Chapter 2: THEORATICAL ORIENTATION AND REVIEW OF THERELATED LITERATURE

2.0 Preface
2.1 Meaning of Leadership
2.2 Definition of leadership
2.3 Leadership styles of principal
2.4 The learning of leadership
2.5 Role of principal in related with leadership styles
2.6 Powers of the leader
2.7 Characteristics of leadership styles
2.8 Leadership processes
2.9 Aspects of leadership
   2.9.1. Autocratic leadership styles
   2.9.2. Democratic leadership styles
   2.9.3. Laissez-faire leadership styles
2.10 Leadership spectrum
2.11 Review of past studies
   2.11.1 Objective of the review
   2.11.2 Importance of the review
   2.11.3 Abstract of studies
   2.11.4 Conclusion
2.12 Concluding remark
   References
Chapter 2
THEORATICAL ORIEANTATION AND REVIEW OF RELATEDLITERATURE

2.0 Preface:

What makes an organization successful? Some management analysts believe that the basic difference between a successful and an unsuccessful organization is its leadership. Evidence (Schultz, 1982) exists that half of all new organization fails within the first two years and only one third survive five years. In most cases, the failures are caused by poor leadership. Therefore, an organization’s leaders are major determinants of its success or failure (Katzm Kahn, 1978). In other words, “the successful organization is one respect-the former are characterized by dynamic and effective leadership” (Hersey & Blanchard, 1977). Hence, leadership abilities are crucial skills which must be learned and practiced to achieve organizational goals. They are the focus of activity for principals through which the organizational objectives are accomplished.

2.1 Meaning of Leadership:

The word “leader” appeared in the English language at about the year 1300 (Oxford English Dictionary, 1933) and the “Leadership” at about 1800 A.D. (Stogdill, 1974). However, the issues of leadership are as old as the human civilization. As soon as some individuals started dominating others, organizing people to fight aliens, and protecting their own people, they emerged as leaders. Even some animals are known for dominating and leading their flock. Earlier, tribal heads, kings and warriors were recognized as the leaders. They were superiors and masters. Later on similar superiority was noticed in other areas where religions preaches and reformists, political figures, mafia kings and Godfathers, intellectual grants, industrialists, revolutionaries, sports genius, artists and the top men in almost all spheres of the society were respected as leaders.

The principal’s role is to serve as a democratic leader than to be a dictator or autocratic giver of orders. In no other area of the management of the school is democratic leadership, more important than in the improvement of instructions of the development of curriculum materials. Principals, as well as leaders in other areas, may be not expect loyalty and strict “followership” unless they involve teachers in planning institutional
improvement and earn the position of leadership which the office tentatively allows them. Leadership which is achieved is more dynamic than that which is ascribed.

During the past two decades there has been a concerted attempt to study and determine what makes for good leadership. The Students of public administration and business administration have analyzed the factors which go to make up leadership. Social psychologists have carried out many analytical studies of leadership and have conducted experimental studies of democratic and authoritarian groups, particularly with children. More recently school of education have been carrying on studies of leadership in education both independently and as a result of the stimulus provided by the cooperative study of educational leadership.

2.2 Definitions of leadership:

The following are the views of different authors on leadership:

1. Dubin (1952) says, “Leadership is the exercise of authority and the making of decision.”

2. According to George R. Terry (1960:442), “The will to do is triggered by leadership and lukewarm desires for achievement are transformed into burning passion for successful accomplishment by the skillful use of leadership.”

3. In the words of Peter Drucker (1970:159), “Leadership is lifting man’s vision to higher sights, the rising of man’s performance to a higher standard, the building of man’s personality beyond its normal limitations.”

4. Alford and Beatty (1951:111), define “Leadership as the ability to secure desirable actions from a group of followers voluntarily without the use of coercion.”

5. According to Keith Davis (1967:96), “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group tighter and motivates it towards goals.”

7. According to Stogdill (1948), “Leadership is the process of influencing group activities toward goal setting and achievement.”

For the purpose of this study Hemphill’s (1949) definition of leadership has been chosen as the simplest and most appropriate. In this one sentence he summed up the basic definition and dynamics of all leadership- the directing of group activities, the implications of leadership suggest that a dichotomy between the leader as super ordinate and the follower as subordinate as far as roles and functions are concerned. However, regardless of the obvious, the effective leader must dynamic leadership to facilitate the instructional process.

It is undoubtedly clear that different types of situations call for different types of behaviour. There is no guarantee that any one leadership behaviour will always be effective. But it should be understood that any leadership behaviour utilized by the leader while administering the affairs of his office is likely to have an effect on organizational performance, be it positive or negative.

2.3 Leadership styles of the principal:

Each type of leadership pattern is determined by the degree of authority exercised by the manager and the extent to which subordinates are involved in the decision-making process. The leadership may be viewed as a process through which others are influenced to achieve goals in a specific situation. Halpin described the leader-behaviour of school superintendents. Initiating structure, this refers to leader’s behaviour in deliberating the relationship between him and the members of his work group and in endeavoring to establish well defined patterns of organization, channels of communication and methods of procedure. Consideration, which are refers to behaviour indicatives of friendship, mutual trusts, respect and warmth in the relationship between leader and the members of his staff (Chandrasekran, 1994:122-123).

In any enterprise business, educational institution, hospital, political organization, or even family there is a need for a dynamic leader to emerge. This leader is expected to give quality leadership. Some persons who have been aroused by ideas can use these
ideas practically to others resulting in others to follow. This will either prove to be of
great benefit or most detrimental to humanity. Lall & Lall, (1988) states that "True
leadership must lead, not dominate. It must inspire, and encourage, not force and bully.
True leadership must arouse in others an emergent leadership." Any institution requires a
principal to run the institution; everything which happens depends on the type and nature
of the principal.

Leadership behaviour is the ability and readiness to inspire, guide and direct or
manage others'. The current search for excellence in education has ignited much pupil
interest as well as parental concern and run out in motion a revolution to improve
schooling. Two critical factors supported by practically all major educational research on
school excellence are the instructional leadership of the principal and an on-going school
based staff development that will lead to desired student outcomes.

To become a productive instructional leader or the Adventist principal must translate
the wealth of research on school excellence into on-going school based staff development
program that will help teacher deliver class-room instruction that increases student
academic achievement, create social balance and foster moral and spiritual fortitude.
White, (1948) considered this type of education as the harmonious development of the
total person, body, mind and soul, an experience that testifies to the active integration of
faith and learning. In order to make this dream a reality, the instructional ability of the
teachers must be brought into focus. He concludes again; "No one man should feel that he
must do the whole work. However experienced or qualified he may be there in need of
other talents to unite with his." What then is leadership?

2.4 The learning of leadership:

The following are the views of different educational scientists on Leadership
behaviour. The leadership has been defined in terms of an individual's traits, behaviour
interaction patterns, role-relationship, follower perceptions, influence over followers,
influence on task goals and influence on organizational culture. Yoki & Vanfleet, (1998)
viewed leadership as a process that includes influencing the task objective and strategies
of a group or organization. In other words they define leadership as influencing people in
the organization to implement strategies and achieve objectives. The growth and development of an institution depend on the relationship between a leader and his or her followers.

In fact, the leadership style of a principal is based on the interaction between the principal and his or her staff members. According to Hersey & Blanchard, (1988) the leadership style of an individual is the behaviour pattern that a person exhibits while attempting to influence the activities of others. Subordinates of a leader can perceive this behaviour pattern. Leadership style describes the pattern of behaviour that a manager or supervisor uses in relationship with others, particularly subordinates. It is about what principals do rather than what they are. This point is important because it indicates that style can be observed described and therefore become known to the individual concerned.

It also suggest that the leader can become aware of a range of alternative styles, or behavior patterns, and can within limits make choice about what behaviour is most appropriate to the situation being managed. As Stoner et al., (1996) mentioned, leadership styles are various patterns of behaviors exhibited by leaders during the process of directing and influencing workers. Leadership may be viewed as a process through which others are motivated to accomplish goals.

Source: CASAA Student Activity Sourcebook Resource library

Figure 2.1: The successes of a school in accomplishing goals depend upon
The ability of head
The successes of a school in accomplishing goals depend upon the ability of the head to lead staff members. Leadership style is crucial, in that the style of leadership of the principal and his or her decisions will determine the success of the school. According to Moshal, (1998) the more common functions of leadership are: motivating staff members, boosting morale, supporting functions, satisfying the needs of members, accomplishing common goals, representing members, creating confidence, implementing changes and resolving conflicts. A review of research and theory of leadership styles reveals that conceptualizations of leadership generally support at least two distinct categories. One category is concerned with interpersonal activities and the other with task achievement (Bowers & Seashore, 1967).

These leadership styles can be described as those of task leaders and social leaders (Hoy & Miskel, 1987). The task leader establishes organizational goals for the school system and plans activities - according to time tables (Cameron, 1984). The social leader communicates a vision for the system through various groups within the hierarchical structure (McCarthy, 1985). Leadership style evidenced by a specific leader is a combination of task-oriented behaviour and people-oriented behaviour. Some leaders are very task-oriented and some are much more concerned about human relationships. The conceptual and methodological approaches of leadership studies are consistent with this duality (Helpin, 1959). The researcher will try to measure only three dimensions of leadership behaviour: autocratic, democratic and laissez-faire in this study.

The autocratic behaviour of leadership, where there leader exercise rigid control and believes in the ‘Carrot and Stick’ method (Chandrasekran, 1994), to motivate his subordinates. He perhaps only one-way communication, i.e., top-down communication, there is one advantage here the decision making takes less time, but this may antagonize the group members and adversely affect group morale.

The democratic style of leadership behaviour believes in allowing participation, management and group members are free to give their opinion. Decision making is cooperative and members have a sense of belonging. The potential demerit is a slower decision making process.
In laissez-faire style complete permissiveness is allowed. The group takes direction because the leader does not help in making-decision (Chandrasekran, 1994) viewed Laissez-faire leadership. According to all the definitions of educational scientists, we can define the leadership that leadership style is an individual pattern of behaviour in a group of his subordinates in that he/she represents the ableness of human relations.

2.5 Role of principal’s related with leadership styles:

According to the nature of governance schools in India can be classified into two major categories; affiliated and autonomous. While autonomous school institutions can be differentiated into government and private aided, affiliated institution can be further classified into government and grant-in-aid institutions, constituent and self-financing institutions (Madhusudan, 2002:06). Irrespective of the nature of the secondary institute, the principal is the academic and administrative head of institution. However, depending upon the governance of the institutions, there is some variation in the power and responsibilities he/she is enjoying as the head of the institution.

The Principal of secondary school is mainly responsible for what goes on in the school. He holds the key position in the school just as the captain of a ship holds the key position on a ship. The principal is the coordinating agency which keeps the balance and ensures the harmonious development of the whole institution. He sets the tone of the school and is the chief force in molding the tradition which develops as goes on.

It is essential, therefore, that he be not only a man of high character but also a man of faith in his staff and students and faith in human nature. Perhaps no single characteristic is more important in a leader as principal than the power of inspiring his students to make the best of the opportunities provided, drawing out the best that is in them and inspiring confidence in himself, and his advice and wisdom not goodwill; inspiring his staff with energy, life and mutual goodwill among themselves, and confidence in him as their leader.

The work of the principal can be classified as academic and administrative. Supervision and empowerment of instructions is the responsibility of the principal. He
creates a school under social climate for the empowerment of instruction. It must emerge through cooperative planning with the staff. He supervises the teaching and office work. He assigns work to the teachers and sees that the office procedures are systematized and the records maintained properly.

He organizes the extra-curricular activities efficiently; and if there is a hostel, he is responsible for the careful supervision of the assignments for good living, sanitary, health and recreational facilities. He strikes to bring about improvement in the curriculum and the methods of instruction. He encourages innovations in his school and provides security and recognition for those who attempt to bring about the change. He encourages his staff to attend in-service courses. He holds periodic staff meetings and tries to enlist the cooperation of the teachers working under him. He consults the teachers before coming to a decision and recognizes the ideas of teachers and makes them responsible for certain decisions.

The principal’s contact with the students is very important. He be accessible to the students and maintain his prestige and dignity without giving the impression that he is harsh or indifferent to the students. He sees that he is respected and feared. The principal’s relationship with the parents is very crucial. He is cordial with the parents and makes arrangements for parent teacher Association in the school. Meetings should be conducted regularly and parent should be encouraged to participate in certain activities. The principal should keep constant touch with the latest regulations of the Government regard administration. A private school principal should know the details of recognition and grant-in-aid.

The principal has to do many things before the commencement of the academic year; preparation of school calendar, distribution of work for the teaching and the administrative staff, framing of the school time table, purchase of necessary equipments, books, etc. completion of admissions as far as possible formulation of new classes, making plans for the school, etc. He has certain responsibilities throughout the year. Before the closing of the academic year, he has to see to the arrangements of final examinations, announcement of results, completion of cumulative records, issue of school leaving certificates, annual reports of the school, etc.
For the academic administration, the headmaster should hold regular staff meetings where the physical and emotional climate should be conducive for proper interaction between the headmaster and the staff. It should be informal and members should feel free to express their opinions. The principal should respect the opinion of the staff and should not dominate; whatever is decided by common consent must be implemented with all sincerity and correctness. The principal and the staff of secondary school should act as a team in bringing about change and introduce innovations which are essential for the effective functioning of the school. The teaching staff should be willing to cooperate and to work towards the welfare of the institution.

### 2.6 Powers of the leader:

What provides a leadership with the capacity to influence the followers? Why should the subordinates respond to the influence attempts of leader by doing what the leader intends or wishes to do? Or, what is the source of the leaders’ power over subordinates? The influence comes from two basic sources. Personal and positional powers are as, (although these can be broken down into reward power, coercive power, legitimate power, referent power, connection power, expert power, and information power). Any particular leader may have at his or her disposal any combination of these different sources of power (Ansari, 1990, Reven, 1988, Raven & Rubin, 1963). A brief description of these powers bases followers-

**Reward power** refers to the leader’s capacity to reward followers. Reward such as praise, recognition, and attention are sources of personal power possessed by the leader as an individual. In addition, a leader also usually controls certain organizational rewards, such as pay raises, promotions, and other prerequisites. These are source of power that depends upon the leader’s position in the organization.

**Coercive power** is the flip side of reward power and refers to the leader’s capacity to coerce or punish followers. Sources of coercive power also break down into personal and positional components. In addition, leaders possess coercive power to the extent that their position permits them to administer organizational sources of punishment (such as demotion, withholding of pay increases, or firing) to followers.
Legitimate power refers to the power possesses as a result or occupying a particular position or role in the organization. In every organization, certain types of requests and directions issued by leaders to subordinates are viewed to be legitimate and valid. Subordinates are obliged to comply with such requests be course of the norms, policies, and procedures accepted as legitimate by all members of the organization.

Referent power is dependent upon the extent to which subordinates identify with, look up to, and wish to emulate the leader. The more the subordinates advise and identify with the leader, the greater the leaders’ referent power over subordinates. Referent power is totally dependent upon the personal characteristics of the leaders’ formal organizational position.

Experts’ powers refer to power that a leader possesses as a result of his or her knowledge and expertise regarding the task to be performed by subordinates. The possession of expert power by a leader obviously depends upon the personal characteristics of the leader and is not determined by the formal position that the leader occupies in the organization.

Information power of persuasion, is based on the information or logical argument, that the leader could present to the subordinates in order to implement change. However, information can sometimes be more effective if it is presented indirectly.

Connection power is based on the perception by the subordinates that the leader has connections with influential or important persons. The influential persons may be inside and/or outside the organization. Subordinates are more likely to respond positively to a leader’s attempt to influence their behavior if they view the leader as having connections with powerful others.

Working with a group is one of the routes to earned leadership. Part of this is the ability to work with people. School administrators have stated that their training in human relationships had been the weakest part of their program. Skill in group work, sometimes called group dynamics, is an ability to be developed if leadership is to be achieved. Time must be provided for teachers to think and work together. This may take the form of lighter teaching loads, freedom from time-consuming innumerous custodial task or clerical routines, or of dismissing children regularly for an hour or two to provide time for group work. If the principal is interested in improving the reading of boys and girls, but
the teachers have not yet arrived at that point, but wish instead to improve conduct in the lunchroom, that is the place to begin. It is only when such custodial functions have been carried for that teachers can think creatively about improving instruction.

2.7 Characteristics of leadership styles:

During the past two decades there has been a concerted attempt to study and determine what makes for good leadership. Students of public administration and business administration have analyzed the factors which go to make up leadership. Social psychologists have carried out many analytical studies of leadership and have conducted experimental studies of democratic and authoritarian groups, particularly with children. More recently the school of Education have been carrying on studies of leadership in education both independently and as a result of the stimulus provided by the cooperative study of educational leadership.

Stogdill (1948:35-75) reviewed 124 studies of the characteristics of leaders. To those who are looking for clear cut answers, the review will be disappointing. But there are some indications and guides lines, as is indicated below-

1. The following conclusions are supported by uniformly positive evidence form 10 or more of the studies surveyed: (a) The average person who occupies a position of leadership exceeds the average member of his group to some degree in the following respects: (1) Sociability, (2) Initiative, (3) persistence, (4) knowing how to get things done, (5) self-confidence, (6) alertness to, and insight into situations, (7) cooperativeness (8) popularity, (9) adoptability, and (10) verbal facility.

2. The following conclusions are supported by uniformly positive evidence from 15 or more of the studies surveyed: (a) average person who occupies a position of leadership exceeds the average member of his group in the following respects: (1) Intelligence, (2) Scholarship, (3) Dependability in exercising responsibilities, (4) Activity and social participation, and (5) Socio-economic status.
The qualities, characteristics, and 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, such personal characteristics as the originally, popularity, sociability, good humor, and cooperativeness and to be positively related to the leadership. It seems clear, too, that leadership cannot be discussed adequately apart from the situation in which it operates. The qualities, characteristics, and skills have been selected from the various psychologists’ Lewin and his collaborators (1939:271-301), Stogdill, (1945), Myers, (1954), Kratchfield, and Oad, (1996) theory of leadership.


From the above characteristics the researcher has collected statements for preparation of the tool. These are summarized in some heads for the particular leadership skills in which leaders are behave. These are following –

1. Capacity (intelligence, alertness, verbal facility, originality, judgment).
2. Achievement (scholarship, knowledge,).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel).
4. Participation (activity, sociability, cooperation, adaptability).
6. Situation (mental level, status, skills, needs and interests of followers, objectives to be achieved, etc.)
According to the above facts there were a number of different styles to leadership in education that were based on different assumptions and theories. All the characteristics there are following:

1. Adoptability. A leader can be totally resistant to change or he can be flexible enough to learn to live with almost any kind of change thrust at him. Though to some degree, maintaining the status quo might be useful, it pays to be adoptable to the changing environment of school education. In India where the success of a school plant depends so much on the sociopolitical climate and economic factors, flexibility is of great importance.

   A successful leader makes extra attempts not to have rigid attitudes and points of view. He tries to retain sense of balance when faced with a flexible, changing environment (Monappa & Saiyadain, 2008).

2. Accountability. This state is concerned with the extent to which employees feels a sense of being personally accountable for the work done.

3. Arbitrator. The leader seeks to maintain harmony among the members of the group of organization. The president of organization tries to keep the peace among competitive and ambitious vice-principal. The leader of an informal group tries to prevent it from breaking up into opposing functions.

4. Communicator. The ability to communicate is also very important for a successful leader. Regardless of their positioning in the organizational structure, leader must be able to define an idea or issue clearly, translate it into usable language, and disseminate it to his subordinates and peers in a language understandable to them. Since a leader’s job depends on how well his plans are implemented on the school complex, his ability to communicate them clearly becomes very critical (Saiyadain, 2008).

5. Controller of interrelationship. It is a task of a leader of a plant or school to see that various departments and faculties in it coordinate their activities.
6. Executiveness. In his role as execute, a leader is responsible for seeing that the appropriate activities of the organization are carried out. A leader assign tasks to subordinates and see that these task are properly executed.

7. Exemplar. In many organizations, the leader serves as an exemplar, a model for others to emulate. The military leader who leads his troop into battle, the office manager who is invariably 15 minutes early at his desk in the morning, the foreman of a crew of power lineman who always check his safety equipment before climbing a pole, are all seeking to influence the members of their groups by being good examples. They are constantly shaping the behaviors of their subordinates all day and every day, whether consciously or unconsciously.

8. Father figure. The leader may function as a father figure, fulfilling an emotional role for the members of the group. By identifying themselves with their leader, the members of a group draw strength and feelings of security. Statements from subordinates such as “the old man will always be behind us” typify this situation.

9. Group representative. They are many reasons why it may be necessary to have a single representative of an organization to deal with outside individuals or groups. The organization may be too large function as an entity in this activity because taking a large number of workers from their duties may interrupt work schedules and thus be uneconomical or agreement may be more easily achieved by the individual than group action, and so on.

10. Responsibility. The leader relieves other members of the group of certain responsibilities, and they in turn place their trust in his decisions. In an informal group of workers one individual may be given the responsibility of conveying complaints to the superior. The others trust him to present their points of view and accept any approach he may wish to follow in doing his job. In the responsibility some assistant
factors are related with this: dependability, initiative, persistency, self-confidence, desire to excel, aggressiveness, etc.

11. Planner. This function is intermediate between the determination of goals and their execution. In this connection, the leader makes decision concerning the ways and means by which the organizational goals can be achieved. A leader not only assigns tasks subordinates but he may also plan work schedules and devise operational procedures.

12. Purveyor of rewards & punishment. As leaders, supervisors encourage, upgrade, promote deserving subordinates and transfer and fine poor subordinates. Even leaders in informal groups concern themselves with discipline. The leader of such a group may call upon its members to out an errant member.

13. Scapegoat. The leaders function as a scapegoat. He provides as ready target for the aggression of the members of the group. Failure can be projected upon him. A school leader in a plant may attribute the inadequate production in his department to insufficient cooperation on the part of the plant leader.

14. Surrogate. The leader relieves other members of the group of certain responsibilities, and they in turn place their trust in his decisions. In an informal group of workers one individual may be given the responsibility of conveying complaints to the superior. The others trust him to present their points of view and accept any approach he may wish to follow in doing his job.

15. Symbol of the group. In this role the leader provides a kind of continuity and stability for the group, standing for it’s despite changes in circumstances and membership. Thus the leader of the board or a school who may in fact exercise little or no control over it may in the minds of the subordinates.
2.8 Leadership process:

Warren Bennis, (2005) a respected scholar and consultant claims that too many American corporations are, “Over managed and under-led.” The Grace Harper, said that, “You manage things; you led people.” It means that Leadership is the process of inspiring others to work hard to accomplish important tasks.

Source: CASAA Student Activity Sourcebook. Resource library

Figure 2.2: Leadership Processes among the aspects

2.9 Aspects of leadership:

In the present study the researcher has selected three original leadership styles because these are depend on a combination of beliefs, values, and preferences. Lewin, (1939) said that the leadership may be described under three factors are as follows:

Autocratic Style-Democratic Style-Laissez-faire Style

2.9.1 Autocratic leadership Style. An autocratic style works when there is no need for input on the decision, where the decision would not change as a result of input, and where the motivation of people to carry out subsequent actions would not be defected whether they were or were not in the decision-making (Lewin, 1939). The autocratic leader gets vested
authority through the office more than from personal attributes. He seeks little group participation in decision-making. There is one advantage here the decision making takes less time, but this may antagonize the group members and adversely affect group morale. In other words, autocratic leadership—As opposed to the democratic leader the autocratic leader wields more absolute power.

He himself determines policies of the group makes major plans and dictates the activities of the members. He serves as the ultimate agent, judge and as purveyor of rewards and punishment for the members. As such the fate of the members is in the hands of the leader. He encourages segregated group structure in which intercommunication between the members is held to a minimum. The leader develops hierarchical group organization in which he occupies the top position having no direct contact with the ordinary members. He believes in his own ability and power in formulating politics and does not appreciate criticisms. He keeps the plan and policy of the group secret. The leader generally gets things done (Alias, 2005).

The follower becomes dependent on the leader and his personal development is jeopardized. Characteristics of autocratic style can be seen in the below:

**Characteristics:**

1. Tells others what to do
2. Limits discussion on ideas and new ways of doing things Group does not experience
3. Feeling of teamwork

**When effective:**

1. Time is limited
2. Individuals/Group lack skill and knowledge
3. Group does not know each other

**When ineffective:**

1. Developing a strong sense of team is the goal
2. Some degree of skill/knowledge is in members
3. Group wants an element of spontaneity in their work
2.9.2 Democratic leadership Style. Democratic decision making is usually appreciated by the people, especially if they have been used to autocratic decision with which they disagreed. It can be problematic when there are a wide range of opinions and there is no clear way of reaching an equitable final decision (Lewin, 1939). In this style of leadership behaviour most policies derives from group decision. The leader is involved policy formation but does not dominate group action (Alias, 2005). In other words, a democratic leader seeks to evoke the maximum involvement and participation of every member in the group activities and in the determination of group objectives.

He obtains sanction of the members in deciding the policy and future program of the group, and is guided by the majority opinion of the members. He reports to the members about the progress made by groups and also informs them about the future steps to be taken. He seeks to encourage and reinforce interpersonal relations among the members. He seeks to avoid special privilege and status difference and serves as the agent of the group and not as its dictator.

He seeks advice from the exports on technical issues. He gives freedom to members to choose work comparison. He allows the division of the task to be made by the group. The leaders are fact-minded and objective in his praise and criticism. He is considerate, tolerant and ready to accept his mistakes, if any. Individual’s growth is enhancing through participation in the organization's operations. The studies Lewin and his collaborators (1939:271-301) carried out indicate that in our culture, which emphasizes democratic action, the democratic type of leadership was more effective than the authoritarian Characteristics of democratic style can be seen in the below:-

Characteristics:
1. Involves group members in planning and carrying out activities
2. Asks before tells
3. Promotes the sense of teamwork

When effective:
1. Time is available
2. Group is motivated and/or a sense of team exists
3. Some degree of skill or knowledge among members of group
When ineffective:
1. Group is unmotivated
2. No skill/knowledge is in members
3. High degree of conflict present

2.9.3 Laissez-faire leadership Style. Laissez-faire works best when people are capable their own decision and where there is no requirement for a central coordination, for example in sharing resources across a range of different people and groups. Complete permissiveness is allowed in this style of leadership behavior. The group takes direction because the leader does not help in making-decision. (Chandrasekran, 1994) viewed Laissez-faire leadership, where the leader avoids contact with group and there is a free climate and non-interference from the leader, through the members have freedom, there is no control and group members may try to relies their personal objectives rather than group goals, with the result that group cohesiveness in lost.

In this behaviour, style each follower has the opportunity to make decision. This style can easily lead to anarchy if allowed to function for a long period of time. Characteristics of Laissez-faire style can be seen in the below:

Characteristics:
1. Gives little or no direction to group/individuals
2. Opinion is offered only when requested
3. A person does not seem to be in char

When effective:
1. High degree of skill and motivation
2. Sense of team exists
3. Routine is familiar to participant

When ineffective:
1. Low sense of team/interdependence.
2. Low degree of skill/knowledge is in members.
3. Group expects to be told what to do.
4. Difference between Autocratic and Democratic leadership styles.

**2.10 Leadership Spectrum:**

As the spectrum demonstrates, there are a number of alternative ways in which a leader can relate him to the group. At the extreme left of the spectrum, the emphasis is on the leader- on what he is interested in, how he feels about them. As we towards the employees-centered end of the spectrum, however, the focus is increasingly on the subordinates-on what they are interested in, how they look at things, how they feel about them. The center of the spectrum finds a more equitable balance between the authority exercised by the leader and the amount of participation the group can exercise and seen in the figure-2.3, below:

![Leadership Spectrum Diagram](Diagram)


Figure-2.3: Spectrum of leadership styles in which area of freedom permitted to subordinates.

**2.11 Review of the past studies:**

Research is cooperative learning, it has been extensively carried out abroad, but a little of work has been done in Indian set up. The amount in cooperative learning shows that it is the most survey area of instruction, comprehensive reviews of the research. Here is an attempt to briefly summarize the main findings and the trend as revealed by the studies conducted so far. The review includes the researches done in leadership learning.
The review of the past study is an important part of scientific approach and is carried out in all areas of leadership research weather in the behavioral sciences. It helps the research work to develop a thorough understanding and insight into area of research and the trends that has emerged. Therefore, the researcher has made an attempt to survey the literature related to the measurement of attitude before rushing into planning and carryout the study.

2.11.1 The objectives of the review. The review of the past researches is helpful to the investigation in many ways and so certain objectives have been decided for the past researches.

1. To get accounted to the Topic.
2. To know about the research method in past researches.
3. To know about the used by the earlier investigations.
4. To know about the error and short-coming of past researches.
5. To know about the statistical method used in earlier researches.

2.11.2 Importance of the review. Agrawal, (1995) stated the importance of the review of the literature as follows:

1. The review of the literature is the basis of most of the research project in the social sciences humanities, management and administration and field of education.
2. A review of the literature gives the scholar an understanding of the previous work that has been done.
3. The result of the review actually provide the data used in the study.
4. If enables us to know the means of getting to the frontier in the field or our problem.
5. A review of the literature would develop the insight of investigator.
6. The importance of the review is quiet obvious in delimiting the research problem and in defining it better. The review of the related literature will give the leaders or principals insight he needs to convert his tentative research problem to a specific and concise one.
7. A review of the literature can help the researcher in making his start to research possibilities that have been overlooked.
8. In the processes of reviewing the literature the leader or the principal is on the alert for the finding out research approaches in his area that have proved to sterile.

9. The review of the literature provides an opportunity of gaining insight into the methods, measures, subject and approaches employed by other researchers. This in turn will lead to significant improvement of the research design.

10. A careful consideration of chapters entitled recommendation for further research in various research studies here in to delimit the research problem.

2.11.3 Abstract of studies. After making the comprehensive survey of related literature, the next step for the researcher is to organize the pertinent information about leadership styles of principals of secondary schools in a systematic manner. Because it should be done in such a way as to justify carrying out the study by showing what is known and what remains to be investigated in the topic of concern.

According to Ary et al. (1972:67), the hypotheses provide a framework for organizing the related literature, like an explorer proposing an expedition, one map out the known territory and points the way to the unknown territory he proposes to explore. If the study has several aspects, or it’s investigating more than a single hypothesis, this is done separately for each facet of the study. One should avoid the temptation to present the literature as a series of abstract. Rather, it should be presented in such a way as to lay a systematic foundation for the study. It means organization of related literature is very important task in research activities. It depends upon the hypothetic frame work.

A detailed review of the related literature must precede well planned study of research. This helps the researcher to limit and define his problem. The related literature is the identification of the material that is to be read and evaluated. The identification can be made through the use of primary and secondary sources, available in the library. A careful review of the research studies, Journals, books, dissertation and other sources of information on the problem to be investigated is one of the important steps in the planning of the research study.

In this chapter and in the present study, the leadership styles of principals of secondary schools have been studied by survey method. The researcher has presented the review and
abstract of past studies through the reliable some well known sources of related literature in a research work: (1) primary sources of information, and (2) secondary sources of information collection.

Regarding the theoretical orientation and review of the past studies, the researcher has carried out the 29 major (4 foreign and 25 Indian studies) with 15 associated P.G, doctoral and post doctoral studies concerned to leadership styles of principals. The related studies has been conducted at M. Ed., M. Phil., and Ph. D. levels of education and abstracts were found from various Buch’s surveys of education, university departments & libraries, journals, research papers and the other periodicals of leadership education. There are following some related literature and some reviews and abstracts of related studies are as follows: - A. foreign studies and B. Indian studies:-

A. Foreign studies: Some foreign studies have been collected from the internet services, those studies were collected for the study his website already given in the references at the end of the chapter.

Study no.1

**A Comparative Study of Organizational Structure, Leadership Styles and Physical Facilities of Public and Private Secondary Schools in Punjab: their Effect on School Effectiveness**

Iqbal (2005) has studied on topic entitled above this study aimed to compare the organizational structure, heads leadership style and physical facilities of public and private secondary schools. The effect of head’s leadership style was also seen on school effectiveness. It was survey in nature.

The researcher prepared and validated the following questionnaires for data collection. 1. Organization Structure Measurement Questionnaire (QSMQ). 2. Leadership Style Measurement Questionnaire (LSMQ) 3. Physical Facilities Measurement Questionnaire (PFMQ) 4. School Effectiveness Measurement Questionnaire (SEMQ) 5. Interview Schedule for principal, teachers, students and parents for the purpose of case studies. The sample of the study was 280 secondary schools located at 34 district headquarters of the Punjab Province split into 258 public schools and 122 private schools.
The data were collected from sampled schools through mail and personally-distributed questionnaires. Only 237 questionnaires could be received from 131 public schools and 106 private schools. As such the response rate of questionnaire was 84.5%.

Analysis data was run through testing of 22 null hypotheses i.e. Ho 1-6 for leadership style of heads, Ho 7-16 to find the relationship of organizational structure, leadership style and physical facilities with school effectiveness and Ho 17-22 for comparison of schools effectiveness of public and private schools by applying t-test ANOVA. As such views of the heads, teachers, students and parents were found through interview schedules. The purpose of these case studies was to enhance generalizability of the research. Sixteen interviews were recorded from each school.

The key conclusions based on statistical and descriptive evidences of this study indicated that the Public male and female heads had no difference of leadership style. Male heads of private schools were people-oriented and democratic as compared to their female counterparts. Female head of public and private schools had no difference of leadership style. Overall task-oriented and authoritative leadership style of public and private school heads had significant effect on school effectiveness. Private male and female school and better effectiveness as compared to public schools while public schools had more mean area and more mean number of teachers as compared to private schools.

Study no.2
A Study on Leadership Behavior and Mental Health of Secondary School Principals

Farrahbakhs (2005) has studied on the leadership behavior and mental health of secondary school principals and Findings of the study indicated that there was a strong positive and significant relationship between overall leadership that leads teachers and students, developing favorable attitudes towards organizational achievement and problem solving and creates, maintains and promotes an effective organizational climate. The results of this study indicated a leadership style that balance "consideration" and "initiating - structure" were positively correlated with higher levels of mental health and its components for secondary school principals.
Study no.3
Leadership Styles and Learners' Outcome in Adventist Secondary Schools.

Alias (2005) studies on Leadership styles entitled Leadership styles and learner's outcome in Adventist Secondary school principals. The researcher had decided that the purpose of this study is to show through the use of relevant and appropriate literature that the principals' leadership styles in Adventist secondary schools affects learner's outcome. He explored a new, servant leadership style in this study and concludes that the servant leader must first be a servant before he becomes a leader. In my opinion, this study there is presentation of educational leaders of Christian communities doing challenging deeds.

Study no.4
Leadership Styles and its relationship to Individual Differences in Personality: Morale Orientation and Ethical Judgment.

Jennifer has studied on the topic entitled as; Leadership style and its relationship to individual differences in personality, Moral Orientation and Ethical Judgment. The goal of this study was to search for different ethical judgment of different groups of managerial professional participants and to see if these judgments vary according to their leadership style, personality and personal moral orientation. The participants were New Zealand and Australian managerial professionals from these countries education and business sectors.

The central themes of this study were: (1) at the behavioral level - linking the most recent leadership theory to the notions of organizational virtues. (2) At the mental representation level: exploring the underlying mechanism of mental representation of leaders' moral orientation and possible consequences of differential covert encoding for; ethical decision processes and, leadership behavior.

B. Indian Studies. Indian studies abstracts have been collected from the University libraries and University departments and internet services, those studies were collected for the study his source and websites are given in the references at the end of the chapter.
Study no.5

**A Study of Decision Making Styles and Leadership Behavior of Heads of Schools in Relation to Teacher, Morale and Organizational Health in Secondary Schools**

Hurakalli (2003) has studied on the topic entitled as, A Study of decision making styles and leadership behavior of Heads of School in relation to teacher moral and organizational health in secondary schools. Findings of this study were: 1. there was a strong positive and significant relationship between overall leadership behavior of school principals and their mental health as a whole. 2. There was a significant positive relationship between leadership behavior and the five subscales of mental health.

Study no.6

**A Comparative Study of the Leadership Styles: Interpersonal Relations and Effectiveness of the Recruited and Promoted Principals of Delhi.**

Ali (2003) has studied on a comparative study of leadership styles, Interpersonal relationship and Effectiveness of the recruited and promoted principals of Delhi.

The objectives framed for the study were follows: - 1. To studies the leadership style of the recruited and promoted principal of Delhi. 2. To study leadership effectiveness of the recruited and promoted principal of Delhi 3. To compares the leadership style of the recruited and promoted principals of Delhi. 4. To compare the leadership effectiveness of the recruited and promoted principals of Delhi.

The tools used were: - LPS by L.I. Bhusan, IRDQ developed by the Investigator, (LBDQ) by Dr. K.G. Sharma & S.C. Sharma. Mean SD and t-test were used to drive significance conclusions.

The major findings in general related to the Leadership Style were:-1. The principals selected by the Union Public Service Commission (UPSC) were found preferring authoritarian style whereas the principals promoted from the post of vice-principals have been found preferring democratic style. 2. The recruited and promoted principals differ significantly at 0.05 levels of significance in relation to their leadership styles.
Study no.7
A Comparative Study of Leadership Styles of Principals in Relation to Job Satisfaction of Teachers and Organizational Climate in Government and Private Senior Secondary Schools of Delhi.

Mehrotra (2002) has studied on the topic entitled as 'A Comparative Study of Leadership Styles of Principals in relation to job satisfaction of teachers and organizational climate in Govt. and Private Senior Secondary Schools.' The purpose of the study was to study the different leadership styles of Principals of Govt. and Private Schools. The findings of the studies were as follows: 1. The Principals of the Government and Private Schools manifest different leadership styles. She found out that the Government and Private School Principal did not have significant difference. The leadership style was different from school to school. 2. The leadership in private school has not been found very influential as far as the job satisfaction of the teachers over concerned.

Study no.8
A Study on the Principal’s Administrative Styles of Secondary Schools

Dubey (1997) has presented his dissertation on the leadership styles of principals of Secondary Schools of Kanpur and the findings of the study were as follows: the percentage of autocratic principals was highest (50), at the second number there were democratic principals and the percentage of this group was found more than laissez faire. The percentage of third category was 7.14.

Study no.9
Principal Leadership Styles and Teacher’s Job Satisfaction in School Organization

Afquei (1995) has been completed a dissertation on principals leadership styles and teachers satisfaction in school organization, findings of this study and the result pertaining to the psychomotor properties of the instrument indicated that the two measures firstly leadership and satisfaction were highly reliable. Secondly, the measures
within the construct were weakly to moderately correlated, thus suggestions that the measures can be taken as orthogonal.

The main analysis to test the hypotheses was done through the employment of Pearson product moment correlation the analysis suggested that a meaningful pattern existed as to the relationship between leadership styles and satisfaction. The hypothesis of moderating effect ownership public and private schools - received moderate support in the data. That is the pattern of relationship between principal's leadership styles and teachers' satisfaction got modified in the data. Hence, the study strongly advocates in favor of a large contingency model of leadership.

Study no.10
A Study of Leadership Behavior of Heads of Secondary Schools in Haryana and Its Correlates
(Buch, Ed., 1983:494)

Singh (1978) has studied on the proposed study; (i) to investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers, and to compare their leadership behaviour with some other professional leaders; and (ii) to explore the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership. From each of the ten districts of Haryana State, ten schools were selected. Five teachers from each of these 100 schools were selected.

Thus 100 heads as perceived by their 500 teachers were included in the study. The sample for the professional leaders consisted of seven factory managers as perceived by their twenty eight factory superintendents, seven army officers as perceived by twenty eight junior commissioned officers, seven college principals as perceived by their twenty eight municipal committee members. The Leadership Behavior Description Questionnaire and the Cattle’s 16 PF Inventory were used to collect data.

It was found that (i) out of five professional leaders, headmasters occupied the third position on the leadership scale; (ii) the leadership behaviour of heads was not related to
their age between twenty five and sixty two years; (iii) the leadership behaviour of heads was not to their teaching experience between six and thirty five years; and (iv) the leadership behaviour of heads was not significantly related to their administrative experience.

Study no.11
An Explanatory Investigation in the Present Educational Administration with the New Two Streams Linking At

Gupta (1976) has studied with the purpose to improve the present educational administration and found that there was lack of democratic activities and also political interference was seen in Educational Administration. The findings of the study were: 1. there was no difference between in common and educational administration. Authoritarian attitude was dominant. 2. Teachers do not have any place in administration. Only they get information’s from their officers. 3. Educational Administration is being effected with politics. 4. The teachers are not encouraged to express their feeling and emotions by the school administration. 5. There is lack of democratic style in school administration.

Study no.12
Administrative Behavior of Headmasters: Some Correlates and Backgrounds Factors

(Buch, Ed., 1984:484)

Panda (1975) has studied Administrative Behavior of Headmasters: Some Correlates and Backgrounds Factors, The major objectives of the study were: (i) to find out the real an ideal trends and patterns of administrative behavior of the headmasters; (ii) to study the relationship between real and ideal administrative behaviour and between the behavioral trends and the reputation of the institution and the effectiveness of the school; and (iii) to identify the background factors of administrative behavioral patterns.

The study was conducted on 2000 teachers from 168 schools of Rajasthan selected through stratified random sampling technique, bases being higher secondary versus secondary, rural versus, urban and boys versus girls. The data on headmasters' behaviour
– idea and real, and background factors were collected through Headmaster's Behavior Description Questionnaire–Ideal and Real separate, and Background Factors Description Questionnaire. The data were analyzed by using chi-square test.

The study revealed that (i) the ideal administrative behavior were others-oriented, outcome-oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting; (ii) headmasters of effective schools were more others-oriented, less authoritarian and less rejecting; (iii) the headmasters of urban schools were more adaptable, outcome-oriented and effective in communication and less rejecting;

Study no.13
An Investigation to the Problems of Educational Administration in Madhya Pradesh from 1947 With Reference to Secondary Education

Karmyogi (1974) studied on the problems of Educational Administration in Madhya Pradesh. In this study he found that the working conditions of Educational Administration were neither good nor the training arrangement was proper. The procedure of selection, transfer and promotion was improper. Findings of the study were as follows: 1. at the departmental and District level the working conditions were not satisfactory for the educational administrators. 2. the procedure of transfer and promotion for the lecturers, teachers and administrators was not objective.

Study no.14
Leadership Role in Educational Administration

Vatts (1972) studied on working styles of Educational administration and presented his views on Development of Educational Administration. Findings of this study were: 1. new methods and restrictions have been developed in Administrative system. So that it is required to have increase in working efficiency, behaviour of the staff. 2. Responsibilities have been increased by expansion of Education. It expects more efficiency from the very low level in Administrative deeds. 3. If the time and training is provided to them for development they could play their role in a right manner. 4. Personality is effective in
administrative leadership. 5. Interference of politicians in day to days works effects leaders’ role to play properly.

Study no.15
A New Approach to the Philosophy of Educational Administration
(Buch, Ed.1987).

Moravarker (1964) has studied on a new approach to the philosophy of Educational Administration. The purpose of the study was to check (study) the traditional attitude of educational administration. The findings of the study were as follows:-
1. Most of the administrators begin their services as a teacher. So that they have lack of leadership attitude, they believe that if the administrative training is provided to them. They must get success.
2. Age factor of Educational administrator effects to educational administration. Approximately 68 percent Educational Administrator were below 44 years who were appointed as Educational Administrators.
3. Administrators believed that the more administrative power might be increased to run education work in a better way.
4. It was found that democratic attitude was not accepted by Administrators for the solving of various problems.

Study no.16
A study of the Dimensions of Administrative Leadership in relation to Group Acceptance and Some Other Educational Aspects in the Colleges of Meerut University.
(Buch, Ed., 1987:902-03)

Kaushik (1979) has studied on a study of the Dimensions of Administrative Leadership in relation to Group Acceptance and Some Other Educational Aspects in the Colleges of Meerut University. The objectives of the investigation were: (i) to describe the administrative leadership of college principals in term of significant patterns of real administrative behaviors, (ii) to ascertain their administrative behavior as it ought to be in the view the staff members, (iii) to analyze the relationship that might be existing between the real administrative behavior and the ideal administrative behavior of principals.
The sample consisted of fifty-nine colleges affiliated to Meerut University. The study used Principal’s Behaviors Description Questionnaire (PBDQ) Background Factors Description Questionnaire (BFDQ) and Leadership Acceptance Questionnaire (LAQ). The study applied t-test and chi-square test for data analysis.

The findings of the investigation were: (i) The principals were highly ego-centric, interactive, and flexible and achievement oriented. (ii) In the opinion of the teachers, college principals should be less ego-centric authoritarian and inertia-prone, and more extra-centric, interactive, democratic, progressive, flexible, achievement oriented and moderately tolerant. (iii) The patterns of real and ideal administrative behaviour were quite different from each other.

Study no.17
A Study of Administrative Behavior of High School Principals in Central Gujarat

(Buch, Ed., 1987: 909)

Mahant (1979) has studied on the Administrative Behavior of High School Principals in Central Gujarat. The major objectives of investigation were: (i) To study the effect of some personal variables like age, sex, qualification, etc. on the administrative behaviour of school principals.

The research tools used consisted of Administrative Behavior Description Questionnaire developed by the researcher, the OCDQ developed by Halpin and adopted by Gandhi. The Pupils’ control Ideology Measurement Tool developed by Willower, Eidell and Hoy and adopted by Gandhi, 16 P.F. Questionnaire of Cattell, and work Analysis From devised by Stogdill and Shartle. Chi-square test, t-test, F-test, and product moment coefficient of correlation were some of the statistical techniques used for data analysis.

The Major findings of the study were: (i) Sex, age and experience did not influence administrative behaviour. (ii) School Size, management type, location or advance status of the place and no influence of the effectiveness of administrative behavior.
Study no.18

An Inquiry into the Relationship between Leadership Behavior of Secondary School Head Masters and Teachers Morale

(Buch, Ed., 1987: 916-17)

Naik (1982) has studied on Inquiry into the Relationship between Leadership Behavior of Secondary School Head Masters and Teachers Morale. The objectives of the investigations were: (i) to examine the relationship between different dimensions of leadership behaviour of the head masters and different dimensions of the teachers morale, (ii) to find out the relationship between the leadership behaviour of the headmasters and the area, sex, size and management of the schools, and (iii) to study the relationship between the teachers morale and the area, sex, size and movement of the school.

The sample for the study the investigations were: (i) Integration (leadership behaviour dimension) was significantly relationship between the twelve dimensions of LBDQ and the experience of the headmaster. (ii.) Teachers morale had no significant relationship with the type of school, area of the school, and size of the school. (iii) LBDQ had no significant relationship with the type of school, area of the school, and size of the school.

Study no.19

A Study of Administrative Behavior in Secondary Schools of Tamil Nadu

(Buch, Ed., 1987:938)

Rajeevlochana (1981) has studied on the topic entitled A Study of Administrative Behavior in Secondary Schools of Tamil Nadu. The major objective of the study were: (i) to measure the administrative behaviour of the principals or headmasters/headmistresses of the secondary schools in Tamil Nadu, (ii) to measure and find out the relationship among administrative behaviour, organizational climate and teachers morale, (iii) to measure and establish relationship between the administrative and the traditional of progressive character of schools,

A random sample of 150 schools was drawn from among the secondary and higher secondary schools in Tamil Nadu. Data were collected using the Administrator Behavior Description Scale (ABDS), Organizational Climate Description Questionnaire (OCDQ), Teacher Morale Inventory, Dogmatism Scale, the Traditional Progressive School Scale,
etc. These tools were administered to the headmaster and the teachers of the selected schools. The data was analyzed by percentages, t-test, coefficients of correlation, Chi-square test and analysis of variance.

The major findings of the study were: (i) There was no significant relationship between the administrative behaviour of principals and organizational climate of the schools. (ii) There was close relationship between the HH Pattern of the administrative behaviour of the school principals and their supervision work resulting in high achievement of teaching-learning. (iii) Progressive school showed significant upward trend in mean achievement that the traditional schools.

Study no.20

An Evaluation of Leadership in Educational Administration at District Levels

(Buch, Ed., 1987: 965)

Shukla (1981) has studied on the topic entitled an evaluation of leadership in educational administration at district levels. The objectives of the investigation are (i) To study if there was any impact of sex on educational leadership, and (ii) To study if there was any difference between perceptions of rural urban leadership at this level of education. The hypotheses farmed were: (i) Two styles of educational leadership differentially characterized the existing administrative leadership at district level. (ii) Educational leadership at district level was no perceived alike in girls and boys school. (iii) Educational leadership was not perceived like schools located in urban areas and located in the rural areas.

The sample consisted of 500 basic school teachers of Sitapur district Uttar Pradesh selected through the systematic sampling technique. Data were collected through Educational Leadership Behavior Description Questionnaire, Teachers Morale Scale and Teachers Attitude Scale. The K-S two sample test of significance was used for testing the hypotheses.

The findings of the investigation were: (i) The teachers in the girl’s schools as compared to the teachers in the boy’s schools perceived the existing leadership as adopting more of initiating structure style of administration. (ii) The rural and urban school teachers perceived alike the existing educational leadership in general as well as
dimension wise (iii). High desirable leadership of the administrators’ generated higher morale in the teachers while low desirable leadership caused low degree of morale.

Study no.21
A Study of Administrative Problems of Affiliated Colleges
(Buch, Ed., 1987: 967)

Singh (1981) has studied on the topic entitled a study of administrative problems of affiliated colleges. The objective of the investigation were: (i) to study the colleges plant and physical facilities provided in the colleges and problems arising out of them, (ii) to study the administrative problems with respect to management board of colleges, affiliating university etc.

The sample was drawn from among the affiliated colleges of the Gujarat University and Gorakhpur University. A stratified random sampling method was used to select the sample for the study. Data were collected by using college Data Sheet, checklist for administrative Problems, Leadership Behavior Description Questionnaire. The collected data were analyzed by using percentage, frequency distribution and t-test. The major findings of the investigation were: (i) there was HH pattern of leadership behaviour in the Gujarat University and LL pattern in the Gorakhpur University. (ii) Twenty per cent of the colleges belonged to open climate and 30 per cent to closed climate

Study no.22
A Study of Principals Leadership Behavior in relation to Teachers self-concept, Job-Satisfaction and Some Other Institutional Characteristics at Secondary School Level
(Buch, Ed., 1991: 1070)

Nasreena (1986) has conducted a study to investigate principals’ leadership behaviour in relation to teachers’ self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) to study the relationship between principal’s leadership behaviour and teachers’ job-satisfaction, and (ii) to study how principals’ leadership behaviour was related to some other institutional characteristics such as sex and location of schools.
The hypotheses formulated were: (i) the two styles of principals’ leadership behaviour, initiating structure and consideration, was significantly related to teachers’ self-concept. (ii) Leadership behaviour of the principals was related to teacher’s job-satisfaction. The tools used were the Educational Leadership Behavior Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agrawal and Teachers Job-Satisfaction Scale by S.P. Gupta and J.P. Srivastava.

The findings were: (i) Male and female teachers perceived alike the leadership behaviour of the principals. (ii) The rural urban location of the schools was not related with the teachers’ perceptions of principals’ leadership behaviour.

Study no.23
**A Study of the Organizational Climate of Higher Secondary Schools of Gujarat State in relation to Certain Variables.**

(Buch, Ed., 1991:1073)

Baraiya (1985) has conducted a study of the organizational climate of higher secondary schools of Gujarat State in relation to certain variables. The objectives of the study were (i) to study the headmaster’s behaviour and its components as factors affecting the organizational climate, (ii) to study the sex of the headmasters as the factor affecting the organizational climate, (iii) to study the headmaster age as the factor affecting organizational climate.

The tools used for collecting data were the Organizational Climate Descriptive Questionnaire developed by Halpin and Croft, Leadership Behavior Descriptive Questionnaire developed by Halpin and Winer, Management Leadership Behavior Description Questionnaire developed by the investigator, personal data sheets for teachers, headmasters and management developed by the investigator. The data were collected from higher secondary schools of Gujarat State. One hundred headmasters and data were analyzed using chi-square test.

The major findings were: 1. The sex of the schools and also the qualification of the principal were not found to be determining factors in the organizational climate of the school. 2. The member of the management committee having varying qualifications did
not influence the school climate. There was no significant difference between the climates of rural or urban schools.

Study no. 24

The Study of the Administrative Behavior of Secondary School Principals in relation to Selected School Variables


Das (1983) conducted the study of the administrative behavior of secondary school principals in relation to selected school variables. The major objectives of the study were: (i) to study the secondary principals administrative behavior (frequency and effectiveness ratings) in relation to teachers attitude toward work and work setting of the institution, school climate, and student achievement, (ii) To study the relationship between teachers’ attitude toward work and work setting of the institution and student achievement.

The sample of the study consisted of 26 principals, 260 teachers, and 1020 class IX students of 26 English medium secondary schools from Gujarat State and Daman in the Goa, Daman, and Diu Union Territory. The instruments used for the study were the principal performance description Survey Developed by the University of Georgia (1973-77) and modified by the investigator, The Teacher Attitude Inventory (Ellet and Masters, 1977), and My school inventory for measurement of school climate (University of Georgia, 1974). The data were analyzed with the use of descriptive statistical techniques, Person’s product-moment correlation, t-test, rank-difference correlation, and the Mann-Whitney ‘U’ test.

The major findings of the study were: 1. There was significant positive relationship between principals’ administrative behavior and teachers’ attitude toward work and work setting of the institution. 2. There was no significant relationship between principals’ administrative behavior and the climate of their schools.
Study no.25

A Study of Leadership Behavior of the Principals, Organizational Climate and Teacher Morale of the Secondary Schools

(Buch, Ed., 1991:1106)

Pandey (1985) has studied A Study of Leadership Behavior of the Principals, Organizational Climate and Teacher Morale of the Secondary Schools. The study aimed (i) to find out relationship between the leadership behavior of principals and the organizational climate of schools, (ii) to investigate the relationship between the leadership behavior of principals and teacher morale. In order to attain these objectives, several hypotheses were formulated. The study belonged to the category of descriptive survey of a correlation nature.

The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participate in this study. A Hindi adaptation of Halpin and Winer’s Leadership Behavior Description Questionnaire, the School Organizational Climate Description Questionnaire by Motilal Sharma and the Teachers Morale Inventory (TMI) developed by the investigator herself were used for data collection. The Mann-Whitney U test, Chi-square with Yate’s correction and Rank difference correlation coefficient with tied observations were the statistical techniques used to examine the hypotheses.

The major findings were: 1. No significant difference was found between the leadership behavior of rural and urban principals. 2. The consideration dimension of leader behavior was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate.

Study no.26

A Study of the Leadership Behavior of Principals of Higher Secondary of Gujarat State

(Buch, Ed., 1991:1107)

Patel (1983) has studied a study of the leadership behavior of principals of higher secondary of Gujarat state. The major objectives of the study were (i) to identify leadership patterns of principals of higher secondary schools of Gujarat State as perceived
by principal and teacher in reality and according to their ideals, (ii) to measure professional development status of the teachers working in these schools, and (iii) to study the interrelationship among leadership behavior of the principals, organizational Climates of schools and professional development of teachers. This was, by the large, a survey type of study. One hundred higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling.

The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and open response type) and a personal data sheet for principals were used as tools for collecting the data. T-test and correlation techniques were used to draw conclusions.

The major findings were: 1. No significant difference was found between male and female administrators as perceived by teachers and by themselves on initiating structure and ‘consideration’. 2. The rural-urban dimension did not play any significant role in case of any of the dimensions of leadership behaviour. 3. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools.

Study no.27
A Study of School Climate, Leadership Behavior and Moral Development of the Heads of Elementary and Secondary Schools
(Buch, Ed., 1991:1117)

Sampuransingh (1985) has studied on the topic entitled a study of school climate, leadership behavior and moral development of the heads of elementary and secondary schools. The objectives of the study were (i) To determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary schools, (ii) to examine school to school differences on various dimensions of organizational climate, leadership behaviour and moral development (iii) to examine the leadership behavior of heads of these schools.

The sample for the study included staff and heads of one hundred institutions comprising 50 primary schools and 50 secondary schools. In all, 421 teachers and 100
heads formed the sample of study. They were administered the followings tools: (i) The Halpin and Croft Organizational Climate Description Questionnaire, (ii) The Ohio Leadership Behavior Description Questionnaire, (iii) the Rest Defining Issue Test of Moral Judgment (1979).

The findings of the study were: 1. Elementary and secondary schools were found to be similar in teacher behaviour in a task-oriented situation, teacher thinking with regard to their principals and the principals efforts to move the organization. 2. The leadership behaviour of the two types of schools did not differ. 3. The head of the two types of schools equally varied in leadership behavior.

Study no.28
A Study of Personality Characteristics Contribution to Leadership Effectiveness
(Buch, Ed., 1991: 430)

Sharma (1986) has studied on the topic entitled a study of Personality Characteristics Contribution to Leadership Effectiveness. The objectives of the study were: (i) to find out the leadership effectiveness of such undergraduates as were members of the NSS, (ii) to find out the magnitude to which personality traits contributed to leadership effectiveness.

This causal comparative study was conducted over 150 NSS leaders drawn randomly from three male colleges and three female colleges which were situated in both urban and rural area were officiated to Meerut University. The tools were used to collect data were the leadership effectiveness Test (Ralph and Alwin) and a Hindi version of Cattell’s sixteen personality Factors used to analysis data were product moment correlation and T-test.

The major findings of the investigation were: 1. By and large, leader weather male or a female had similar personality traits. 2. There was no significant difference in the personality traits of leaders belonging to urban and rural areas.
Study no.29
The Personality Factors and Leadership Performance

(Buch, Ed., 1991: 349)

Bhusan (1968) has studied on the topic entitled a study on the personality factors and leadership performance. The main purpose of the study were to explore the relationship, if any, between certain personality variables and preference for and authoritarian of democratic type of leadership, and to ascertain the influence of the political up and some personal factors upon leadership choice. The hypotheses were: (1). There will be a substantial negative relationship between preference for a democratic type of leadership and authoritarianism, in tolerance of ambiguity, extraversion and neuroticism. (2). There will be a substantial positive relationship between ascendance and a preference for a democratic type of leadership.

A random sample of 400 undergraduate male students belonging to middle and lower middle income group of families was drawn from constituent college of Bhagalpur university. Age, sex, education and economic status were controlled. A five point Likert type of leadership preference scale (LPS) was develop in Hindi through tryouts and item analysis. The final scale included fifteen positively and fifteen negatively worded items. Reliability (test-retest and split-half) and validity (content and construct) of the scale were determined. Along with the LPS, a personal Data sheet, Hindi version of California F-scale, Allport and Allports’ A-S Reaction Study, Budner’s scale of Intolerance of Ambiguity and Eysenk’s personality Inventory were used. Mean, the product moment correlation, chi-square test, T-test, etc., were employed.

The major findings were: 1. Preference for a democratic type of leadership was negatively related to authoritarianism, 2. Personality factors exerted a directive influence upon individual’s choice of an authoritarian or democratic type of leadership. 3. The democratic political set-up of the country did influence the subject’s leadership preference score. But factors like residence in rural or urban areas age stay in the college and financial status did not make any significant difference to the leadership preference.
References of some other related studies:

Review on some other related studies with leadership styles these are following here: The studies in this area largely deal with leadership style and its impact on institutional climate and such other variables. The studies by and large indicate and importance of leadership styles these are following:

30. Sharma, S. (1982) found that the leadership behavior of the headmasters has direct impact on the school and on its functioning which makes for a good climate (NCERT. AU, 1997:713).

31. Chakraborti, M. (1990) found the importance of open climate in schools, ways of creating a congenial climate and effects of the leaders personality and his behavior in forming a favorable climate (NCERT. AU, 1997:713).


33. Nanda, A.R. (1992) Studied the leadership behavior of heads of primary schools and found that effective leaders show more consideration behavior and less initiating behavior were inefficient in consideration behavior and initiating and some are manifesting higher type of leadership in initiating structures and consideration (NCERT. AU, 1997:714).

34. Jayajyothi, K.V. (1992) found that the principal is responsible for the organizational climate and the teacher in central schools (NCERT. AU, 1997:714).

35. Kak, V. K.’s (1992), Study in one that presents a cybernetic approach to school administration (NCERT. AU, 1997:715).

36. Mohanty, B (1988) Studied the pattern and problems of administration and supervisor of primary schools in Orissa. He found that supervision in to be repeated from
administration, particularly at the gross-roofs level, roes to enable inspectors to freely look to the academic growth of leaders (NCERT. A U., 1997:715).


38. Thresiamma, N.M (1989) found that healthy convention, with the help of which the university system works, have not been built up yet (NCERT. A U., 1997:715).

39. Purohit, P. (1989) found that secondary school teacher’s organizations should focus on better professional growth than giving move weight age to improving their socio economic status only (NCERT. A U., 1997:715).

40. In Dhulia, U.S. (1989) studied that the school climate was found to be positively and significantly correlated with teachers’ job satisfaction and students’ institutional perception in terms of administrative style (NCERT. A U., 1997:715).

41. Kalapande, V.A. (1990) Studied the problems of block level educational administration with special reference to the role of extension officers in the elementary education and found that organizational climate should be periodically used and corrective action should be taken by appropriate authorities (NCERT. A U. 1997:715).


43. Fernandez, M.S. (1990) found that sharing-shouldering of administrative task responsibilities on that part of heads of schools was a learnt one. It was related positively to the assumptions of an intrinsic motivation for among subordinates (NCERT. A U., 1997:715).
44. Taj, Hassen. (1992) found that the attitude towards the professor job satisfaction and personal interpersonal social adequacy were found to be significant predictors of the leadership behavior of secondary school heads (NCERT. AU 1997:716).

The importance of leadership well known, hundreds of studies are available on this theme in social sciences literature. A critical area here is, show how to develop leaders, how to help them to become effective, and how to change the styles if any are not conducive to the effectiveness, morale and motivation of staff. These areas need future studies. Researches in this area seem to pick up a few western instruments and try them out on institutional heads. Perhaps the leaders studied in most cases never get to know the functionality or dis-functionality of their styles.

2.11.4 Conclusion.

After review of the studies related with leadership styles of secondary schools, the following observation has been found for the correlation of results according to the different variables of this comparative study:

**Gender difference**

1. Male and female heads had no difference in leadership style (Iqbal, 2005).
2. The leadership behavior of the heads was not related to sex (Singh, 1978).
3. Sex and age did not influence administrative behavior (Mahant, 1979).
4. No significant difference was found between male and female administrators’ (Patel, 1983).
5. Leader weather male or a female had similar personality traits (Sharma, 1986).

**Educational qualification**

1. Leadership behavior was not related to academic qualifications in terms of graduate and postgraduate degrees, except that postgraduate heads were significantly better than graduate heads on demand reconciliation (Singh, 1978).
2. The qualification of the principal was not found to be determining factors in the organizational climate of the school (Baraiya, 1985).
3. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools (Patel, 1983).

4. The sex of the schools and also the qualification of the principal were not found to be determining factors in the organizational climate of the school (Baraiya, 1985).

**Working experience**

1. Age factor of leader’s effects to leadership (Moravarker, 1964).

2. Experiences did not influence administrative behavior (Mahant, 1979).

**Type of school management**

1. The member of the management committee having varying qualifications did not influence the school climate (Baraiya, 1985).

2. Type of school management, did not influence to the effectiveness of administrative behavior (Mahant, 1979).

3. The leadership behavior of heads was not related to their age between twenty five and sixty two years (Singh, 1978).

**Residential area**

1. There was no significant difference in the personality traits of leaders belonging to urban and rural areas (Sharma, 1986).

2. The factors like residence in rural and urban areas did not make any significant difference to the leadership (Bhusan, 1968).

3. The rural urban location of the schools was not related with the teachers’ perceptions of principals’ leadership behavior (Nasreen, 1986).

4. No significant difference was found between the leadership behavior of rural and urban principals (Pandey, 1985).

5. There was no significant difference between the climates of rural or urban schools (Baraiya, 1985).
6. The administrative behavior of urban principles on interactive, progressive and achievement-oriented dimensions was rated higher than that of their rural counterparts (Kaushik, 1979).

According to the above mentioned previous studies, all the results of the present study are found similar. Study presents innumerable findings consequently. It is useful to future research.

2.12 Concluding remarks:

The difference between past research and present research study

<table>
<thead>
<tr>
<th>Past researches</th>
<th>Present researches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The past research studies on the different subject i.e. social studies, psychology, philosophy, management and administration etc; there was not a single research study on the Saurashtra region.</td>
<td>1. The present study is the only one research studied in Educational leadership.</td>
</tr>
<tr>
<td>2. There are so many leadership styles in the field of management &amp; administration. Majority of the most of past researches based on the belief, values and preferences.</td>
<td>2. The present study select only three original leadership styles of Lewin’s (1939) based on the only preferences, which was different from the past researches.</td>
</tr>
<tr>
<td>3. The past research mostly studied on the Indian states.</td>
<td>3. The present research studied in the regional part of the state of Gujarat.</td>
</tr>
<tr>
<td>4. The past studies classified leadership into many aspects i.e. It can be seen that all of these aspects concerned to the characteristics of principals rather than leadership.</td>
<td>4. The present study classified the leadership into three aspects. 1. Autocratic leadership 2. Democratic leadership 3. Laissez-faire leadership.</td>
</tr>
</tbody>
</table>
5. The sample of the past studies takes place in the area of Gujarat and other Indian states.

5. The sample of present study takes place in the area of the Saurashtra region western part of Gujarat which consists of six districts.

6. The independent variables in the past studies were age, sex, qualification, work experience which are not covering all the aspects of characteristics of school principals.

6. The independent variables of the present study are gender, category, work experience, educational qualification, type of management, residing area, etc. These independent variables are very much related to the sample which will be secondary school principals. The result of the present study will be very useful for leaders of Saurashtra region of Gujarat.

7. Sample of the past studies consists of educational officers, college teachers, primary and secondary teachers, beside the Saurashtra.

7. The sample of the present study consisted of the principals of secondary schools of Saurashtra region of Gujarat.

8. No past researchers studied on sample of western part of Gujarat.


9. There is no one comparative study done on the leadership styles in the Saurashtra region.

9. The present study is based on the comparison of leadership styles of principals of schools of Saurashtra region.
References:


Mehrotra, Anjou. (2002). *A Comparative Study of Leadership Styles of Principals in Relation to Job Satisfaction of Teachers and Organizational Climate in Government*
and Private Senior Secondary Schools of Delhi. Ph.D. Education JMI University New Delhi


Saïyedain, M. S. (2008). *Personality Predisposition and Satisfaction with Supervisory Style*, Indian Journal of Industrial Relations, 10, 153-165


Madhusudan, (2002). *Academic Innovation and Role of Principals*, University News, Vol. 40 (47), Nov. 25 - Dec. 01,


Web [http://jmi.nic.in/research/ab2003_educationshamshadali.htm](http://jmi.nic.in/research/ab2003_educationshamshadali.htm)


