CHAPTER 1

INTRODUCTION
Leadership and Leadership Behaviour

The word leadership has a broad connotation. It is a prominent and complex interpersonal issue in any group. It can be understood by considering the leader, the situation and the persons being influenced. It is the action of an individual to influence another towards set goals.

Leadership includes the notion that several functions are being enacted that enable a group to perform successfully (Stogdill, 1974). These qualities include managerial competence, including planning, organizing, and directing efforts the second set of tasks includes enhancing human relations and various inter-personal skills that help individual and group motivation.

A leader is thus one who enhances the possibility of attainment of group goals. Leadership may be viewed as a transaction between that person or (persons) and the group. For the most part, this transaction involves an implied interpersonal contract. The followers agree to bestow authority upon an individual. In return, the leader agrees to help the group to attain one or more objectives (Cratty, 1989).

However, leadership is not simply a characteristic of a single person. It is rather a complex social relationship, the behavioral process of influencing individuals and groups towards set goals (Barrow, 1977).
Thus, leadership is a complex relationship that cannot be understood without considering not only the leader but also the situation and the persons who are being influenced (followers) (Gill, 1986).

According to the Dictionary of Education, leadership is the ability and readiness to inspire, guide, direct or manage others.

Wiles (1950), describes that leadership is contribution to the establishment and attainment of group purposes.

Hemphill (1949) says that leadership is the behaviour of an individual who is involved in directing group activities. It is the attitude and culture patterns of a large number of people (Bogardus, 1950). In the words of Figors (1935), leadership is a process of mutual stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause.

Haiman (1950) states that it is a process by which an individual directs, guides, influences or controls the thoughts, feelings or behaviour of other human beings.

Boles and Davenport (1975) talk about leadership as a process in which an individual takes initiative to assist a group to move towards production goals that are acceptable, to maintain the group, and to dispose of those needs of individuals within the group that impelled them to join it.
For the process of leadership to occur, there must always be a group of persons (two or more) and their interaction. Leadership is always (i) relative to a situation; (ii) directed towards some goals; (iii) a process of mutual stimulation; and (iv) social interaction (Gibb, 1968).

Kohn (1977), views leadership as getting people to do what the leader wants them to do because he has influenced or inspired them to believe that this is what they want to do. In larger organizations leadership may be defined as influencing and emerging of people to work together in a common effort to achieve the purpose of the enterprise (Sachdeva, 1981).

According to Gibb (1954), there are three conditions as essential to leadership activities, (i) there is a group; (ii) the group is unified around mutually agreed goals; (iii) certain tasks of goals have been assigned officially or unofficially to the various group members.

To perform the functions of leadership, an individual must exhibit as a part of his personality, character and some other qualities which distinguish him from other members of the group.

Leadership is an activity of influencing people. It has also been considered as a interaction between an individual and a group built around some common interests and behaviour as directed by the leader.
As Hollander and Julian (1969) have suggested, an appropriate definition for leadership is the term "influence".

An implication inherent in this view is that in leader-subordinate interaction there is reciprocal influence; the leader exerts influence on the subordinate (or group), the subordinate (or group), in turn, influences the leader.

A second implication, of course, is that leadership, the exerting of influence, may be inferred either through the behaviour of leaders or the resultant behaviour of their subordinates.

It is the activity of influencing people to co-operate towards some goal which they come to find desirable (Tead, 1935).

Stogdill (1950) says that it may be considered as the process (act) of influencing the activities of an organized group in its efforts towards goal setting and goal achievements.

Schmidt (1937), talks about leadership as the relation between an individual and a group built around some common interest and behaving in a manner directed or determined by him.

Leader is a group member whom others follow because he has demonstrated mastery of the social relationship in
the group and, as a consequence, becomes its centre of living (Brown and Jenning, 1956).

It is a relationship among individuals or among groups in which some people's attitude and judgement carry greater weight than others (Pierce, 1955).

As leadership is a skill in human relationship, "It is a relation between persons such that the ideas (will) of one person are being accepted and followed by the other persons" (Haskew, 1951).

This concept of leadership obviously encourages personal and social development of the group members. It relates itself to a sympathetic concern for others, promotes better understanding between them and assures security of feelings for each other.

Leadership has been considered to be those acts which initiate structure-in-inter-action, that is, delineate relationships between leader and follower and establish well-defined patterns of organization, channels of communication, methods and procedures; and those acts which show consideration, that is, indicate friendship, mutual trust, respect and warmth between leader and follower (Hemphill and Coons, 1950).

Hills (1949), Gross (1961) and Bowers and Seashore (1966) suggested that leadership is not limited to these two factors, Stogdill (1963) listed ten additional factors: representation, demand, reconciliation, tolerance of
uncertainty, pursuasiveness, tolerance of freedom, role of assumption, production emphasis, predictive accuracy, integration and superior orientation.

A leader must possess certain traits other than those of his followers. According to Boles and Devenport (1975), and Stogdill (1948), he must exceed the average members of his group in intelligence, scholarship, dependability in exercising responsibilities, activity and social participation.

The skills required in a leader are determined, to a large extent, by the demands of the situation in which he is to function as a leader. Leadership should be evaluated in terms of the interactions of variables which are in constant flux and change.

The various traits in the studies of leadership have been identified. A large variety of characteristics has been associated with group processes and the leader-followers relationship. This interaction of leader-followers has been termed as leadership behaviour.

According to La Piere and Farmsworth (1942), leadership is a behaviour that affects the behaviour of other people more than their behaviour affects, that of the leader.

Hemphill (1949) says, "Leadership is the behaviour of an individual who is involved in directing group activities".
Morphet, Johns and Reller (1960) viewed leadership in terms of leader behaviour. According to them, any person provides leadership for a group when he: (i) helps a group to define tasks, goals and purposes; (ii) helps a group to achieve its tasks, goals and purposes; (iii) helps to maintain the group by assisting in providing for group and individual needs.

Leadership behaviour is not a single unitary phenomenon. Its manifestations vary with the demands of the moment and of the setting. The leader exhibits a behaviour which is indicative of his ability to advance the purpose of the group, as also competence in administrative functions. His behaviour is characterised by the ability to inspire the group to greater activity, or to set the pace for the group. His behaviour is relatively free from activities serving only his own interest (Hemphill, 1949).

Shartle and his co-workers (1952), laid down nine characteristics of leadership behaviour, namely: frequency with which a leader originates, facilitates, or resists new ideas and new practices; mixing with the group and leading to informal interaction between himself and members; defends his group against attack and advances the interests of his group and acts on its behalf; subordinates' individual behaviour, encourages pleasant group atmosphere the relationship among members in the performance of their task; takes over decision-making; facilitates the exchange of information; approves or
disapproves the conduct of group members; and prods members to greater efforts and achievement.

Cleven and Fiedler (1956), Maier and Salem (1952), Torrance (1957), Schutz (1961), Amidon and Flanders (1961), and Katz and Kahn (1960) found that effective leadership involves; (i) ability to discriminate clearly among subordinates, (ii) ability to maintain emotional distance from followers, (iii) interest in task, (iv) ability to encourage minority opinions, (v) ability to allow participation and expression of divergent judgements, (vi) ability to accept diverse decisions, (vii) ability to carry out functions other group members not performing, (viii) ability to participate and work indirectly, (ix) ability to delegate authority, and (x) planning ability (Elizabeth and Leala, 1974).

Therefore, leadership is not a passive state nor does it devolve upon a person because he possesses some combination of traits. Leadership status is acquired through the interactions of group in which the leader participated and demonstrates his capacity for assisting the group in completing the tasks set before it.

Organizational Climate

In any institution, there exists a system of subtle and pervasive interpersonal effective relationships called climate. This climate reflects its history of internal and external struggles and type of people. It attracts its work processes and physical layout, the modes of communication
and the exercise of authority within the system (Waller, 1932).

A great difference exists in educational organizations, not only in their building and composition of faculty members and students, but also in their own individuality and uniqueness. This individuality and uniqueness may be called as the environment of the organization, tone of the organization, the climate of organization or personality of the organization.

An organizational climate can be open, autonomous, controlled, familiar, paternal or closed. An open climate is characterised by high scores on esprit, thrust and consideration, and low scores on disengagement, hindrance and production-emphasis, where faculty members get equal opportunity to give their opinions in policy making or decision making and get full co-operation (Halpin, 1960).

Halpin (1954), Hemphill (1962), Minser (1963), say that there is a well-established systematic relationship, which exists between personality characteristics of principals and the way they perform their jobs. Teachers are very much affected by the personality of their principals. He is supposed to motivate and move the organization machinery as a whole to achieve the established goals.
Every organization differs markedly in its climate. Halpin and Croft (1963), identify six types of climates, (i) open climate, (ii) autonomous climate, (iii) controlled climate, (iv) familiar climate, (v) paternal climate, and (vi) closed climate. The first two, relatively are open climates; the third and fourth climates stress only one of the two major requirements, i.e. group maintenance or task accomplishment, the fifth and sixth climates are closed.

In the present study, both open and closed climates are into consideration.

The Open Climate

The open climate depicts the situation in which the members enjoy their jobs and are not burdened by mountains of busy work. The administrator's policies facilitate the faculty members to accomplish their tasks. On the whole, they enjoy friendly social relations with one another. They obtain considerable job satisfaction and are sufficiently motivated to overcome difficulties and frustrations.

The administrator represents an appropriate integration between his own personality and the role he is required to perform. He is flexible and genuine. He is in full control of the situation, and he provides leadership for the faculty.
The Closed Climate

The closed climate marks a situation in which the faculty member obtains little satisfaction in respect to either task-achievement and social needs. The administrator is ineffective in directing the activities of faculty members as they do not work well together.

The administrator is aloof and frequently says "we should work harder". But his words are hollow because he himself possesses little thrust and does not motivate the faculty by setting a good personal example. What he says and what he does are two different things. He is not concerned with the social needs of faculty members. Moreover, he does not provide adequate leadership for the group.

In open climate there is functional flexibility while in closed climate there is functional rigidity.

Leadership Behaviour and Organizational Climate

Climate of any organization (institution) is affected by the leadership behaviour of its leader (administrator), his personality, maturity, roles and activities performed by him. It is the leader of an organization who frames policies, takes decisions, sets goals and makes efforts to achieve them.

Without leadership, an organization is a muddle of men and machines. Leadership is the ability to pursue others to seek defined objectives enthusiastically. It is
the human factor which binds a group together and motivates it towards goals. Management activities such as planning, organizing, and decision making are dormant cocoons until the leader triggers the power of motivation in people and guides them towards goals. He transforms potential into reality. It is the ultimate act which brings to success all of the potential that is in an organization and its people (Devis, 1972).

Halpin (1966), observed that leadership is much affected by the organizational climate as perceived by teachers who are instruments in realizing the goals of education, and organizational climate is interaction that takes place between members of the organization when they fulfil their prescribed roles while satisfying their individual needs.

Howsoever poor the performance of an organization may be initially, a good leader can potentially help in a reduction of interpersonal conflicts and thereby bring about a marked improvement in its overall output and functioning.

On the contrary, a leader lacking in good qualities becomes instrumental in deterioration of the general standards of his organization.

Hence, leadership has real impact on the organization as it stimulates the organizational activities in an appropriate way according to the prevailing conditions. Organization as a whole becomes healthier.
The key tasks of leadership are of the definition of institutional mission and role, the institutional embodiment of purpose (i.e., building the mission into the organization's social structure), the defence of institutional integrity, and the ordering of internal conflict.

The default of leadership may be manifest in the failure to set goals which permits the organization to "drift" or the failure to convert members to chosen goals so that they enjoy only a superficial acceptance and do not genuinely influence the total structure of the enterprise.

Leadership creates and moulds an organization embodying - in thought and feeling, and habit - the value premises of policy. It reconciles internal strivings and environment pressures, paying close attention to the way adaptive behaviour brings about changes in organizational character. When an organization lacks leadership, these tasks are inadequately fulfilled, however, smooth the channels of communication and command (Eldriage, 1974).

Thus leadership is indispensible for an organization to be a success. A good leader (administrator) can lead to the achievement of both individual and organizational goals. Without leadership the group cannot proceed. With an inappropriate leadership, organizational goals could suffer and the workers may feel resentful, aggressive, insecure and dissatisfied.
Studies conducted by Brickner (1971) and Hudson (1983), show a high correlation between leadership and organizational climate.

Demographic Characteristics

Demography is a study of the size, territorial distribution and composition of population, change therein and composition of such changes, which may be identified as natality, morality, territorial movements and social mobility change of status (Hauser and Duncan, 1959).

Demography does not deal with the behaviour of individuals but with the aggregates of people or even part thereof. The numerical portrayal of human population is known as demography (Barclay, 1958).

In the present study, the demographic characteristics i.e. age, rural and urban background in terms of residence were taken in order to study the differences among the administrators and faculty members in their leadership behaviour and organizational climate.

It is presumed that with the advancement of age and experience, an administrator becomes stable, responsible, liberal in decision making, has the ability to carry out the institutional plans independently and has a greater sense of accomplishment in organizational policies and goals. He brings proficiency in the use of skills and abilities which result in success.
Explaining the rural and urban background, an administrator with urban background can supply expert technical direction to group activities and feels confident of his ability to get ahead. He affects all those individuals who work in the institution. He can provide more opportunities for growth and development of an organization and can administer it in a better way than an administrator with purely rural background.

In the present study, the researcher has attempted to find out the relationship of leadership behaviour and organizational climate taking into consideration the demographic characteristics of administrators and faculty members of physical education institutions in Punjab, Haryana and Delhi.

Statement of the Problem

The topic under study is "A Study of the Relationship of Leadership Behaviour, Organizational Climate and Demographic Characteristics in Physical Education Institutions in Punjab, Haryana and Delhi".

Objectives of the Study

The study has been conducted keeping in view the following objectives:

1. To study the relationship between leadership behaviour and organizational climate in physical education institutions in Punjab, Haryana and Delhi.
2. To compare the leadership behaviour of administrators and faculty members in teaching departments and non-teaching (sports) departments in universities in Punjab, Haryana and Delhi.

3. To compare the leadership behaviour of administrators and faculty members in physical education departments of universities and colleges of physical education in Punjab, Haryana and Delhi.

4. To compare the leadership behaviour of administrators and faculty members in all the thirteen institutions of physical education in Punjab, Haryana and Delhi.

5. To compare the organizational climate of teaching departments and non-teaching (sports) departments in universities in Punjab, Haryana and Delhi.

6. To compare the organizational climate in physical education departments of universities and colleges of physical education in Punjab, Haryana and Delhi.

7. To compare the organizational climate in all the thirteen institutions of physical education Punjab, Haryana and Delhi.

8. To compare the leadership behaviour and organizational climate among the administrators with respect to rural background and urban background in terms of residence.

9. To study the age-wise comparison of the leadership behaviour and organizational climate among the
Hypotheses

The study was conducted within the framework of the following hypotheses:

1. Significant relationship exists between leadership behaviour and organizational climate in physical education institutions.

2. Significant differences exist on leadership behaviour among the teaching departments and non-teaching departments in universities.

3. Significant differences exist on leadership behaviour among the physical education departments of universities and colleges of physical education.

4. Significant differences exist on leadership behaviour among the thirteen institutions of physical education.

5. Significant differences exist on organizational climate among the teaching departments and non-teaching departments in universities.

6. Significant differences exist on organizational climate among the physical education departments of universities and colleges of physical education.

7. Significant differences exist on organizational climate among the thirteen institutions of physical education.
8. An administrator having a sophisticated urban background may be more successful in leadership behaviour and organizational climate than the administrator purely with rural background.

9. Significant differences exist among the younger administrators and older administrators on leadership behaviour and organizational climate.

Delimitations of the Study

1. The present study has been delimited to eight universities and two colleges of physical education of Punjab, Haryana and Delhi.

2. The study has been confined to a population size of 22 physical education administrators, i.e., the directors, deputy directors, assistant directors and principals, and 121 other faculty members, i.e., professors, readers/associate professors, lecturers/assistant professors, and coaches.

The introductory chapter presents theoretical viewpoints on leadership and leadership behaviour, organizational climate and demographic characteristics, along with the relationship among leadership behaviour and organizational climate and finally the objectives of the study, hypotheses and delimitations of the study. The second chapter gives a survey of related literature. Methodology and procedure adopted for the study are
delineated in chapter III. The fourth chapter deals with the analysis of data and discussion of results product-moment correlation, mean, SDs, t-ratios, one-way analysis of variance and t-test. The final chapter, i.e., VI, contains a summary and conclusions. A bibliography follows at the end of the research report.