CHAPTER V

SUMMARY AND CONCLUSIONS
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 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 procedure; and those acts which show consideration, that is, indicate friendship, mutual trust, respect and warmth between leader and follower.

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.

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 the organization or personality of the organization.
Every organization differs markedly in its climate. In the present study, open and closed climates are under consideration.

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

Climate of any organization (institution) is affected by the leadership behaviour of its leader (administrator), his personality and 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.

Hence leadership has real impact on the organization as it stimulates the organizational activities in an appropriate way according to the prevailing conditions. The organization as a whole becomes healthier.

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.

The main objectives of the present study were:

1. To study the relationship between leadership behaviour and organizational climate in physical education institutions 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 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 in 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 leadership behaviour and organizational climate among the administrators and faculty members of physical education institutions in Punjab, Haryana and Delhi.
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 in 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.

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

Method and Procedure

With a view to identify the relationship between leadership behaviour and organizational climate in physical education institutions, the descriptive survey method was used.

Target Population

A total sample of 143 administrators and faculty members working in eight universities and two colleges of physical education in Punjab, Haryana and Delhi was included.

Each university teaching department has one head, professors, readers, lecturers and coaches. Non-teaching (sports) departments have directors, deputy-directors, assistant-directors and coaches, while in colleges there is a principal, lecturers and coaches. All of them were included in the study. (Deputy-director from Maharishi Daya Vardh University, Rohtak could not be contacted).

Tools Used

The following tools were used for data collection:
1. Leader behaviour description questionnaire-LBDQ (Halpin, 1966).

Leader behaviour description questionnaire was to measure the leader behaviour, administered by the Personnel Research Board at Ohio State University.

The LBDQ identifies two dimensions as fundamental to leadership-initiating-structure and consideration.

2. Organizational Climate Description Questionnaire Form IV-OCDQ (Halpin and Croft, 1963).

The OCDQ Form IV consists of sixty-four items. Eight dimensions of organizational climate namely: disengagement (ten items), hindrance (six items), esprit (ten items), intimacy (seven items), aloofness (nine items), production-emphasis (seven items), thrust (nine items) and consideration (six items) are measured through the questionnaire.

In demographic characteristics, only age and background characteristics were taken into consideration.

(i) Age between 24 to 60 years.

(ii) Background characteristics in terms of residence = Rural, Urban.
Statistical analysis of data:

The following techniques were used for analysing the data:

1. Descriptive Statistics: Means and Standard Deviation for all the measures of leadership behaviour, organizational climate and demographic characteristics were obtained in order to calculate the average perception of the problem as perceived by administrators and faculty members of universities and colleges of physical education.

2. Product-moment correlation was calculated in order to see the relationship between the measures of leadership behaviour and organizational climate.

3. t-ratio was worked out to compare the mean on various groups of leadership behaviour, organizational climate and demographic characteristics.

4. One-way analysis of variance and further t-test were employed to see the differences in thirteen institutions of physical education on leadership behaviour and organizational climate.

Conclusions

As evidenced by the findings provided by the testing of the nine hypotheses of the present study, the following conclusions were drawn.
Conclusions based on correlation

Out of eleven dimensions of leadership behaviour and organizational climate, initiating-structure was found to be significantly and positively related with six dimensions of organizational climate namely, disengagement, hindrance, intimacy, aloofness, production-emphasis and thrust. This implies that the administrators' initiating behaviour determined organizational climate of physical education institutions.

The positive and significant relationship was also observed between consideration and four dimensions of organizational climate, i.e., esprit, intimacy, aloofness and thrust. This is indicative of the fact that consideration shown by the administrator to his faculty members go towards developing the congenial organizational climate.

The total of leadership showed significant and positive relationship with organizational climate as well as with its five dimensions namely, disengagement, esprit, intimacy, aloofness and thrust.

The results of correlational analysis confirms that leadership behaviour is conducive to good organizational climate. The administrator of an institution holds the key position in building the institutional climate. On the basis of the results of present study the initiating-structure and consideration are closely linked with organizational climate. Thus it can be concluded that the administrators
of physical education in the present study are attaining the organizational goals with the help of the faculty members by initiating actions and getting things done by defining and structuring their roles, having mutual trust for their ideas and consideration for their feelings.

The present study has studied open and closed climate on the basis of inter-correlation between the eight dimensions of organizational climate. Twenty-two inter-correlations were found to be positive and significant out of twenty-eight correlations.

This shows that an open climate of physical education institutions explains friendly social relations, social need satisfaction and sense of job accomplishment among the faculty members. The administrators obtain the co-operation of faculty members in achieving organizational goals by allowing them to participate in decision making.

In the light of the results the first hypothesis, "significant relationship exists between leadership behaviour and organizational climate in physical education institutions", is totally accepted.

Conclusions based on t-ratios

No significant differences were noted on the three dimensions of leadership behaviour namely, initiating-structure, consideration and total of leadership between administrators and faculty members of teaching departments
and non-teaching departments in the universities and physical education departments of universities and colleges of physical education.

Thus the results of the study do not support the second and third hypotheses that: "Significant differences exist on leadership behaviour among the teaching departments and non-teaching departments in universities", and "Significant differences exist on leadership behaviour among the physical education departments of universities and colleges of physical education".

Conclusions based on one-way analysis of variance and t-test

One-way analysis of variance and t-test on three dimensions of leadership behaviour, namely, initiating-structure, consideration and total of leadership indicated that physical education administrators and faculty members vary on leadership behaviour in all the thirteen institutions of physical education.

Initiating-Structure


The Sp. Deptt. of K.U.K. differs from six out of seven institutions namely, Sp. Deptt. of M.D.U. Rohtak,

The Sp. Deptt. of Pbi. Uni. ITA. differs from one out of three institutions, i.e., G.C.I.P. ITA. This college has low scores on initiating-structure as compared with Sp. Deptt. of Pbi. Uni. ITA.

The G.C.I.P. ITA. differs from S.K.R.C.F.F.E.B.N. This college has high scores on initiating-structure as compared with G.C.I.P. ITA.

This leads to the conclusion that Sp. Deptt. of H.A.U. has low initiating-structure and Sp. Deptt. of H.A.U. Rohtak has high initiating-structure out of all the thirteen institutions. Therefore, the administrator of Sp. Deptt. of H.A.U. Rohtak initiates the faculty members towards the achievement of goals. On the contrary, the administrator of Sp. Deptt. of H.A.U. is not establishing well-defined patterns of organization, communication and procedures.
Consideration


Sp. Deptt. of F.A.U.LDH. have high scores on consideration and one institution, i.e., Sp. Deptt. of K.U.K. has low consideration as compared with Phy. Edu. Deptt. of K.U.K.


The Sp. Deptt. of Fbi.Uni. PTA. differs from one out of three institutions, i.e., G.C.F.E. PTA. This college has low scores on consideration when was compared with the Sp. Deptt. of Fbi.Uni. PTA.

The Sp. Deptt. of F.A.U. LDH. differs from one out of two institutions, i.e., G.C.F.E. PTA. This college has low scores on consideration as compared with the Sp. Deptt. of F.A.U. LDH.
This leads to the conclusion that Sp. Deptt. of F.U.CHD. has high consideration and Sp. Deptt. of K.U.K. has low consideration out of all the thirteen institutions. Thus the administrator of Sp. Deptt. of F.U.CHD. is strong in his position and has good relations with his faculty members. On the other hand, the administrator of Sp. Deptt. of K.U.K. does not inspire an atmosphere of friendliness and trust in his institution. The faculty members are decreasing their working abilities.

Total of Leadership


The Sp. Deptt. of D.U.D. differs from three out of four institutions, namely, Sp. Deptt.of Fbi.Uni.PTA.,
S.K.R.C.F.S.B.M. and Sp. Deptt. of F.A.U. LDH. These institutions have high scores on total of leadership as compared with the Sp. Deptt. of D.U.D.

The Sp. Deptt. of FBI.Uni. FTA. differs from one out of three institutions, i.e., G.C.F.E. FTA. This college has low scores on total of leadership as compared with Sp. Deptt. of FBI.Uni. FTA.

The Sp. Deptt. of F.A.U. LDH. differs from one out of two institutions, i.e., G.C.F.E. FTA. This college has lower scores on total of leadership than the Sp. Deptt. of F.A.U. LDH.

The G.C.F.E. FTA. differs from S.K.R.C.F.S.B.M. This college has high scores on total of leadership as compared with the G.C.F.E. FTA.

The Sp. Deptt. of K.U.K. has low scores and Sp. Deptt. of M.D.U. Rohtak has high scores on total of leadership out of all the thirteen institutions. It can be concluded that the administrator of Sp. Deptt. of K.U.K. is not capable of facilitating and motivating the group activities in carrying out organizational tasks as compared to the administrator of Sp. Deptt. of M.D.U. Rohtak. He has established well-defined patterns of organization and channel of communication.

Hence the fourth hypothesis that "Significant differences exist on leadership behaviour among the thirteen
Conclusions based on t-ratios

The results of t-ratios indicated that the administrators and faculty members of the teaching departments and non-teaching departments in the universities differ on two dimensions of organizational climate namely, intimacy and aloofness.

Teaching departments have high intimacy and high aloofness as compared with the non-teaching departments in the universities.

This indicates that the faculty members have friendly social relations, they are more satisfied with their job, and the administrators are more impersonal in their behaviour in teaching departments as compared with non-teaching departments in the universities.

Thus the fifth hypothesis that: "Significant differences exist on organizational climate among the teaching departments and non-teaching departments in universities", cannot be accepted in totality.

Significant differences were noted on six dimensions, namely, esprit, intimacy, aloofness, production-emphasis, thrust and consideration of organizational climate between the physical education departments of universities and colleges of physical education.
The colleges of physical education have high esprit, high intimacy, high aloofness, high production-emphasis, high thrust and high consideration as compared with the physical education departments of the universities.

This leads to the conclusions that the college faculty members are achieving more in their profession and are more satisfied and secure in their job. Whereas the principals of colleges are not sensitive to feedback from the faculty but they treat the faculty "humanly" and try to do something extra for them as compared with the university administrators.

In the light of these results, the sixth hypothesis, "Significant differences exist on organizational climate among the physical education departments of universities and colleges of physical education", is not accepted in totality.

Conclusions based on one-way analysis of variance and t-test showed the differences on seven dimensions; disengagement, hindrance, esprit, intimacy, production-emphasis, thrust and consideration of organizational climate out of eight dimensions among the thirteen institutions, as perceived by administrators and faculty members of physical education.
Disengagement


The Sp. Deptt. of M.D.U. Rohtak differs from two out of five institutions, namely, Sp. Deptt. of D.U.D. and
Sp. Deptt. of P.U. FTU. Both institutions have higher disengagement than the Sp. Deptt. of M.D.U. Rohtak.

The Sp. Deptt. of P.U. FTU. differs from one out of three institutions, i.e., S.K.R.C.E.E.B.M. This college has low disengagement as compared with the Sp.Deptt. of P.U. FTU.

It can be seen on the basis of mean that the Sp.Deptt. of G.N.D.U. ASR. has low disengagement and Phy.Edu.Deptt. of G.N.D.U. ASR. has high disengagement out of all the thirteen institutions of physical education.

This leads to the conclusion that the faculty members of Sp. Deptt. of G.N.D.U.ASR. are completely engaged in the task. They do not bicker with the administrator's directives. They are doing well in task-oriented situation and may be working well unitedly. On the other hand, faculty members of Phy. Edu. Deptt. of G.N.D.U. ASR. are "going through the motions" but are not in gear with respect to task at hand. They take lesser interest in day to day activities.

Hindrance


The Sp. Deptt. of K.U.K. differs from one out of seven institutions, i.e., Sp. Deptt. of D.U.D. which has high hindrance as compared with Sp. Deptt. of K.U.K.

The Sp. Deptt. of D.U.D. differs from one out of four institutions, i.e., G.C.F.S. PTA. This college has low hindrance as compared with the Sp. Deptt. of D.U.D.

As is evident from mean, the Sp. Deptt. of G.N.D.U. ASR. has low hindrance and the Sp. Deptt. of D.U.D. has high hindrance as compared with all the thirteen institutions of physical education.

It can be concluded that faculty members of Sp. Deptt. of G.N.D.U. ASR. are free from hindrance in their way of doing work. The administrator has set up maximum procedures and regulations to facilitate the faculties tasks. Whereas in the Sp. Deptt. of D.U.D. has an excessive amount of
routine work and the administrator tends to hinder the faculty task accomplishment, few procedures have been laid to facilitate the work.

Esprit


S.K.R.C.S.B.K. These institutions have high esprit as compared with the Phy. Edu. Deptt. of K.U.K.

The Sp. Deptt. of K.U.K. differs from one out of seven institutions, i.e., G.C.P.E. PT.A. This college has high esprit as compared with the Phy. Deptt. of K.U.K.

It can be inferred on mean that Phy. Edu. Deptt. of K.U.K. has low esprit and Sp. Deptt. of Pbi.Uni. PT.A. has high esprit out of all the thirteen institutions of physical education.

This leads to the conclusion that faculty members of Phy. Edu. Deptt. of K.U.K. are dissatisfied with their social needs, with interpersonal relations, with working conditions and policies and practices of the institution. While the faculty members of Sp. Deptt. of Pbi.Uni. PT.A. feel a sense of achievement and social satisfaction from their job and are working with high morale.

Intimacy

The Phy. Edu. Deptt. of F.U.CH.D. differs from one out of twelve institutions, i.e., G.C.P.E. PT.A. This college has higher intimacy than the Phy. Edu. Deptt. of F.U.CH.D.

The Sp. Deptt. of F.U.CH.D. differs from two out of eleven institutions, namely, Sp. Deptt. of K.U.U. Rohtak and G.C.P.E. PT.A. Both institutions have high intimacy when were compared with the Sp. Deptt. of F.U. CH.D.


The Sp. Deptt. of M.D.U. Rohtak differs from one out of five institutions, i.e., Sp. Deptt. of E.U.D. It has lower intimacy than the Sp. Deptt. of M.D.U. Rohtak.

The Sp. Deptt. of E.U.D. differs from one out of four institutions, i.e., G.C.P.E. PTA. This college has low intimacy as compared with Sp. Deptt. of E.U.D.

The Sp. Deptt. of G.N.D.U. ASR. has low intimacy and Sp. Deptt. of M.D.U. Rohtak has high intimacy when all the thirteen institutions of physical education were compared with one another on the basis of mean.

Thus, it can be concluded that the faculty members in Sp. Deptt. of G.N.D.U. ASR. are impersonal with one another and are not satisfied with their social needs and job. On the other hand, faculty members in Sp. Deptt. of M.D.U. Rohtak, enjoy friendly social relations with one another and show a sense of task accomplishment.
Production-Emphasis


has low production-emphasis as compared with the Phy.Edu. Deptt. of K.U.K.


The Sp. Deptt. of G.N.D.U. ASR. has low production-emphasis and Sp. Deptt.of M.D.U. Rohtak has high production-emphasis out of all the thirteen institutions of physical education. It was found on the basis of obtained mean.

Therefore, it can be inferred that the administrator of Sp. Deptt. of G.N.D.U. ASR. is satisfied with faculty members' work. They are doing it easily and freely because the administrator plays a role of straw-boss. While in the Sp. Deptt. of M.D.U. Rohtak, the administrator's relations are not satisfactory with his faculty because he (administrator) dominates them.
Thrust


The Sp. Deptt. of F.U. CHD. differs from two out of eleven institutions, namely, S.K.R.C.P.S.E.M. and G.C.F.E. PTA. Both colleges have higher thrust than the Sp. Deptt. of F.U. CHD.


The Sp. Deptt. of F.A.U. LDH. differs from one out of two institutions, i.e., G.C.P.E. PTA. This college has high thrust as compared with the Sp. Deptt. of F.A.U. LDH.

On the basis of mean it has found that Sp. Deptt. of G.N.D.U. ASR. has low thrust and G.C.P.E. PTA. has high thrust as compared with all the thirteen institutions of physical education with one another.

This leads to the conclusion that the administrator of Sp. Deptt. of G.N.D.U. ASR. is not running the organization by setting a personal example of hard work, while the principal of G.C.P.E.PTA. sets an example by working hard himself.

Consideration

The Sp. Deptt. of F.U.CHD. differs from three out of eleven institutions. Two institutions, namely, Phy. Edu. Deptt. of H.A.U.H. and Sp. Deptt. of E.U.D. have low consideration and one institution, i.e., G.C.F.E. PTA, has high consideration as compared with the Sp. Deptt. of F.U.CHD.


The Sp. Deptt. of M.I.U. Rohtak differs from two out of five institutions. One institution, i.e., S.C.T.R., P.T.A., has low consideration and one college, i.e., S.K.R.C., P.T.A., has high consideration as compared with the Sp. Deptt. of M.I.U. Rohtak.


Out of all the thirteen institutions the Phy. Edu. Deptt. of H.A.U.H. has low consideration and S.C.T.R. P.T.A. has high consideration. It was found on the basis of mean.

Thus, it can be inferred that the administrator of Phy. Edu. Deptt. of H.A.U.H. cares little about how people feel, the important thing is to get the job done in his way. While the principal of S.C.T.R. P.T.A. possesses the personal flexibility to be genuine and treats the faculty humanly.

These results lead us to that the seventh hypothesis "Significant differences exist on organizational climate among the thirteen institutions of physical education", is not accepted in totality.
Conclusions based on t-ratios

The results based on t-ratio did not show significant differences on leadership behaviour and organizational climate between the administrators with urban background and with rural background.

Therefore, the eighth hypothesis, "an administrator having a sophisticated urban background may be more successful in leadership behaviour and organizational climate than the administrator purely with rural background", cannot be accepted.

Significant differences were noted on five dimensions, namely, initiating-structure, total of leadership (leadership behaviour), production-emphasis, thrust and consideration of organizational climate between the younger and older administrators and faculty members of physical education.

It can be concluded that the older administrators exhibit higher initiating ability and consideration. The work-load is well-planned and they direct the situation in an efficient way as compared with the younger administrators.

In the light of these results, the ninth hypothesis, "significant differences exist among younger administrators and older administrators on leadership behaviour and organizational climate", cannot be accepted in totality.