CHAPTER I
THE PROBLEM

1.0 Introduction

"The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership".

Hersey and Blanchard (1988)

According to the management guru Peter F. Drucker (1977), public service organizations like schools, colleges, universities, research laboratories, public utilities, hospitals and similar entities are all as much "institutions" as is the business firm, and therefore are equally in need of "management". In fact all such institutions have people who are designated to exercise the management function and are paid to do the management job - even though they may not be called "management" but "administrators", "principals", "directors", or similar such titles. Further Drucker emphasises that these public service institutions - to give them a generic name - are the real growth sector of a modern society. Indeed what now prevails is a "multi institutional" society than a "business" society.
Till Nobel Laureate Amartya Sen’s series of studies and writings on the importance of literacy and primary education, the field of education was considered a social goal rather than an economic goal. Invariably social goals have a tendency to be ignored by the state. However, when the goal becomes economic both the state and the people become willing participants. The idea of education as an economic goal of human resource development passionately advocated by Amartya Sen, transforms the entire concept. Schools, colleges, universities and teaching hospitals have grown today beyond the imagination of an earlier generation. They all have outlays of large budgets. In this context, the principles and practice of management enables such public service institutions to perform in an economical, efficient and effective manner.

On all sides there is a continued search for persons who have the necessary ability to lead effectively. This shortage of effective leadership is not confined to business alone, but is evident in the lack of able administrators in government, education, foundations, hospitals and every other form of organization. Thus, when the scarcity of leadership talent is decried, it is not a lack of people to fill such administrative bodies that one is talking about.
According to Hersey and Blanchard (1988) what is being agonised over is a scarcity of people who are willing to assume significant leadership roles in society and who can get the job done effectively.

1.1 Leadership Defined

According to Terry (1960) "Leadership is the activity of influencing people to strive willingly for group objectives". Tannenbaum et. al., (1959) define leadership as "interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialised goal or goals". Koontz and O'Donnell (1959) state the "leadership is influencing people to follow in the achievement of a common goal." Indeed most management researchers agree that leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. From this definition of leadership according to Hersey and Blanchard (1998), it follows that the leadership process is a function of the leader, the followers (or group) and other situational variable that is \( L = f(1,f,s) \). It is important to note that this definition makes no mention of any type of organization and is equally applicable whether the activities are centered on a business or hospital or
educational institution. In essence, from the above definition it follows that leadership involves accomplishing goals with and through people. Accordingly, a leader must be concerned about both tasks and human relationships.

1.2 Environmental Variables of an Organization

The environment in an organization including public service institutions like schools and colleges, generally consists of the leader, the followers or group, superior(s), associate(s), organization, beneficiaries (students in respect of schools) and job demands. In addition, the environment the leaders may face, have some other situational variables that are unique to it (parents in respect of school), as well as an external environment that has impact on it (for example, popularity of the school). Basically, the environmental variables, except job demands, can be viewed as having two major components - style and expectations. (Hersey and Blanchard, 1988).

Weaving such environmental variables dexterously, the leader/manager has the enviable task of creating a true whole that is larger than the sum of its parts, in short a productive entity that turns out more than the sum of resources put into it. This task requires the
leader/manager to bring out the best in himself and above all of the human resources under his charge, besides neutralizing whatever there is of weakness in the system.

The task of diagnosing a leader environment is very complex when it is realised that the leader is the pivotal point around which all other environmental variables interact. In a sense, all these variables are communicating role expectations to the leader. If expectations are to be compatible, it is important to share common goals and objectives. It is imperative for an organization's success that the leader positively influences the followers to accept the institution's goals and objectives as their own.

Environmental variables including the leader discussed above blend to constitute the whole organization together shaping its uniqueness or condition or state. A leader can at best harness the strengths of the organizations and mitigate its weakness or try to overcome such obstacles in the organization.

Leadership process may be thought of in terms of leadership style and the state or condition of the organization in terms of organizational health, both
being envisaged as key determinants for successful performance of an organization, particularly public service institutions.

1.3 Determining Effectiveness

No doubt, there is need for efficiency in all institutions. Since there is invariably no competition in the service field, there is no outward and imposed cost control on service institutions like schools and colleges as there is on business in a competitive market. However the basic problem of service institutions is not of high cost but lack of effectiveness. According to Drucker (1977) they may be very efficient - some are. But they tend not to do the right things.

One of the most important issues facing the applied behavioural sciences is that of human productivity - the quality and quantity of work. Productivity concerns both effectiveness (attainment of goals) and efficiency (resource costs, including the human resource costs). The crucial task of leader/manager is to make the organization perform with optimum productivity for a given condition or state of the organization. The extent to which the state or condition of the organization setting is favourable also determines its good performance.
1.4 School as a Social Organization

In a social organization like the school, there are a number of individuals working for a common goal. Each of these individuals brings to the work situation different background of their jobs. These demands depend on an individual's physical needs and social needs. These socio-physical needs and the sentiments associated with them vary with his social conditioning as well as the needs and sentiments of the people closely associated with him both inside and outside the organization. Spencer (1965) pointed out "A Social Organization is like an individual organism in these essential traits; that it grows and while growing it becomes more complex and its parts acquire increasing mutual interdependence, that its life is immense in length compared with the lives of its component units that in both cases there is increasing integration accompanied by increasing heterogeneity". According to Hinderson (1935) "Social Organization is regarded as a social system. By system is meant something which must be considered as a whole because each part bears a relation of interdependence with others".

Griffiths (1959) wrote "Formal organization is constructed to mean an example of individuals who perform distinct but interrelated and coordinated functions in order that one or more task can be completed".
Lorceh (1965) said, "Any organization can be usually conceived of as a socio technical system in which behaviour is influenced by a number of interrelated variables, including the individual predisposition of members, social structure, formal organization and the system social environment". Malpin (1969) concluded that, "an organization may be defined as a special kind of group - a social group whose members are differentiated as to their responsibility for accomplishing the group's tasks. Bernard (1969) noted, 'Organization, simple or complex is always an interpersonal system of coordinated human efforts, always there are purposes as the coordinating and unifying principles, always the necessity for personal willingness and for effectiveness and efficiency in maintaining the integrity of purpose. Complexity appears to modify the quality and form of elements and of the behaviour between them, but fundamentally the same principles that govern simple organization may be conceived as governing the structure of complex organization which are composite systems".

From the above definitions it may be inferred that an essential feature of organization is that it fulfils the five conditions of groups viz. definite interaction, common goals, inter-locking roles, shared norms and shared perception of unity. According to the
theory of Parsons (1954) social systems must provide the satisfaction of the minimum ideological and psychological needs of the members of the system. The word ‘system’ is used here as a synonym of groups and the organizations like school are to be studied as social system.

A system is composed of independent parts which are inter woven into a configuration called organizational system. Following the sociological traditions of Merton, Homans and Parsons, a model of social behaviour which elaborates Parsonian social system theory has been presented by Getzls (1958). The postulates of this model are:

1. Organization and social systems

2. Each social system has two dimensions, nomothetic (which defines the roles and expectation that fulfil the goals of the system) and ideographic (which relates to the individual, his personality, and need dispositions)

3. Both these dimensions are conditioned by the culture, its ethos and values and the environment, in its resources and its limitations.
4. Both these dimensions interact and the interactions give rise to a third dimension, the informal group, its norms.

5. All these dimensions result in the observed behaviour in the social systems.

Discussing the model with school as a social system, the schools are created by the society to achieve certain goals. To make the institutions effective, roles are assigned to its members. Role expectation are the rights and duties assigned to a role. They define the expected behaviour of the role incumbent. Thus the role of the teacher, or the role of the principal, each carries with it, certain expectations held by influential segments of the school community such as the principal, the teachers and perhaps the school management of the Department of Education.

1.5 School as a Social System

School system includes staff members who vary in level of education, sex, age, work experience, work expectations assignments, attitudes, skills and values. There are administrators, teachers, specialists etc. In addition to human elements, there are other system components. These include formal and informal organizations, and a number of subsystems such as instruction, supervision, leading administration etc.
School environment is a powerful force that plays a pivotal role in the all-round development of the learner. The more congenial the school environment, the better the development on the part of the student. Bloom (1968) described the school environment as, "providing a network of forces and factors which surround, engulf and play on the individual. Although some individuals resist this network, it will only be the extremes and rare individuals who can completely or partly escape from these forces. The environment is a shaping and reinforcing force which acts on the individual".

Each and every individual observes that a unique climate, atmosphere or personality is felt whenever even a small amount of time is spent with the personnel of a particular organization. This phenomenon can be perceived in schools, hospitals, factories and in every type of structure. The feeling is described variously by theorists. This feeling, resulting from the interaction of the roles of participants at various hierarchical levels of organization in a particular organization is referred to as the organizational climate. Sinclair (1955) used educational environment as synonymous to organizational climate.
This terminology was also used to refer to the organizational climate of a school as delicate balance of interpretation by persons in the organization of their jobs of roles, interrelationship to others and their interpretation of the roles of others in the organization. The concept of organizational climate which embraces the milieu of personalities, Principals and Teachers, interacting within the sociological and psychological frame work of an institution such as the secondary school.

As education aims at changing of behaviour, environment is a powerful variable which must be fully understood and considered while planning for the education of the children. Environmental studies provide valuable information about educational atmosphere or organizational climate and make it possible for educators to determine if current programmes are resulting in the types and the intensity of environment originally intended. The study of organizational climate of schools may help in maximising the utilisation of the available human and physical resources for creating a congenial atmosphere for students.
The above discussion reveals that a number of variables relating to evolution of the schools, educational planning, educational organization, educational administration and management are coming into the question of the effectiveness of the school system. Quite a number of studies have already proved that different variables have emerged as indicators of school effectiveness. Despauale (1996) brought out that faculty trust in the principal and faculty trust in colleges are important variables for the study of school effectiveness. Legaard (1991) pointed at the teacher commitment and the resultant school health variables and almost all climate variables were significantly correlated with organizational effectiveness.

Conceiving the school as a social organization, the leadership style of the head of the school and organizational health are considered as contributing factors to the effectiveness of the school. Thus the selection of the topic entitled "Effect of Leadership Style, Organizational Health on School Effectiveness" for the present study. In this study leadership style and organizational health are independent variables whereas school effectiveness constitutes the dependent variable.
1.6 Need for Investigation

The Indian school scenario formerly dominated by the governmental agencies and charitable institutions has been rapidly changing during this last decade. Education has gradually transformed itself as a dynamic industry rather than a service sector as it was conceived earlier. As the market players started to rapidly increase their share in this industry, the field of education is forced to opt for the highly professional management so as to produce better results to satisfy the consumers and thereby increase the profits/value addition. It is at this point that the school effectiveness is to be monitored by providing effective leadership so that the school will be able to sell their products/services effectively. This requires the school administrators to conceive and implement strategies and policies systematically and methodically with ample foresight so that the outcomes (quality of output) will be felt by the masses (consumers). School effectiveness thus becomes an indicator of operational effectiveness. Popularity of a school depends on how it is projected to the outside world while the academic excellence and growth in all fields are influenced by internal factors. All these will have a direct bearing on school effectiveness. In this context it is thought
necessary to investigate how far the leadership style of the principal or headmaster and organizational health of the school affect school effectiveness. Management research literature indicates that, leadership, process 'L' is a function of leader 'l', followers/group 'f' and situation variables 's' i.e., \( L=(l,f,s) \). Hersey and Blanchard), 1988).

1.7 Objectives of the Present Study

The following are the main objectives of the study.

1. To prepare tools for measuring the three variables, that is, Leadership style of Headmaster or Principal of a school, Organizational health of the school and Effectiveness of the school.

2. To compare the leadership style of the Principal, Organizational health and School effectiveness of the schools in Tamil Nadu and Kerala.

3. To study the relationship among Leadership Style of the Principal/Headmaster, Organizational health of the school and School effectiveness.
4. To predict School effectiveness in terms of the components of Leadership style and Organizational health.

5. To study the differences in the selected variables among different types of schools, that is, Boys only schools, Girls only schools and Co-education schools.

6. To compare the perceptions regarding
   i. Leadership style of the Principal/Headmaster
   ii. Organizational health of the school and
   iii. School effectiveness of the Principals, teachers, students and parents.

1.8 Definition of the Terms

a. Leadership Style

The leadership style depends on the inter-relationship among three elements i.e., \( L = f(l, f, s) \)

1. The quality, skills and the need of the leader i.e., \('l'\)

2. The need and expectation of the group or followers i.e., \('f'\)

3. The demand and expectation of the situation i.e., \('s'\)
Based on this, six factors (components) can be identified for the leadership styles.

a. Assertive administration
b. Constructional leadership
c. Assumption of responsibility
d. Personal vision
e. Decision making
f. Standard relationship style

The leadership style in the present study refers to the composite score assigned to response to a leadership style questionnaire measuring the above listed components of leadership style.

b. Organizational Health

The term organizational health denotes a combination of organizational culture and climate. Accordingly a healthy organization is one which will survive its environment but continue to grow and prosper over a long term.

The term organizational health in the present study, refers to the composite score assigned to the responses to an organizational health description questionnaire comprising items pertaining to the components - institutional integration, influence, consideration, initiation, structure, resource allocation, morality and academic emphasis.
c. School Effectiveness

A school is said to be effective if it is doing right things in a right way and strives to achieve its objective using its resources optimally, economically, efficiently and sufficiently.

In the present study, school effectiveness refers to a composite score assigned to the responses to a school effectiveness questionnaire comprising items pertaining to the components Principal/Headmaster performance, Teacher performance, Students performance, School resources and Popularity of the school.