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CHAPTER – I

PROBLEM AND ITS IMPORTANCE

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CHAPTER - I

PROBLEM AND ITS IMPORTANCE

RATIONALE

The alarming wastage and stagnation of pupils at the primary level of education the public examination of secondary school in Gujarat is an eye opener to any . Pupil's academic achievement is dependent on the famous 'triad' of the education. ;hool, the teacher and the principal. Each component of education is vital and lated in the academic achievement in the classrooms. How does each of these nents percieve the locus of control for responsibility for academic achievement of upils ? This would be a basic and major research question for the present study.

Effective and Ineffective Principals

The National Education Association in America declared the typical head tends harge his organisational responsibilities in a more or less perfunctory manner and e supervisory efforts of the heads are not of very high performance. Kimbrough also conducted a research on the behavioural characteristics of effective utional administrators. But the major break through in this field has been made by nnesee University Department of Education who worked for six years in finding vavioural characteristics differentiation between effective and ineffective school als. The Tennessee Project revealed that behavioral characteristics apparently a difference in the degree of success a person enjoys in educational istration. They prepared a rating guide to measure some areas of behavioural teristics which are most critical.
Background of Leadership Behaviour Study

Early research and theory formulation in this area was directed toward a unitary theory of leadership. Principle postulates of this theory were:

1. that there exists a leadership trait which is innate or inherent.
2. that leader alone possess it.
3. that individual varies in degree to which they possess it, and
4. the trait, when possessed, functions with equal force in variety of
   situations.

The theory implied that the trait could be identified and measured. To date, no such trait has been identified.

More recent efforts at research have focussed on "Leadership Behaviour" as situated from leadership. The focus here is on behaviour rather than the presumed capacity. This approach involves describing and measuring behaviour of the individual emphasizes the "how" rather than "what" of administrative behaviour. This aspect relates to the interpersonal relationship between a leader and those with whom is involved in administrative role. The Personal Research Board at Ohio State University had also undertaken a research with a view to finding out the dimensions of leadership behaviour and developed an instrument "Leadership Behaviour Description Questionnaire". Many researchers used this instrument for assessing leadership behaviour in various countries.

Notion of Leadership

The Inspectors of schools, Headmasters and Principals of schools have long been expected to play the role of leadership in education. These persons play a very important role in structuring the total environment conducive to the achievement of school
ion. Their interaction with the teachers is one of the most important factors which the quality of school education tremendously. Their ways of thinking, style of thinking and their strategies and values influence the teacher's way of working and to a great extent which, in turn, influence the quality of total education. But a people in the field of education feel that educational leaders force unquestioned force on teachers, deny them the right of self expression and self realization and that have as police inspectors. This attitude has led them to create a wide gulf between ching staff and the leadership authorities, culminating into the destruction of the morale of the staff. The leadership styles of these personnel wield a great influence e attitude of the teachers and the teacher morale of the schools.

**Purpose of Leadership in Secondary Education**

The general role of leaders has been considered, but what are the purposes to be secondary school administrators. It is probably little better than a truism that the purpose of any educational administration is to facilitate the teaching-learning s. The important consideration is to discover the specific purpose of educational istration.

**School Community**

For the most part, the secondary school principal needs to be a student of the community. The extent to which he understands and is understood by his unity plays a major role in determining his effectiveness.

**Goals and Policies**

The first area of administration leadership is in facilitating the development of goals and policies. The school principal does not develop the goals and policies, but he et the stage so that goals and policies are developed.
Development

Policies usually establish certain guidelines that indicate ways in which goals met. The principal has two tasks in meeting the purpose of policy development. He and his staff need to assist the superintendent of school in developing policy recommendations for the board. Secondly, he needs to facilitate the development of policies within the district-wise policy framework for his school.

Programme Development

The principal is to stimulate the development of programmes for teaching and learning rather than to develop such programmes.

Procurement of Personal and Material

Once goals and policies have led to development of the programmes, the purpose of rational administration is to secure resources human and material to make the outcome of teaching and learning work. What kinds of teachers and other professional personnel do the programme require? What the physical facilities needed to house the programme? What supplies and equipment do teachers and pupils need to make the outcome of teaching and learning succeed? What non-teaching personnel are needed and what supplies and equipment will they need to support the programme? These questions are faced by the principal.

Learning and Teaching

The secondary school Principal is not administering a factory nor an advertising agency; he is administering a school. All his efforts must somehow be related to the purpose of school teaching and learning.
Morale and its Relationship with Leadership.

Morale, as it is conceived of here, assumes first of all, that one's basic needs for existence and physical security are, or will be, relatively met. It is not rational to think that a high state of morale will exist in a work situation, no matter what the job or personal ingredients are, if a person is hard pressed financially or has high concern for health and safety. Following this assumption, it is hypothesized that a high state of morale will exist where a competent person has responsible freedom of establishing healthy rapport with his head and among their colleagues, has an adequate teaching load to pursue under well-established security for his service, enjoys meaningful work and above all experiences fair amount of status for his profession.

Any person can work with his hands or feet. But the work is beautiful and creative only when one pours his heart in doing things; such persons are called craftsmen because they use their hands in work. The craftsmen can be artist if they use their heads in doing things. Teacher's profession belongs to the category of artist, where he has to use his hand, heart and head for effective teaching. Many a gem in teaching profession come to wither and die only because they do not find proper environment to work with. The educational environment of the school is made or marred by the leader of the school. He can unfold the potentialities of a teacher and bring out the best in him only if he has the leadership qualities in a person called Principal. He is not doing the actual job. His presence only is sufficient to direct the affairs of the teachers. He is a CATALYTIC AGENT who is responsible for making the environment in which teachers and pupils are carried into the flushing of educational activities whole-heartedly. So everything in a school hinges around the Principal and the teacher morale.
Teacher Responsibility

The development of a country depends on the development of its citizens. The formation and imbibement of the knowledge of science and technology in an individual leads to the prosperity of the country. The teacher, therefore, is a highly sible agent of nation building.

Comprehensive Objectives of Education

The main objectives of education are:

1. to prepare individual for today and tomorrow,
2. to make them good citizens,
3. to make them efficient producers, and
4. to make them increasingly learning members of the society so that they can and contribute to civilization.

The present education seems to be a failure. The effectiveness of the school es doubtful. Against this background, The person likes Evan Elich proclaims that he to make "DE SchooLing OF SOCIETY" on operative motto. This means thatool is no longer a medium for which it was nurtured in the society. The school lost ma and utility as an institution. This exudation reflects the situation which points to veness of the teacher, though teacher is a vital but a costly input of education, its veness is not so much stressed.

An excellence of school career is never a product of accident but always a result implementation of many factors by the ablest persons in the organisation. The by pupils happens in school because of many things united in purpose for their rations. These are teachers, principal, the school climate and the teacher's morale.

The educational productivity is the function of teacher effectiveness which in turn is on the organisational climate and the teacher morale of the institution. Adequate of teachers having essential paper qualification for the job is no guarantee for
activity in education. Without positive teacher morale and school climate that is the effectiveness of teachers, a nation faces an inherent risk. To redeem a nation such a risk, the aspects of teacher morale should be studied in the context of school e and the professional responsibility of teachers and the leadership behaviour of the pal, and the defects found, would be readily corrected.

There are various inter-relationship among the variables such as:

1. school climate affects teacher morale
2. Leadership behaviour affects the school climate and teacher morale
3. Teacher morale induces effective school education

Hence effective school education is the result of many factors.

The school is a socio-psychological system in which the organisational behaviour function of homothetic dimensions. The homothetic dimensions spells out the are needed to attain goals created by school. To make the institution effective, roles signed to its members. Role expectations are the rights and duties assigned to a role. define the expected behaviour of the role incumbent. Within these organisational istrators and their subordinates interact in such a way to determine the efficiency ffectiveness of the organisation's operation. A foundation for such operation is the g compliance by the subordinates with their administrator's directives.

**Statement of Problem**

It is because this hypothesized crucial linkage among the school climate, ship behaviour and teacher morale the investigator felt the need to investigate the onship of each variable with the other variable in the present set-up of the secondary l. The earlier studies have reported school climate, leader behaviours and teacher e solitarily by simple group methods or in some cases using bivariate designs. The it investigator views the problem as a gestalt which is intermingled of many threads
Teacher morale and teacher responsibility is a fabric resulting from leadership behaviour and other concomitant variables in the school situation. In making teacher succeed in education, teacher's role, principal's behaviour and teacher's morale should be looked into. Then and only then the variables contributing to success of efficient education can be ascertained. Hence the problem of the research undertaken is as under:

"An investigation into the relationship between the Leadership Behaviour of the Heads and the Teacher's Morale of the Secondary School of the Ahmedabad city and their impact upon the academic achievements of the Pupils."

**Definition of the Terms**

The following words needed explanation:

**Leadership Behaviour of the heads.**

Success of the principals in getting a work done is largely dependent on their teacher's desire and ability to do their jobs. When people go to work, they usually want more than anything else to feel important, to feel that they make a difference. They want to be long and treated with respect. If you satisfy these needs for teachers, they will walk the ends of earth for you. Leadership behaviour is defined as the administrative acts of the principal of the school. Halpin and Winer made an analysis using data collected from air crews, revising original measuring instruments to adopt it to the respondent group. 150 items were used, with appropriate rewarding, and the number of dimensions reduced to eight. Treatment of the date indicated that five of eight were sufficient for describing the entire poster, that and the correlation of the 130 items with these five dimensions. Were regarded as a matrix of oblique factor loading. These item loading then factor analysed and the results related, producing four orthogonal factors:
nsideration: Behaviour indicative of friendship, natural trust, respect and warmth.

tiating structure: Behaviour that organizes and defines relationship or roles, and
ablishes well defined patterns of organization, channels of communication and
gs of getting jobs done.

duction Emphasis: Behaviour which make up a member of
ivating the group to the greater activity by emphasizing the mission or job to be ne.

itivity (Social Awareness): Sensitivity of the leader to, and his awareness of
al interrelationships and pressure inside or outside the group.
alpin and Winer analysis has been the more widely known and used.

acher Morale:

Morale is a complex concept. It is related to individual as well as group. It
is also a related rather than absolute concept. It connotes predisposition, attitudes,
feeling of belongings, identification or ego involvement in one's jobs,
Satisfaction and maximum adjustment. American Association of school
Administrators describes 'morale' from an administrative point of view that, a
disposition on the fulfillment of purpose of the enterprise. The details of
description can be quoted as:

"Morale is a disposition on the part of the persons engaged in an enterprise
to behave in ways which the enterprise exists for. When this position is strong,
morale is said to be high. It manifests it self in a tendency to subordinate personal
consideration to the purpose of the enterprise, to work as a member of the team for
the accomplishment of common goals and to the satisfaction from the
achievements of the organizations. When the position towards the achievement of
the common purposes is weak, morale is said to be low. Low morale is
characterized by behaviour that is obstructive or non-contributory to the common purposes, by failure to derive personal satisfaction from group achievement and by a tendency to elevate personal interest above the purposes of the enterprises.

Morale can be described in terms of congruence between individual's perception of himself and what he would wish himself to be. It can be high in certain fields and low others. Good morale is important; it is conducive to more and better work and learning.

From these, it can be concluded that:

Morale is:

(I) an individual's general emotional and mental disposition or attitude and feeling, towards his job or any other specific situation,

(II) the mainspring of an individual's behaviour towards his fellow-workers and organization or institution of which he is a part.

(III) the prompter of efforts and pursuits for the realisation of group goals.

(IV) The determinant of individual's productivity and production,

(V) The promoter of the health and well-being of the individual and the group.

Characteristics of School, Teacher and the Principal

(a) School

One of the main characteristics of the school is climate.

Halpin and Croft refer "Climate" as "the personality of the school". The meaning of climate as conceived by Halpin and Croft is "the product of interplay among the rational principles, individual needs and information group variables measured through eight dimensions and represented on a continuum". The dimensions are according
The climate on the num are: open, autonomous, controlled, familiar, paternal and closed.  

(b) Teacher  

It refers to teacher's morale. According to Bentley and Rampel's concept which is professional interest and enthusiasm that a person displays towards the achievement individual and group goals in a given job situation.  

(c) Principal  

It means principal's leadership behaviour. It is defined as the administrative acts of the principal in secondary schools. It denotes the two leader dimensions of Initiating structure and consideration as described by Halpin, that refers to relationship of the leader between himself and the members of the group. The moderation type of behaviour reflects friends, mutual trust, respect and warmth in onship between himself and the members of the group.  

Objectives of the study  

(1) To access the organisational climate of both these categories of schools by nistration of OCDQ scales to teachers. From the "openness" scores of these schools, would be categorised into "open" and "closed" climate schools.  

(2) To assess the leadership behaviour of the principals of the school and they be grouped under four principal characteristics or quadrants.  

(3) To assess the teacher morale by administering to teachers the Purdue Teacher ile Inventory (PTMI) and the teachers be categorised into High and Low morale ps.  

(4) To compare the contributions of different variables of school climates, ipal behaviours and teacher morale towards academic achievement of pupils by ilating components of variance.
1.12 **Formulation of Null Hypotheses**

The following null hypotheses would be generated and put to appropriate statistical tests:

1. There is no significant relationship between the "openness" scores of the schools and their orientation to successes and failures.
2. There are no significant mean differences among the various behaviour characteristics of teacher and principal of open and closed climate schools.
3. There is no significant mean difference between LBDQ scores of real and ideal frames of references.
4. There is no significant mean difference between LBDQ scores and IS and C.
5. There is no significant mean difference between LBDQ scores of teachers of open and closed climate schools.
6. There is no significant interaction between/among the independent variables in the production of LBDQ scores.
7. There is no significant difference in the morale status of schools with regard to PTO factors.
8. The different leadership behaviour of the principals belonging to different quadrants has no different impact upon the teacher morale.
9. There is no significant relationship between the different PTO factors and morale scores.
10. There is no significant interaction between quadrants of LBDQ and PTO factors in the production of morale scores.

1.13 **Limitations of the Study**

The present study has following limitations

1. This study is restricted only to the secondary high schools of Ahmedabad metropolitan city. Only 40 success and failure oriented schools participated in the study.
(2) The study has been carried out on the basis of the responses of the teachers from the schools.

(3) In this study, leadership behaviour of the principals of secondary schools was taken as behaviour that they manifested in connection with running the school and not his social behaviour in the society.

1.14 **Scheme of Chapterization**

There would be six chapters of the thesis.

The first chapter deals with the introduction and importance of the problem.

The second chapter deals with the conceptual basis of organisation climate, teacher morale and leadership behaviour towards academic achievement of the students.

The third chapter deals with the critical studies of the past done in foreign and Indian situations.

The fourth chapter deals with planning and procedure of the study, wherein various variables and the plan of research together with the tools of measurement would be described in detail.

The fifth chapter would deal with the data and their interpretations after testing various hypotheses.

The sixth chapter summarizes the observations and conclusions. It would also suggest various research problems for further study in future.

Besides this, the study contains numerous graphs, tables, bibliography and appendices.
CHAPTER REFERENCES:


5. A. W. Halpin, the Manual of the Leader Behaviour Description Questionnaire. Columbus, Ohio : The Bureau of Business Research, Ohio State University 1957.


