the performance of the teachers. Leaders should find ways to eliminate practices that may cause qualified members already in the service to leave or which may discourage qualified people from entering the teaching profession. Teaching is considered as a respectable job in the society. Teaching performance is one of the most important issues in education sectors. A diverse spectrum of factors may affect the performance. This is a common concern of all organizations in various sectors. Many research efforts have been put in the search of the clues. Teachers are soldiers in the educational trenches, overcoming obstacles that make their work challenging and stressful. They are expected to work daily within two significant areas of responsibility: first, the overall professional enterprise of education, which includes the realm of curriculum and
instruction; and second, the organizational environment of administrative and management functions. It is a Herculean task for some teachers in India to face classrooms full of children from unfamiliar cultures, whose native languages may not be understood. They are held responsible for setoff values will inevitably change gradually over time. The teacher’s place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also to say, the destiny of the nation. Teachers have, therefore, to realize increasingly their special responsibility to the society.

1.2 EDUCATION IN INDIA

The greatest problem in understanding the nature of Indian education is that it is not uniform through the country. Prior to independence and even after that different states are following varied patterns in school education. In Karnataka State, India the pattern of the school system is state pattern and the schools do not follow the CBSE pattern. The primary education stage is of seven years. In Karnataka State, India, I, II, III and IV standard are together called lower primary school and V, VI and VII are considered as higher primary level. The stage comprising of VIII, IX and X, are considered as high school level and XI and XII standards are together called pre-university level (Padmaprasad, 2005). The Government of India has issued VIII standard is considered as high school. But up to present date it is not implemented in schools.

There are different minority groups in India like Hindi, Kannada, Tulugo, Bangle, Bihar, Malaise and Tamil and so on. So the medium of instruction in India at all levels in English. India is a multilingual, Multi-religious, and multi-cultural country with variation in the life style,
culture and educational requirements. Hence variations in content, quality and medium of education are widespread. These variations influence the structures of education and its administration. Although the broad guidelines, structures of education and its administration may be laid down by the Central Government, yet, the States are free to evolve and frame their own policies and structures of education within a broad framework.

The Indian constitution provides that both the Central and the State Governments can bring regulations and frame policies on education or, in simpler words, the subject education is the responsibility of both the respective State Governments as well as the Government of India. Almost every State has its own Secondary Education Board and is responsible for establishing State Universities and maintaining them. Therefore the Central Government acts as a co-coordinator. Its role is determining a uniform standard of education in the country. All schools are not single-sex; there are co-education schools as well. There are around 2264000 schools throughout India, teaching over 320 million children. It is estimated that there are almost 16 million teachers within the education system.

The Indian school system, which includes Elementary School (7 years), Secondary School (3 years) and Higher/Secondary School (2 years), is based on 12 years of schooling (10+2). Government Secondary Schools as well as most of the Private Schools are affiliated with Central or States Boards for conduct of examination or with the Central Board of Secondary Education (CBSE).
1.3 LEADERSHIP BEHAVIOR

1.3.1 The Concept of Leadership Behavior

Effective leadership is viewed by most people as fundamental to the success of any organization. However, when you ask, why our employees aren't motivated to a behavior, the answer is usually "lack of incentives. While incentives can play a role in motivation, when employers become disenchanted with incentives or pay-for-performance systems or the costs of these systems becomes too high, they start to investigate non-financial motivational strategies. Whether a company has the resources to invest in pay-based motivation or not, leadership behavior is most often the key to understanding employee motivation. Among the many reasons, this is the mere fact that most employees deal with their leaders on a daily basis, while the potential rewards of a pay systems are usually uncertain and long-term in nature. Leaders, through their behavior can tap into a five sources of motivation, while pay-based motivation systems tap into only instrumental and self-based external sources at best (Scholl, 2001).

Subsequent studies have established that individual characteristics, such as demographics, skills and abilities, and personality traits, predict leadership effectiveness (Eagly, Karau, & Makhijani, 1995; Judge, Bono, Ilies, & Gerhardt, 2002; Judge, Colbert, & Ilies, 2004; Mumford, Campion, & Morgeson, 2007).

Leadership Behavior plays a very important role in enhancing employee work motivation and performance. Leadership is a process by which one person exercises influence over one or more individuals to accomplish a desired outcome. The Ohio State Leadership Studies found that consideration and initiating structure are two essential behaviors for leaders. According to the
findings of these studies, leaders exhibit two types of behaviors, people-oriented (consideration) and task oriented (initiating structure), to facilitate goal accomplishment. Consideration is the extent to which a leader exhibits concern for the welfare of the members of the group. This factor is oriented towards interpersonal relationships, mutual trust and friendship. This leadership style is people-oriented. Some of the statements used to measure this factor in the LBDQ are:

- being friendly and approachable
- treating all group members as his/her equal
- looking out for the personal welfare of group members
- making him/herself accessible to group members

Initiating Structure is the extent, to which a leader defines leader and group member roles, initiates actions, organizes group activities and defines how tasks are to be accomplished by the group. This leadership style is task-oriented. Some of the statements used to measure this factor in the LBDQ are:

- letting group members know what is expected of them
- maintaining definite standards of performance
- scheduling the work to be done
- asking that group members follow standard rules and regulations

Leader’s behavior explains nearly 25 percent of the reason that people feel productive, motivated, energized, effective, and committed in their workplaces (Kouzes & Posner, 2010 cited in Holloway, 2012). Leadership is a two-sided engagement between leaders and employees to achieve a common goal (Antelo et.al., 2010; Northouse, 2010). This engagement actuates
leaders to influence their employees’ behavior while simultaneously influencing their employees’ perceptions. This leads to expectations of appropriate conduct that becomes ingrained in the organizational climate (Grojean et. al., 2004).

The leadership behavior can be summarized in four categories: task oriented, relational oriented, change oriented and passive leadership. Task oriented behaviors includes: initiating structure, contingent reward management by exception-active, boundary spanning and directive behaviors. In the other hand relational oriented behaviors includes: consideration, empowerment, participative, developing, enabling and servant leadership behaviors. Transformational, charismatic and inspirational behaviors come under change oriented category. Management by exception-passive and Laissez-faire are passive leadership behaviors (Derue et al., 2011).

1.3.2 Educational Leadership Behavior

The quality of education in schools and colleges is commonly to be influenced by the quality of leadership and management styles of school leaders and education officials. The school administrator or the educational leader is supposed to integrate ideas scientifically and creatively and also mobilize time, materials and resources. He is also supposed to support the school organization towards development and progress. On top of all this, school principals must be able to lead their staff and teachers to recognize and perform their tasks, functions and responsibilities for the education of children and, in the process make them feel that they are getting satisfaction and fulfillment. They must be able to influence the teachers to perform the tasks and functions without feeling coerces, pressured or exploited; able to influence teachers to integrate their personal goals and objectives with those of the school.
In education, the ideal was formalized as ‘democratic school governance’. In the past the responsibility for well-being of the school was vested in the hands of the principal—a situation that lent itself to the ‘authoritarian mindset’. His/her work entailed the complete ambit of management of people, processes and resources of the school. His/her success was measured on the basis of the performance of the school for which he was fully accountable. The South African Schools describes governance and management in school as two separate acts with teams responsible for the efficient faction of a single in situation. The principal is now responsible for the professional management of the school which includes daily teaching and learning activates is the responsibility of the school governance chair.

The dynamics of the interaction between the school as an organization and the principal as an individual is an aspect that needs to be carefully managed, especially when educational changes accurse. The principal apart from an educational leader of the school, acts as an executive officer of the governing body and is accountable to both the educational authorities and the governing body. Thus the principal in a diverse managerial position on the one hand, the principal as an administrator or manager of a public intuition has to adhere to administrative and legal regulations. On the other hand he or she as a professional educator with original and discretionary power with regard to professional activities is responsible to the professional authorities. Leaders are challenged to create an environment that is good for teachers, student, faculty, and the community. Being an effective leader is no easy task; good leader must be enthusiastic about their work and the potential of the institution that employ them. Furthermore, good leader are confident in their judgment and hold them and followers to high expectations (hoover, 1991).
Generally, numerous factors such as human and financial resources, required equipments and material and so on affect instruction objectives and goals but essentially there must exists an appropriate emotional atmosphere for teaching and learning in the school. In other word the suitable human relationship among heads of school, teachers, and students are the most important of institutional goals. The heads of school as leaders have an important role to accomplish this order in fact their ever-increasing professional growth as the well as for creating a good emotional climate and commitment in the school. Heads of schools with bad leader behavior not only tends to in capacitive himself for the performance of his multifarious duties in the school, but also creates difficulties and problems for his subordinates.

Leadership in school setting is the result of the way principals use themselves to create a school climate that is characterized by staff productivity, student’s productivity and creative thought (Ubben & Hughes, 1987). Consequently, the principal’s qualities and behavior determine to a large degree how the subordinates feel about their organization (Eblen, 1987). A particular leadership style may either Forster or hinders teacher commitment. The last decade has seen a shift form an emphasis upon management development, to a focus upon the transformative potential of leadership (Murphy & Louis, 1994). It has seen a move from the tacit belief that the skills of leadership are naturally acquired as leaders rise to become school principals, to the view that the strategic development and deployment of school leaders is too important to be left to chance (Leithwood et. al., 1991).

At the core of most definitions of leadership are two functions: providing direction and exercising influence. School leaders are those persons, occupying various roles in the school, which provide direction and exert influence in order to achieve the school’s goals. Formal
leaders those persons in formal positions of authority - are genuine leaders only to the extent that they fulfill these functions. Leadership functions can be carried out in many different ways, depending on the individual leader, the context and the nature of the goals being pursued.

1.3.3 Theories and Perspectives on Leader Behavior

Since the turn of the 19th century, many studies have been done on theories of leadership behavior. All of these theories have focused on what it is that makes leaders effective. As leadership, in essence is referred to the ability of the person to effectively influence the performances of the various models researched and developed repressed effort to describe how and why some people positively influence the performances of others there are numerous types of leadership behavior and some of them are presented below;

Trait Theories

The great trait theories the earliest and unite the 1940’s, the main approach used to understand the phenomenon. Trait theories are concerned with determining the personal attributes which differentiates leaders forms non-leaders and which make some people better leader than others. The trait approach considers leadership as one-way, generally directive or controlling. This theory was based on the belief that great leaders throughout history possessed certain traits that enabled them to accomplish high levels of leadership effectiveness (Borgatta, Bales & Couch, 1954). The research goal of the great man theory was to identify several traits that would distinguish leaders from non-leader (Tannenbuam & Massarik, 1957).

The at the time was the more leadership traits a person possessed, the more he or she is likely to be an effective leader (Yukl, 1994; Jago, 1982). Once these traits were known, they
could be measured via standardized tests; which would predict future leadership effectiveness (Hughes, Ginnett &Curphy, 1999). There are five categories of trait capacity of intelligence and judgment achievement of knowledge, responsibility, participation and status position. As a result of the extensive research conducted, several problems with this approach emerged the most significant was the high level of inconsistencies of trying to predict leadership effectiveness based on a predefined set of traits. Exempla the leadership traits intelligence was assumed to be directly related to leadership effectiveness, but research has shown that superior intelligence does not correlate to superior leadership and vice versa (Jago, 1982).

**Behavior/ style theories**

The Behavior leadership theory began with the Ohio state study in the late 1940’s (Robbins, 1993). The purpose of this research was to identify specific leader behavior. The result was that over a thousand different leadership behaviors were identified. Behavior/style theories suggest that leader effectiveness is determined by the specific behaviors in which leaders engage. The behavior, or, style approach focuses on leader behavior and involves the two dimensions; (1) consideration of human relationship and (2) efforts to organize work and tasks, following Stogdill’s critique of trait theories researchers began to investigator the possibility that task of researchers was to identify those behavior that distinguished effective form ineffectiveness leaders. Child welfare research station; continuum of leadership behavior (Tannenbaum & Massarik, 1957); Ohio state leadership studies; Michigan university studies (Likert, 1961); the managerial Grid (Blake & mouton, 1964); theory X and Theory Y (McGregor,1960).
Situational/contingency Theories

The situational approach to leadership is on the concept that effectiveness results form a leader using a behavioral style that is appropriate to the demands of the environment. These theories are contribution of effects between leader, the subordinate and the situation in deterring leadership effective. Instead of focusing on unobservable traits many researchers shifted their attention to characteristics that a leader exhibits in various situations when he or she is interacting with followers (Tannenbaum & Masaryk, 1957).

Situation/contingency theories suggest that the situation determines the best person and approach to leadership. The contingency approach views leadership as a composite of responses to a situation ad depends on a variety of approaches such as the leader’s personality, leader/number relationship and group maturity.

Fielder’s Contingency Theories (1965)

1. Path-Goal theory of house
2. Hersey and Blanchard the situational leadership theory
3. Vroom and Yetton the rational Decision making theory

1.3.4 Styles of Leadership

Leadership of any organization is the key factor which can make the organization successful or failure. In order to get the best results of an organization attention is given on the importance of leadership style. Leadership style is the way in which the functions of leadership are carried out and the leader typically behaves towards member of the group. So for developing
the understanding of academic leadership role in universities and skills required to fulfill that role effectively, following styles through a review of key leadership theories and practice may be discussed.

(A) **Autocratic style**

The head who subscribes to this style of management determines educational institution policy alone and assigns duties to staff without consulting them. Directives are issued must be carried out without question and in the prescribed manner. Where people are coerced, controlled, directed and threatened, individual initiative may be stifled and self-motivation may be discouraged. This style involves very little sense of the leader being accountable to anyone; he or she may do very much what they like. In educational institutions it may lead to low morale amongst both staff and pupils which may, in turn, become the root cause of strikes, riots, and staff turnover.

(B) **Laissez-faire style**

In theory, the head who uses this style of management believes that there should be no rules and regulations since everyone has an ‘inborn sense of responsibility. Such a situation may well exist amongst mature, experienced teachers, but how would it work with new, young teachers fresh from the ‘freedom years’ of university or college? This style of management (or maybe mismanagement), where the head sits back and allows everyone to do as they please, might lead to anarchy and chaos, which would hardly be conducive to the provision of quality education.
C) Democratic style

In this style, the head believes that the staff should be involved in decision-making processes. Decisions are arrived at after consultation with the staff and even with the pupils. A democratic style allows freedom of thought and action within the framework of the mission and objectives of the educational institution.

Available skills and talents can be used optimally through delegation and a sense of belonging, as well as promoting creativity and a higher degree of staff morale. This style is based on the belief that where people are committed to the service of ideas which they have helped to frame, they will exercise self-control, self direction and be motivated. All these ideas will promote job interest and encourage both staff and students to set their own targets and find the best way of achieving them. But democracy may not always work very well, when, for example, there is a lack of clarity as to how binding decisions will be reached (Greenberg & Baron, 2000).

1.4 ORGANIZATIONAL CLIMATE

1.4.1 The Concept of Organizational Climate

Organizational climate is a key factor to motivate employees and increase the productivity and performance. Of particular note about the Indian sector is that climate affects most significantly whether or not a manager attempts to apply what he or she has learned upon returning to his or her job following a management development experience (Baumgartel, 1981). Organizational climate is viewed as an individual/psychological reaction (Rousseau, 1988) which represents a set of characteristics that may distinguish one organization from another, and is assumed to be a major force of influence upon individual motivation and behavior (Glick,
Climate is a term used to describe the personality of an organization, such as a school, and school climate is defined as “the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools” (Hoy & Tarter, 1997).

According to Burke and Litwin (1992) climate is a perception that individuals have of how their local unit is managed and how effectively they and their day-to-day colleagues work together on the job. Organizational Climate provides the indispensable foundation of knowledge that is absolutely essential if one hopes to achieve success in job performance. Basically, high levels of job performance are predicted when there is a match between the growth needs of an individual, a measure of an employee’s desire to obtain growth satisfaction from his/her work, and the motivating characteristics of the job being performed (Sultata, 2009). Burke and Litwin (1992) defined climate in terms of perceptions that individuals have of “how their local unit is managed and how effectively they and their day-to-day colleagues work together. School organizational climate is defined as homeostatic state of an organization composed of elements representing different levels of analysis (Argyris 1958).

Organization refers to a group of persons who are oriented towards achieving a common objective. Climate means the tendency suggestive of the mood and temper of a social organization or a political group. Climate may also be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and it’s societal and task environments. Thus, the psycho-emotional environment in which the process of education takes place in schools is known as its organizational climate.
1.4.2. Theories and Perspectives on Organizational Climate

School climate has become a global construct that researchers often use loosely to group together studies of school environment, learning environment, learning climate, sense of community, leadership, academic climate and social climate. School organizational climate though lacks a specific definition; school culture is a related term that has been used to describe the work environment. In fact, climate and culture are often used interchangeably by some educators to refer to the distinctive workplace of a school. A useful distinction is that culture consists of shared values and assumptions, whereas climate is defined by shared perceptions of behavior. In practical terms organization is usually evaluated on the basis of two dimensions: (i) performance and (ii) human factors.

Halpin and Croft conducted one of the most well known studies of organizational climate in schools in 1963. The study, conducted in 71 suburban elementary schools, was originally designed to measure teachers’ perceptions of factors that contributed to a school’s climate. The emphasis was placed on the relationship between the leader’s behavior and the teacher’s behavior. Halpin and Croft then analyzed the climate of 71 elementary schools chosen from six different regions of the United States. The analysis of these OCDQ items was based upon the description of these schools given by 1151 respondents. The 64 OCDQ items have been assigned to eight subtests which they have delineated by factor-analytic methods. Four of these subtests pertain primarily to characteristics of the group as a group, the other four to characteristics of the principal as a leader. The behavior tapped by each subtest is described below:
Teachers' Behavior

1. Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy work.

3. Esprit refers to "morale". The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal 'with the teachers in an informal, face-to-face situation.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and, task-oriented.

7. Thrust refers to behavior marked not by close supervision of the teacher, but by the principal's attempt to motivate the teachers through the example, which he personally sets. He does not ask the teachers to give' of themselves anything more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. **Consideration** refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

**1.4.3 School Climate and Leadership Behavior**

Organizational climate is a broad term that refers to teachers’ perceptions of their general work environment; it is influenced by the formal and informal structures of the school as well as by the personalities of the teachers and the leadership behavior of the principal. Put simply, the set of internal characteristics that distinguishes one school from another and influences the behavior of teachers is its organizational climate. The climate may roughly be conceived as the personality of the school; that is, personality is to individual as climate is to organization. Just as individuals have personalities, so too, do schools. It is this “personality” of the school that Halpin (1966) described as the organizational climate of the school; that is, personality is to the individual what organizational climate is to the organization. (Hoy, 1990)

Researchers have used various definitions of climate; Hoy and Miskel (2005) defined school climate as “the set of internal characteristics that distinguish one school from another and influence the behaviors of each school’s members. “Kottkamp (1984) suggested that climate consists of shared values, interpretations of social activates, and commonly held definitions of purpose. Hoy, Tarter, and Kottkamp (1991) stated that “school climate is the relative enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perception of behavior in schools”. A positive school climate can enhance staffed performance, prompted higher oral, and improve student achievement (Freiberg, 1998). Heck (2000) and Goddard et al. (2000) linked school climate and student achievement. “School climate may be one of the most important ingredients of a successful instructional
program. The five dimensions of school climate that finally emerged fell into two categories: two of the dimensions described principal behavior; the other three focused on teacher behavior, in particular, teacher relationships with students, colleagues, and superiors (Hoy, 1990).

School organization climate, which refers to the environment or personality of a school, was another critical factor in determining effective schools (Johnson & Johnson, 1996). Clearly, school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. Several studies have established links between instructional leadership and the climate of the school at level of both the principal and the teacher (Lane, 1992; Hollinger & Murphy, 1987; Hoy et al., 1991; Sergiovanni, 1995). At level of principal the school principal—the leader—is a critical force in determining school climate, student and teacher attitudes, and instructional practices. When schools are effective, it is largely because they have effective principals” (Darke & Roe, 1986). Hord (1984) and Terry (1988) identified the principal as the key factor in determining an effective school. In their study of effective school principals, Day, Harris, and Hadfield (2001) reported that this group of leaders promoted a climate of collaboration for exploring new strategies. In the Day study, the leaders emphasized learning through personal and professional development of students and staff, and the research concluded that morality, emotion, and social bonds between and among all school members also fueled motivation and commitment (Day et al., 2001). Pellicer, Anderson, Keefe, Kelley, and McCleary (1990) proposed that effective principals employed and empowered strong collaborative terms, especially at the secondary level. Researchers also confirmed that successful administrators had supportive staff that had a part in the decision-making process (Shananhan, 1998). However, what the consensus of the research during those times failed to identify was that
there is no “one size fits all” universally accepted style of leadership that will be effective in all situations (Chemers, 1995).

1.5 JOB PERFORMANCE

1.5.1 The Concept of Job Performance

Performance is about creating a culture of professional improvement, feedback and growth within a school, with the ultimate aim of improving student outcomes. It can only operate effectively in a climate where there is a clear, shared and sustained focus on student learning, and on quality teaching as the means to achieve this, and where teachers are provided with the support they need to grow as professionals. Job performance is expected when individuals experience three psychological states:

*Experienced meaningfulness* - a job perceived as being important, valuable, and worthwhile;

*Experienced responsibility* – a job perceived as providing autonomy; and

*Knowledge of results* – a job perceived as providing feedback about how effectively the work is being performed (Robbins, 2001). Since job performance is contextual in nature, it is expected that performance is dependent on the climate of the organization. Given this awareness, when work depends upon other people and requires certain social skills, performance results can be more unexpected as they depend upon communication and coordination with other individuals. The way in which a workplace is structured should affect performance to the degree that skilled and motivated employees are directly involved in determining what work is performed and how this work gets accomplished (Sultana, 2009). Organizational climate or environment of a
workplace is one of the factors that explicitly or implicitly influence the level of performance of teachers. Leaders through their behavior can affect organizational climate and job performance. Leaders who use the way which affect positively on organizational climate had better results than those who did not.

On a very general level job performance can be defined as all the behaviors employees engage in while at work (Jex, 2002). However, this is a rather vague description. A fair amount of the employees' behavior displayed at work is not necessarily related to job-specific aspects. More commonly, job performance refers to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative to qualitative dimensions. Initially, researchers were optimistic about the possibility to define and measure job performance. However, soon enough they started to realize that determining the dimensions of a job and its performance requirements was not a straightforward process. Nowadays it is generally agreed that job performance consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment (Milkovich et al., 1991).

1.5.2 Theories and Perspectives on Job Performance

Historically, there have been three approaches to define the dimensions of job performance (Milkovich et al., 1991):

- as a function of outcomes;
- as a function of behavior;
- as a function of personal traits.
From an employee’s point of view job performance is essentially the result of a series of behaviors. The various tasks performed on a daily basis contribute to job performance in general (Cardy, 2004). In this line of thought Campbell (1993) developed an influential model containing eight dimensions to measure job performance (Jex, 2002):

1. Job-specific task proficiency: behavior related to core tasks of the job;

2. Non-job-specific task proficiency: general work behavior;

3. Written and oral communication task proficiency;

4. Demonstrating effort: level of commitment to core tasks;

5. Maintaining personal discipline;

6. Facilitating peer and team performance;

7. Supervision/Leadership;

8. Management/Administration.

From a supervisor’s perspective, on the other hand, outcomes are the key elements for job performance appraisal. After all, at the end of the day results are more important to an employer than the activities leading to those results (Cardy, 2004). So which approach is more important? There is not really a superior approach in all cases: both approaches have advantages and disadvantages (Cardy, 2004).
1.6 Definition of Terms

For the purpose of this study, the following terms are defined as follows:

**Type of School.** Refers to Primary School that includes I to VII standards and VIII to X considered as High /Secondary school. Government schools considered as schools that fully finance and manage by the State Government and Private schools considered as schools that funded by the state government (aided) and those that recognized by the state government but with no funding (unaided).

**Leadership Behavior.** Refers to descriptions of a supervisor by the group members whom he supervises. The term “group” refers to a department, division, or other unit of organization that is supervised by the leader. The leadership behavior includes: Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Tolerance and Freedom, Role Assumption, Production Emphasis, Predictive Accuracy, Integration, and Superior orientation (Stogdill, 1963).

**Organizational Climate.** Refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures” (Mazzei, 2009). In the present study organizational climate refers to the behavior that will be obtained by the OCDQ, Halpin and croft, 1963. They discriminated six organizational Climates. The social interactions which characterize these six climates are summarized below:

1. **The Open Climate** describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts
emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement-nor-social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the members.

2. The Autonomous Climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high Esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

3. The Controlled Climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed primarily toward, task accomplishment; while relatively little attention is given to behavior oriented to social needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

4. The Familiar Climate is highly personal, but under controlled. The members of this, organization satisfy, their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, Esprit is not extremely high simply because the group members secure little satisfaction from task achievement, Hence, much of the behavior within this climate can be construed as "inauthentic".
5. **The Paternal Climate** is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts is not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, Esprit among the members is low.

6. **The Closed Climate** is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving”; Esprit is low because the group members secure neither social needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as "inauthentic" indeed; the organization seems to be stagnant.

**Job Performance.** Refers to a behavior or action related to the organization’s goals and that can be measured in terms of the level of efficiency of that particular action or set of actions. In the present study job performance refers to the behavior that will be obtained by the job performance questionnaire, Shokrkon and Arshadi in 1990.

**School Teachers.** In this study the term school teachers’ represents, government and private, primary and high school teachers of North and South Mysore, Karnataka State, India.

**1.7 Need and Significance of the Study**

Education is now universally recognized to be the prime key to moral, cultural, political and socio-economic development of a nation (Sultana, 2009). School managers and teachers as a member of society cannot keep themselves away from the contemporary competitive, yet we
cannot close our eyes on the needs of the teachers which have effective impact on their performance. A job of being a teacher is the most important and challenging in the world. It is the teacher who is the embodiment of knowledge who can help and guide young mass. It is an accepted fact that the teacher is the creator of future citizens of society. She/he is the pivot of a school. The quality of any education is largely determined by the quality of teachers who make it. Personality, attitude, morale, commitment, work value of a teacher assumes a paramount significance in determining the quality of education. No system of education can rise higher than its teacher. Teachers have always had a most difficult task to perform. The teacher is both an agent and a scholar. The orderly transmission of a body of knowledge, skills and values is done only under the guidance of the teacher.

Organizational climate is one of the factors that clearly influence the level of teachers’ performance. Organizational climate of an educational institution is the product of the relationships between the Head Masters and his staff, between teachers and his students and of the teacher among themselves. The interaction takes place within the Sociological and the Psychological framework of the institutions as they fulfill their prescribed roles while satisfying their individual needs. Since organizational climate varies from school to school, it has its varying effect on students and academic performance (Singh, 2011).

Organizational climate is considered the measurement of an individual’s relationship with superiors and other employees in the work environment. Organizational climate is the internal characteristics of a school that distinguishes one school from another (Hoy, Smith, & Sweetland, 2002). Raza (2010) cited that one of the most difficult problems in educational research is that of recognizing the teacher effectiveness; i.e., discriminating between more effective and less
effective teachers (Coleman, 1998). Teachers’ performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers’ effectiveness. Teachers who perform better and who are more involved with their students allow for better grades and learning on the part of their students (Lazaro, 2011).

Despite extensive research, discussion and debate on how to predict teacher success, teacher performance is considered complex and remains difficult to predict. Not surprisingly, little empirical research has actually been conducted on the area, especially from the perspectives of teachers. Very few studies have focused on teacher performance and the results are inconsistent and inconclusive. Teachers are still uncertain whether they can rely on some specific characteristics of performance (Lavigna, 1992).

The school head’s job is complex and demanding, it is becoming more demanding with each passing year. The task of recruiting and retaining heads of schools and bad teachers is a disuniting one. It is time to modify and change the role of the heads of schools, nothing could be more important than recruiting and retaining heads of schools to lead our schools in the twenty-first century. One of the most persistent findings from research on school is the symbiotic relationship between professional development and school improvements. School improvement cannot occur without a closely connected culture of professional development. Staff development cannot be separated from school improvement (Fullan, 1991).

District leaders primarily create working conditions that are aligned, trusting, share clarity of values, focus on the future and are conducive to supporting leader efficacy, which impacts teachers’ efficacy, leading to student performance. Some research has indicated that school leaders have an indirect effect on student achievement; there are indeed identified
leadership traits that are more conducive to increasing student performance by enhancing working conditions and the educational environment. The suitable human relationships among heads of schools, teachers, and students are the most important of instructional goals. The heads of schools as leaders have an important role to accomplish this order. In fact, good leader behavior of the heads of schools is essential for their ever-increasing professional growth as well as for creating a good emotional climate in the school. Head of school with bad leader behavior not only tends to incapacitate himself for the performance of his multifarious duties in the schools but also creates difficulties and problems for his subordinates.

Although much of the research indicated that school leaders indirectly impact student achievement, it is important that principals and other administrative personnel identify and develop a leadership style or model that fits the school’s needs and culture, and would lead to enhanced school performance (Rautiola, 2009), therefore, it was assumed that this study would be of interest to human resource administrators, and persons who work directly with school teachers and also results of the study would assist the teachers in clarifying their attitudes about their jobs.

1.8 Statement of the Problem

The present research theme is conceived under the title “Influence of gender and type of school on leadership behavior, organizational climate and job performance among school teachers”. The study is generally important for the all concerned persons who are directly involve in developing and establishing the education system at school level.