CHAPTER II
CONCEPTUAL OVERVIEW
LEADERSHIP STYLE, ORGANIZATIONAL HEALTH AND SCHOOL EFFECTIVENESS

2.0 Introduction

The success of any enterprise is dependent upon the quality of its leadership. In a business enterprise several tasks such as determining the objectives of the enterprise, designing the methods to achieve them, direction based co-ordination of the activities of various departments etc. can be successfully performed only if there is able leadership "The will to do is triggered by leadership and lukewarm desires for achievement are transformed into burning passion for accomplishment by the skillful use of leadership" (George, 1960). Leadership is the lever to lifting of "Man's visions to higher sights", "to build man's personality beyond its normal limitations." Alford and Beauty (1951) in their Principles of Industrial Management define leadership as the ability to secure desirable actions from a group of followers voluntarily without the core of coercion. It is the human factor which binds a group together and motivates it towards goals. In this sense Davis (1967) wrote 'leadership is the ability to persuade others to seek defined objectives enthusiastically'.
2.1 Meaning of Leadership

Leadership has been explained as a behaviour that affects the behaviour of other people more than their behaviour affects that of the leader. It is a concept applied to the personality - environment relation to a desirable situation when a personality is so placed in an environment that his well being and insight into problem direct and control others in the pursuit of a common cause. Again, leadership is described as a process of influencing the activities of an organized group in its task of goal setting and goal achieving. Leadership in an organized system, especially in the lower echelons of that system, consists mainly in the desire to learn more about one's work and to keep in touch, with ideas and practices in other parts of the country, and the world. It also implies a heightened sense of responsibility and relationship to the world outside, the office or the institution in which one serves. Leadership of course includes the spirit of emulation and a certain desire for excellence. The development of leadership in the educational administration of our country requires the encouragement of the right kind of research for excellence and a desire for high achievement. If the system has in it no arrangement for recognizing and if possible rewarding true leadership, then it is vain to hope that by merely training people successful leadership can be secured.
Individuality of the colleague is respected in the Ideographic leadership. The leader does not exercise his authority for conforming. He takes into consideration, the needs of the individual personality. At times personality conflicts threatening the functioning of the system might arise. Individual institutional integration must be achieved to avoid such conflicts. It means the personlization of role and self actualization rather than socialization of personality and adaptation.

Transactional leadership is a compromise between the above two extremes of leadership styles. Such a leader appreciates the necessity for achieving institutional goals, but at the same time hopes that individual personalities will not be violated as they strive towards these goals. It has, therefore, taken into consideration not only the role and expectations of the institutions but also the flesh and blood of the people forming its part. The aim throughout is a thorough awareness of the limits of institutional and individual resources and demands within which administration must function. The transactional leadership - followership style is at once most often found or most actually desired and yet remains most rebellious and ill-defined. This illustrates the fact
that at the present state of knowledge, the handling of administration relationship must be considered as much an art as a science.

2.2 Style of Leadership

Several studies have been made about different styles of adult behaviour. These studies identify three styles of leadership as autocratic, laissez faire or anarchic and democratic. The basic difference in these styles is the location of decision-making function. Decision making function resides in the leader in the autocratic style; individual in the laissez-faire style and the group in the democratic leadership style. (Gordan Lippett, 1955). Autocratic leadership which is also too much direction leadership is characterized by the authoritarian attitude of the leader. The leader assigns tasks without consulting the members of the group. He seeks conformity on the part of persons to whom tasks are assigned. Argyris (1950) summed up, "If an executive initiates action, dominates policy, dictates the work techniques and activities, controls the feature, rewards and penalizes, controls and evaluates the subordinates he may be said to be 'directive' or autocratic leader".
The Laissez-faire executive i.e., the anarchic leader is supposed to have no confidence in his ability and consequently keeps busy in paper work or keeps himself away from employees. He does not give directions, and allows employees complete freedom for arriving at decision. He leaves too much responsibility to his assistants, does set clear goals towards which they are to work, and is incapable of making decisions or helping the group arrive at a decision. He tends to let things drift on their own.

Democratic leadership is characterized by the emphasis on group decision and group action. The leader seeks co-operation and does not try to dominate. The personality of the member of the group is respected. The democratic leader endeavours, as far as possible, to share with his group the decision making about work-planning, assignment and scheduling. Where he is required to make a decision, he helps the group to understand clearly the basis for his decision. He ensures as much participation, opinion-givings, and decision-making as possible, and a feeling of responsibility for the success of the works on the part of everyone.
2.3 Generalization on Leadership

There are different approaches to the style of leadership. A large number of studies have been made on the subject even though no conclusive results are arrived at. Mayer (1957) analyzed the existing and has drawn some generalization on leadership.

Leadership is the product of interaction and is not a status or a position. It cannot be structured in advance. The uniqueness of each combination of persons, of varying inter-actional patterns and of varying goals and means, and of varying forces within and without impinging upon the group will bring forth different leaders.

A leader in one situation will not automatically be a leader in another situation. Whether a person is a leader in a group depends upon the group's perception of him. The way a leader perceives his role determines his action.

Leadership does not result from a status position, but rather how a person behaves in an organization. Most groups have more than one person occupying the leadership role. Leadership fosters positive sentiments towards the group activity and persons in the group.
Leadership may be autocratic or democratic but never Laissez-faire. It protects critical group leadership if authority is rendered to some who are perceived by others as the proper persons to carry out the particular leadership role of the group.

Programme development that involves only persons of a single position (for e.g. Principals supervisors or teachers) is not as comprehensive or lasting as that which involves people of various position in the organization.

The generalization drawn out from a core need not necessarily to final. Further researches may validate or modify then. However, it should be realized that the effectiveness of an organization is enhanced by having a very good leader or say executive head. He should provide central coordination for the activities of an organization.

2.4 Characteristics of Leadership

The American Association of School Administrators gives some characteristics of leadership in the field of educational administration. An effective leadership sets the pattern and guides the outcomes of co-operative action. It guides the educational programmes, and believes in shared
decision. It gives common understandings to common purpose. It produces cohesiveness without which co-operation is impossible. It communicates throughout the school personnel a sense of mutual understanding and mutual loyalty to the ideals of education; It generates enthusiasm for a project and inspires work towards its solution and it resolves the differences which frequently arise in growing organizations.

The report of the Teacher Education workshop of the George Peabody college for teachers gives the following principal characteristics of leadership.

1. Leadership must contribute to the growth and development of boys and girls and to the quality of living in the community.

2. It emerges from the need of the total schools

3. It is based upon long term plans with broadly defined goals.

4. It is a democratic enterprise.

5. It is realistic and practical

6. It maintains balance
7. It contributes to well-rounded scholarship, to professional competence, and to the social understanding of all teachers service.

8. It develops in teachers, an awareness of the values in resources, and their obligation with respect to resource in education.

9. It co-ordinates the efforts of many individuals and agencies.

10. It discovers and develops leaders.

11. It discovers and develops teachers with special talents.

12. It promotes professional advancement.

13. It works towards security of teachers.

14. It is continuous and provides for continuous evaluation in the light of its purposes.
Barr and Dyeeben (1983) give the chief characteristics of a leader as:

1. A leader is selected on the basis of a given special ability of fitness to lead a specialized co-operative project. A leader has ordinarily demonstrated some ability or power better than the ability or power of other members of the group.

2. A leader has the willingness and ability to create a truly co-operative spirit and procedure.
   a. Ability to substitute the more civilized and mature urges to aid, encourage, inspire, to guide followers in defining, understanding and attacking a problem.
   b. Willingness and ability to secure sympathetic insight of the mental processes, attitudes, prejudice, ideals, motion and aims of other individuals in group.
   c. Willingness to listen to understand, to try out if practicable, any well thought out proposal of a group member.
d. Willingness to wait patiently for the more sure result which comes from understanding the nature of learning; understanding the specific levels of the group members rather than to seek the quicker and the so called more efficient results of authority.

e. Willingness to accept with consideration and attention the contributions of slower and duller individuals.

3. A leader has better than average intelligence and emotional balances.

4. A leader has confidence in self, ability, and aims but also at times, a profound feeling of humility, sometimes even distrust of self. But attitudes contribute directly to leadership.

5. A leader has confidence in human nature, its improvability, the creativity of all individuals.

6. A leader recognizes critical points in the democratic development of policy, recognizes when issues must be brought into the open, thoroughly discussed and decisions secured.
2.5 Concepts of Leadership

An understanding of the concept of leadership is of great significance to the educational administration. A duty cannot be done well if the person concerned has no understanding of the significance of what he is performing and its relation to the performance of other people. He should be competent and he must understand the various constraints blocking progress.

2.5.1 Competency Concept

This concept has been developed by the Southern States Centre Co-operative programme in Educational Administration (SSCPEA) at the George Peabody College. The author believed when "individual exhibits behaviour that enables him to perform a particular administration task in the most desirable manner", he/she is likely become an effective leader. (SSPEA 1995).

Thus the competency concept emphasizes values of what ought to be. It integrates the three elements of job, know-how and theory: 'where' job relates to critical tasks involved in educational administration; 'know-how' to an understanding of the tools and attitudes to perform the critical tasks and 'Theory' to furnish guide lines and form work and to secure consistency (Graff and Street, 1956).
These three factors are very closely interrelated. The job is at the centre but it is to be carried into action.

The job of an educational administrator may spread over to a number of operational areas, each area comprising a few elected tasks. Graff and Street (1956) identified eight operational areas viz Planning, Educational Finance, School Systems of Education, Institutional Administration, Staff Personnel, Curriculum and Instruction, Student Personnel, and School Building and Equipment. Campill, et al (1983) considered competency as "the ability to do something a factor which can be shown to contribute or to be an integral part of effective administrative behaviour".

2.5.2 The Concept of Know-How

The know-how relates to the personal equipment of the administrator, who brings it best in his job. The personal equipment of the administrator are made up of skills, attitudes, knowledge and, understandings which may be developed through experience. Each of those sub categories can be discussed with reference to each of the eight operational areas already enumerated earlier.
2.6 Skills

The competencies of the administrator depends on his capacity for initiating structure. There are a number of items which are components of his capacity mentioned above viz:

- to make his attitude clear to his staff
- to lead the staff to formulate purposes and assume responsibilities
- to assign the staff particular tasks
- to get the staff to work harmoniously as a functioning and purposeful group
- to stimulate group thinking
- to initiate fact finding and promoting research activities appropriate to the problem to be solved
- to see that the staff members are working up to capacity and that their work is coordinated and incommunicative, examining and evaluating ideas.

Hemphill (1977) represents the above items in a different form, after an investigation of 232 elementary school principals who perform their administrative tasks. According to him, the style, more or less means skills and can be understood as an expression of measurable personality characteristics.
The eight administrative styles are:

1. High Communication style: Principals characterized by this style of work stressed communicating with others about the problems encountered in their work.

2. High Discussion style: Principals characterized by this style placed unusually high emphasis upon the use of face to face discussion in administration.

3. High Compliance style: This style characterizes principals who generally followed suggestions made by others.

4. High analysis style: Principals who work with respect to this style spent relatively more effort than others in analyzing the situation surrounding each administrative problem.

5. High Relationship style: This style refers to a high concern with maintaining organizational relationships especially relationships with superiors.

6. High work Organization Style: This refers to the principals who emphasised upon scheduling and organizing his colleagues.
7. High out-side organization style: Principals high on this style of administrative performance deployed greater readiness than others to respond to pressures from outside the school.

8. High Work-direction style: Principals who followed this style tended to stress giving directions to others as an important part of their work.

 commissioned (1987) discussed the ideal from another point of view. She is of the opinion that a good administrator should play effectively the role of a:

1. prophet
2. a chairman
3. an organizer
4. an executive
5. a policy formulator
6. a technical consultant and technician
7. a decision-maker, and
8. the leader
2.7 Attitudes

The attitudes of an educational administrator will largely be controlled by the concept of the organization to which he is associated. An organization where the traditional monocratic concept prevails tempts even the most democratic individual who is put in charge of it to unconsciously become bureaucratic. Similarly an autocratic administrator will live to be democratic if he is the head of an organization with a collegial outlook. In the present age of democracy, an autocratic administration, is out of line. Under these circumstances, an executive cannot prove powerful, unless he has a proper attitude towards his group. The leader of an organization both controls and is controlled by it. He controls the groups under him and is controlled by them; he affects and is affected by the total organization. Every administrator thus has to develop proper attitudes towards his subordinates. Desirable attitudes are:

1. A belief in the efficiency of group process in solving common problems

2. A respect for the dignity, integrity and inherent work of others

3. A belief that people will choose and support a good programme of education when informed
4. A feeling that each person has a valuable contribution to make towards the success of the educational programme.

5. A belief that the public school system is a democratic co-operative enterprise.

6. A desire to be governed by facts even when they challenge a belief.

7. A belief that democratic education liberates and uses the intelligence of all its members and

8. All other items appropriate to the task of educational administration.

2.8 Knowledge

Educational Administrators function against a background of education and on the basis of expert knowledge and experience. The educational administrator has also to adjust himself to present needs of the society. Moreover, the effectiveness of an educational administrator is directly determined by his understanding of educational problems in relation to social development.
The schools and colleges are becoming more complex institutions in the changing conditions of Indian society. They will certainly be required to take on greater responsibilities.

However, they will have to be manned by leaders adequately prepared to meet the challenging needs of the society if they are allowed to function properly. An Educational Administrator should have a proper understanding of the pressing needs of the country as well as that of the world’s. What is needed is educational administrators who are well trained, have analytical minds and are capable of appreciating the problems that surround them.

2.9 Leadership Functions

Leaderships to a large extent are situationally determined. There is no single set of functions that are performed by all leaders. In one situation one set of information will be preferred, while in another situation, his functions may be quite different. Leaders are, setting, achieving organizational goals, planning operation of the organization, and symbolic figures for the group.
2.9.1 Setting and Achieving Organizational Goals

Under this category, the leader as a goal setter may either establish organizational goals and objectives himself or he may participate with his superiors or subordinates in establishing them. He must act also as a planner which is intermediate between the determination of goals and their execution. He makes decisions covering the ways and means by which the organizational goals can be achieved. He must also be an executive and as an executive, is responsible for seeing that the appropriate activities of the organization are carried out.

2.9.2 Planning Operation of the Organization

In this group of functions, the leader is an expert in the principal activities of the organization. He is also an external group representative in the capacity of which he deals with outside individual or groups. Thirdly, he is a surrogate for individual responsibility. He relieves other members of the group of certain responsibilities, and they in turn place their trust in his decisions. He is the controller of internal relationships within the organization. It is his task to see that various departments in the organization co-ordinate their activities. The leader is the administrator of rewards and punishments. He
encourages, upgrades, and promotes deserving subordinates and reproves, transfers and retrenches them if necessary. As an arbitrator and mediator the leader seeks to maintain harmony among the members of the organization.

2.9.3 Symbolic figure for the Group

Five functions are differentiated in this category. First of all in a number of organizations the leader serves as an example i.e. a model for others to emulate. He is also the symbol of the group, in the role in which, the leader provides a kind of continuity and stability for the group, standing for it despite changes in circumstances and membership. The leader also functions as an ideologist. He is the source of belief of the ideas concerning his group and also the official ideology. The leader may function as fulfilling an emotional role for the members of the group. Finally the leader functions as a scapegoat, as organizational failures are projected upon him.

At times personality conflict/threatening of the system might arise. Individual - institutional integration must be achieved to avoid such. It means the personlization of role and self actualization rather than socialization of personality and adoption of Organizational Health.
2.10 Organisational Health

Given a leadership, what ought to be the patterns of perceived behavior in organization? Scholars use quantitative techniques and multi-variable analysis to identify patterns of perceived behaviour. They usually assume that organizations are rational instruments to accomplish the purpose: thus they search for rational patterns. There are scholars who use the concept of climate to identify the useful framework for the study of their work place or say organization. The climate concept is distinct from the concept of culture used for organizational analysis. The distinction is that while culture consists of shared assumption and ideologies, climate is defined by shared traits of behaviour.

Scholars of climate use quantitative techniques and multi-variable analysis to identify patterns of perceived behaviour in organization. Organizational climate, viewed using a personality metaphor, in which the opinion of the organization is analysed and using a health metaphor the general well being of the interpersonal relationships in the organization is examined. (Wayne et al 1991)
Organizational climate has been defined in a number of ways by different writers. The organizational climate refers to a set of characteristics that describe an organization and that

a) distinguish the organization from other organizations.

b) are relatively enduring over time

c) and influence the behavior of the people in the organization.

This definition was echoed as every organization has a proportion of characteristics possessed by many other organizations; however each organization has its own unique constellation or characteristics and proportion. Organizational climate is the term used to describe this psychological structure of organizations. 'Climate' is thus the "feel" "personality" or character of organization's environment.

The concept of organizational climate is important to managers and individuals for:

1. There is evidence that some climates are likely to yield better results for specific tasks than other climates;
2. There is evidences that managers can influence the climate of their organizations or more specifically, there are units within the organizations and:

3. The rift between the individual and organization appears to play a significant role in determining the individual’s performance and satisfaction within the organization.

The health metaphor of organizational climate or say the concept of organizational health was initially used by Miles et al., (1988) to examine the properties of schools. A Healthy organization is one that not only survives in this environment, but continues to grow and prosper over the long term. Fig 2.1 illustrates the 10 dimensions of organisational health. The first three dimensions reflects the task needs of a social system; the second set of dimensions describes its maintenance needs; and the final group of dimensions are growth and development needs.
Figure 2.1 Dimensions of Organizational Health
In healthy organizations there is focus on the goal, communication adequacy and optimal power equalization. Participants understand the goals of the organization and accept them as realistic ends. Moreover, the goals must also be appropriate which means, consistent with the demands of the environment. Communication of information is essential to the well being of the system. Communication adequacy is critical in healthy organizations. Information needs to pass through reasonably well. The system must be relatively distortion - free with members easily receiving the information they need to function effectively. An efficient communication system enables the organization to sense internal strain and conflict and then promptly solve them.

Optimal power equalization is another hallmark of a healthy organization. Here the distributing power and influence will be equitable. Collaboration rather than coercion induces the healthy organization. It is also stipulated that collaboration is the essential feature of an organization in the fifth place of growth when the organization attains maturity.
The second group of properties of a healthy organization deals specifically with the maintenance needs of its members which affects the internal state of the organization. It has three elements viz resource utilization, cohesiveness, and morale.

Healthy organizations effectively use their resources especially the personnel. Effective resource utilization minimizes internal strain. Pulparambil (1993) illustrates six functions of resource such as human resources, material resources, technology, economic resources, time and opportunity. People in healthy organizations like their job and have a positive sense that they are learning and growing as they contribute to the organization.

Cohesiveness refers to a clear sense of identity that people have with the organization. Healthy organizations have members who are attracted to the organization, take pride in their membership and wish to remain.

Morale is a group concept. It is the sum of individual sentiments centered around feelings of well being and satisfaction in contrast with feelings of discomfort and dissatisfaction.
The last group of properties include innovation, autonomy, adoption, and problem solving adequacy, dealing with the organization's needs for growth and changes.

Innovativeness is the organization's ability to invent new procedures, move to new goals and objectives. Such a system grows, develops and changes rather than remaining static.

Autonomy denotes the organization's relationship with its environment. Healthy organizations demonstrate the ability to remain somewhat independent from negative forces in the environment and also use the environment constructively. Adoption is closely related to autonomy. Healthy organizations have effective contact with their surroundings and it has the ability to bring about corrective changes in itself. Adaptation and change is a requisite for Management By Objective (MBO). It would in turn require many changes in the organizational structure, authority patterns and control procedure.

All organizations and social systems have problems and strains. Problem solving adequacy describes the way organizations handle their difficulties. Argyris (1964) suggested that effective
systems solve their problems with minimal difficulty and once solved, they stand solved.

Miles (1969) described healthy organization as one that "not only survives with environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities".

Miles argues that a continuously ineffective organization would not be healthy. The initial step in the development of an instrument to measure organizational health was to operationalize the framework proposal by Miles i.e., to measure each of his ten properties. To that end, short descriptive items were written for each dimension. The items were then assessed using the following criteria:

1) each item reflected a property
2) the statement was clear and concise
3) the statement had content validity; and
4) the statement had discriminatory potential.

Item analysis initially was performed using an advanced doctoral seminar and an analyzational theory and research, on 113 items measuring the ten dimensions of organizational health. On further investigation,
Miles’ framework for Organizational Health Inventory was proved inadequate.

Organizational Health is associated with four basic factors/requirements for its survival, growth and development that is, the imperative function of adaptation, goal attainment, integration and efficiency. Parsonian social system theory presented by Getzel (1958) together with empirical literature in this area facilitate measurement of organizational health in terms of these four basic factors. In other words, the school must effectively meet its requirements of

a. adapting to its environment
b. setting and implementing right goals
c. maintaining solidarity within the school and
d. creating and preserving unique positive value system.

Briefly, healthy schools effectively meet the instrumental needs of adaptation, and goal achievement as well as expressive needs in social and normative integration. They must mobilize their resources to achieve their goals as well as infuse common value to the work group. Parsons (1954) also noted that schools have three distinct levels of control over three needs - the technical, managerial and institutional.
The technical level of the school is concerned with the teaching-learning process. Teachers and supervisors have primary responsibility for solving problems associated with effective learning and teaching.

The managerial levels control the internal administrative function of the organization. Principals are the prime administrative officers of the school. They allocate resources and co-ordinate the work effort.

The institutional level connects the school with its external environment. A school needs legitimacy and support in the community. Both administrators and teachers have to work in a harmonious fashion.

2.11 School Effectiveness

An organization is said to be effective if it is doing the right things in the right way while striving to achieve its objectives using its resources optimally. i.e. economically, efficiently and effectively. School being a social instrument of growth and development, how effectively a school functions is a question of national interest right from the top level planners to the parents who send their children to the schools. Though the level of expectation could
vary at different levels and for different persons, every one would expect that the school effectiveness should be optimum (maximum) at a given time and situation, the academic achievement and reputation of the school may both be considered as the explicit or practical indicators of its effectiveness or outcome (quality output). But these outcomes to a great extent depend upon a number of internal factors such as the principal’s leadership style and his involvement in the school activity, teachers involvement and performance, the student’s involvement and the quality of their performance, the availability and utilization of resources, public (social) acceptance of the school and so on. Leggard (1991) documented that an effective school has a climate that is purposeful and orderly, has high standards of performance, has a clear sense of mission, has strong goal and achievement oriented leadership and a staff that is involved in planning.

As the success of any enterprise depends upon the quality of its leadership, the effectiveness of the school too depends upon the leadership style of its principal or head master. There are documented evidences to show that a strong principal is one of the traits common to effective schools (Van Zanten, 1988; Vernotica, 1989). As George (1960) has observed, any
able leadership will be able to transform lukewarm desire for achievement into burning passion for accomplishment. In short principal is critical in creating a school climate that will motivate and encourage students to success (Jones, 1997). More over the principal plays the key role in designing and implementing school improvement programmes and ensuring the quality of the outcomes in terms of teacher professional involvement, student’s achievement and social approval which in turn could improve the popularity of the school.

Equally important is the quality of teacher involvement and performance in contributing to school effectiveness. Sheppared (1994) documented teacher commitment and professional involvement as characteristics of an effective school. Teacher empowerment and teacher leadership also could contribute to school effectiveness. Through the principal’s use of influence and authority teachers can be empowered to play a key role in decision making and other processes. School improvement through shared decision making requires new leadership roles for teachers.
Student’s performance also contributes to school effectiveness as student’s achievement is one of the indicators of school effectiveness. Many studies have documented evidences to this effect. (Higdon, 1988; Wegner, 1989). The quality of the student’s performance is one of the main factors which makes a school more popular. The principal and the teachers have to frequently monitor the student’s progress.

The availability and utilization of resources is another factor contributing to school effectiveness. The school needs to provide for adequate infrastructure, enough library and laboratory facilities, facilities for co-curricular activities and so on. This requires both financial and human resources.
CHAPTER III