CHAPTER - I

THE PROBLEM
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CHAPTER-I

THE PROBLEM

1.1 Introduction

One of the hallmarks of leadership is the ability to recover from and learn from a failure or misjudgement. Leaders awaken in their followers a sense of higher potential. All potential leaders are born with certain qualities. They develop into leaders only by forging their craft in the fire of challenge and competition. Leaders initiate changes that permit organizations to adapt to inevitable challenges from the environment and to evolve into a higher state. Leadership cannot be taught by exposure to convenient academic modules, despite the claims of many leadership gurus. Paradoxically, however, men and women can learn to be leaders by developing a set of core leadership skills and qualities - by teaching themselves. Leadership potential is activated by practice.

Leaders make an enduring imprint on their organizations both by what they do and how they act. The ultimate measure of a leader's greatness is his or her legacy. Power and authority may be distributed or may shift from person to person or from group to group. Leadership, however, is still the
pre-requisite for high performance. Effective leaders make a difference—they produce good results over sustained period of time.

Over the years, leadership has been studied extensively in various contexts and theoretical foundations. In some cases, leadership has been described as a process, but most theories and research on leadership look at it as a person to gain understanding. Leadership is typically defined by the traits, qualities, and behaviours of a leader. The study of leadership encompasses across cultures, decades, and theoretical beliefs. A summary of what is known and understood about leadership is important to proceed with further research on the leadership, per se.

In a comprehensive review of leadership theories, several different categories were identified by Stogdill (1974) that capture the essence of the study of leadership in the twentieth century. The first category dealt with the attributes of great leaders. Leadership was explained by the internal qualities with which a person is born. The thought was that if the traits that differentiated leaders from followers could be identified the successful leaders could be quickly identified and put into positions of leadership. Personality, physical, and mental characteristics were examined. This research was based on the idea that leaders were born, not made, and the key to success was simply in identifying those people who were born to be
great leaders. Through much research was done to identify the traits, no
clear answer was found with regard to which traits consistently were
associated with great leadership. One flaw with this line of thought was in
ignoring the situational and environmental factors that play a role in a
leader’s level of effectiveness.

The new leader has a well-balanced intellect (IQ), mind (EQ) and
multi-disciplinary (holistic) perspective. He listens more and speaks less,
observes more and concludes less, uses ‘we’ more than ‘I’, and says ‘let’s go’
more often than ‘go’. He takes more than his share of blame and less than his
share of credit. He is open and yet decisive, focuses on human processes
rather than only on end-results, and is more of a coach and less of a boss.

A great deal can be learnt about leadership from many casehistories
found in the world of literature. In Iliad and Odyssey, written in the eighth
century BC, Homer documents the Saga of Ulysses who leads his men
through a series of major challenges before reaching home. Plutarch, the first
century Greek historian and philosopher, writes at length in Plutarch’s lives
about the leaders of ancient Rome. Shakespeare, in the sixteenth century,
catalogues the follies’ and triumphs of Lear, Macbeth, Hamlet, Richard III,
Henry V, and other kings and princes extensively. Machiavelli, the fifteenth
century Italian political theorist, is remembered primarily for his advice to leaders on how to rule.

All these writers illustrate leadership behaviour rather than explicating it. Nevertheless, their casehistories have more to offer than much of the explanatory literature on leadership and leaders that historians, psychologists and management theorists have produced since the mid twentieth century.

1.2 Leadership in the School Setting

The school leader plays role of an agent of change and discusses the implications of the resulting, conflicts that are generated in the change process. Effective school leaders understand the change process and work daily to change their social organization. They appreciate the significance of building strong relationships between and among all members of their school community. They also know that the potential impact of both cognitive and affective conflict have much to do with the organizational context in which they occur. The effective leaders build enabling school organization and use change, and conflicts that result in improving the quality of instruction as well as the overall atmosphere of the school.

The literature on principal's instructional leadership identifies Head as a key variable in school academic performance. Critical skills associated with
Head's instructional leadership include goal setting, managing curriculum and instruction, supervising and evaluating teaching, providing staff development, managing resources, promoting a positive climate and expectations for success (Hallinger and Murphy, 1985). The studies focus on the Head as the essential factor in establishing and promoting improvement in the schools (Hallinger and Murphy, 1985).

Although the literature points to the central role of the Head in enhancing the effectiveness of schools, it is difficult to demonstrate a cause-effect leadership between Head's instructional leadership and student achievement because Heads are a step removed from the teaching process (Rowan, Bossert, and Dwyer, 1982). Recent research has established that "gains and losses in students' test scores are directly related to teachers' perceptions of their Head's leadership" (Andrews, 1990). The study suggests that classroom environment benefits when teachers view Head as a strong instructional leader.

1.3 Importance of Educational Leadership

Leadership is a basic element of education. A great leader can inspire entire community; his influence radiates, and he exemplifies in his own life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the Headmasters, the supervisor and the
administrator should assume leadership. In a period of crisis and transition the position of the educational leader is more significant than at any other time. We look to education to solve the perplexing problems of our time. The task of the educational leader is to become aware of the opportunities. His function is to create love where antagonism prevails; to spread the flame of knowledge where ignorance exists; and to create real when so many are smug and self-righteous. He must not only communicate ideas, but he must be a representative of a creative way of life, a symbol of peace and serenity.

1.4 The Leader and the Led

The leadership role is determined by the perceptions held by the leader and the led. A person assigned to a position of leadership is said to be a status leader; he may or may not be the real leader if he is more than the status leader. He will meet most of the expectations of leadership held by those affected by his actions. But in normal situations where leadership is involved, the followers are likely to hold many differing kinds of expectation, when the role conflict is said to exist. To strengthen the leader-led relationship the former must keep upper-most in his mind the need-dispositions of workers-followers. Such as the search for meaning, self-fulfillment, and self-realization.
In order to be an effective administrative leader to build and maintain effective relationship with his subordinates three factors are essential.

i. Small face-to-face groups are necessary in planning and communicating.

ii. Decentralization of authority and encouraging staff participation in decision-making are acknowledgement of one fundamental aspiration of the led.

iii. The leader should be a person oriented to engender supportive relationships and he in turn should be supportive of his followers motivation.

The word 'leadership' refers to showing the way and guiding the organization in taking definite directions and decision.

1.5 Concept of Leadership

Leadership has attracted the attention of sociologists, social psychologists, and political scientists in various contexts.

There is no unanimity, however, found on the precise meaning of the term among different social scientists.

Bass (1985) referred leadership as; "Leadership is a kind of interaction between or among people. Any attempt on part of a group
member to change the behaviour of one or more members of a group is an attempt at leadership”.

In the words of Edinger (1967); “As scientists have probed beneath the manifest aspects of leadership and have became correspondingly more sensitive to the relevance of numerous, complex and latest facts, they have found it more difficult to agree as what leadership is and does”.

Katz and Khan (1978) maintain that, “The concept of leadership as generally understood in social sciences has three major meanings; the attribute of a position, the characteristics of a person, and a category of behaviour”.

1.6 Classification of Educational Leadership Styles

Leaders have been classified into six types

i. Institutional or Positional: who leads by virtue of the authority or prestige of his position.

ii. Intellectual: who gains followers through his recognized ability in specialized functional fields.

iii. Democratic: who obtains the loyalty of his followers by associating them with the decision making process to the maximum extent possible.
iv. Autocratic: who leads through domination and drive.

v. Persuasive: who has a likeable personality and prefaces his decisions with explanations as to why they are necessary.

vi. Creative: who inspires others with ideas, and stimulates them to emulation.

Leadership may also be classified into impelling and compelling types. Compelling leadership relies on authority and power, rules and regulations, reward and punishment to secure obedience. The motive power comes from outside the followers or employees.

The compelling leader firmly believes that he is there to do all the thinking for his Department. Most executives use compelling methods for getting things done. Little do they realize that compelling produces only half-hearted obedience at best and often arouses lasting opposition of apathy. In the ultimate analysis, the force of leadership depends on the followers' will to follow and not on the good sense or loudness of the leader's command.

The basic idea of impelling leadership is that people follow their own decisions, they may obey an order meekly if they have to, but they follow it enthusiastically when they are led to believe that it is their own decision. The technique of impelling leadership, therefore, consists in leading people to decide for themselves. Telling people what they should do seldom makes
them want to do it. But if they decide it for themselves they feel impelled to do it. It is said, "Almost every man can do twice as much if he wants to do it".

The strategy is impelling leadership has three main planks. In the first place widest possible areas of activity should be earmarked for workers to have a more or less free hand to decide things for themselves and use their initiative and inventiveness. Targets and goals should be set and standards of performance laid down; but the workers should be allowed to work out the detailed procedure and evolve their own systems of efficiency by process of experimentation. This requires maximum delegation of powers and functions. Within these areas of delegated authority the boss should neither interfere nor give unsolicited advice. He will judge performance by the results produced without worrying about the actual means.

The second part of the strategy of impelling leadership is to restrict, as much as possible, the areas in which decisions have to be taken by the loss without consultation with the workers. Matters of policy, large financial commitments, plans for expansion be decided upon with the help of appropriate advisers but without reference to those who will be required to implement them. But these reserved subjects should be strictly limited to those, which, on account of their confidential nature or for other reasons, do not lend themselves to the consultative method.
Between these two extremes there are vast areas, which are particularly suited for the application of impelling methods. Within these areas a process of consultation best arrives at important decisions between the boss and his assistants. Such consultations means pooling of knowledge and experience, it promotes the birth of new ideas through contract of mind with mind; it enables the workers to adopt the decision as their own creation if not wholly at least in part.

The impelling type of leader treats people as seedbeds for ideas. He sows ideas in his subordinates’ minds. For this purpose, he shares problems with them; he inspires them to think until they come to support the same idea as he has in mind.

Impelling leadership requires patience, foresight self-restraint and self-denial. Another requirement of impelling leadership is that the leader should keep himself in the background and should not express his own views; use much less force on the assistants. Impelling leadership requires much more humility, patience and spirit of self-denial. An impelling leader has to be big enough to let others have the praise, which truly belongs to him.
Lippit and White (1939) have classified leaders into three main types, namely:

i. autocratic or authoritarian
ii. democratic, and
iii. laissez-faire or free reign.

An autocratic leader is a one-man bank, fully convinced alone to run the organization and that the subordinates are there merely to help by doing what they are told. They should not, therefore, be permitted to act without leader's specific approval. In consequence, the special characteristics of such leaders are:

i. Retention of maximum power in his own hands.
ii. Use of commands or direct, emphatic orders covering minute details, and
iii. Maintenance of close supervision.

The democratic leader realizes that followers are indispensable for the success; so he wants to carry the group with him. His techniques of direction are calculated to evoke co-operation rather than mere obedience from the group. In making plans, in giving order, in involving policies he wants to
keep the group in the picture as far as possible. He regards himself as one of the groups and not as a superior entirely apart.

The laissez-faire type of leader is hardly a leader, who does not try to make his presence felt and the group function more or less on its own. He does not administer but leaves all responsibility and most of the work to his subordinates. He is a mere figurehead. At higher levels, if competent assistance is available, such a manager may be useful as an ornamental head. At lower levels, a laissez-faire type of leader cannot be very successful. As he hardly gives any guidance and does not exercise any control over his subordinates, the subordinates just muddle on, virtually leaderless. In consequence, under free-rein management discipline is lax and efficiency at low ebb.

Thus, in autocracy the seat of responsibility is the leader; in democracy responsibility resides in the group; and under laissez-faire management it is distributed among the members as individuals.

Stogdill (1948) studied the leadership behaviour in numerous types of groups and situations by using Leadership Behaviour Description Questionnaire with two dimensions of leadership emerged namely; 'consideration' and 'initiating structure'.

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Consideration reflects friendship, warmth, mutual trust, respect in the group members. Consideration for ideas and feelings of subordinates is also there. Initiating structure reflects the extent to which individuals are likely to refine and structure their roles and those of their subordinates towards goal attainment. He tries to establish well-defined patterns of organization, channels of communication and methods of procedure.

**Best Style of Leadership**

While some researchers such as Blake, Mouton and McGregor (1964) have argued that there is "one best" style of leadership – a style that maximizes productivity and satisfaction, and growth and development in all situations, further research in the last several decades has clearly supported the contention that there is no 'one best' Leadership Style. Successful and effective leaders are able to adapt their style to fit the requirements of the situation. To amplify this idea, it is necessary to place the current state of leadership theory and situational leadership, in particular, into perspective.

First, all leadership theories, like the vast majority of behavioural science theories have not been conclusively validated by scientific research. As Robbins (1976) has observed, "....simple and universal principles of organizational behaviour are avoided because there exist no simple and universal truths or Head that consistently explain Organizational behaviour".
However, just because research does not conclusively validate a behavioural science theory does not necessarily make it invalid. The lack of solid scientific evidence supporting all leadership theories may be because leadership "theories" are, at this point, sets of empirical generalization and have not developed into scientifically testable theories. This does not make them "wrong", merely that they have not been supported.

Perhaps the problem is that too much has been expected from so-called leadership "theories". Really they are not "theories" at all but, suggested descriptions of concepts, procedures, actions, and outcomes that exist, that is why situational leadership is referred to as a model.

The primary reason why there is no "one best way" of leadership is that leadership is basically situational, or contingent. All leadership theories of House (1974), Fiedler (1967), Vroom-Yetten (1973) – to name a few – are situational and represent, together with situational leadership, the mainstream of leadership thought. Robbins (1976) has stated, "......organizational behaviour concepts are founded on situational conditions; that is, if X, then Y, but only under conditions specified in Z [the contingency variables]. In other words, the effectiveness of a particular leadership style is contingent upon the situation in which it is utilized."
Several researchers have noted, one of the most important contributions of Situational Leadership is its attention to the situational nature of leadership.

It is also important to know that effective managers not only have the diagnostic ability to determine the most appropriate leadership style, but they also have the ability to correctly apply that style. Owens (1825) has observed:

These managers expressed a virtual consensus that based on their actual experience; each situation they handled demanded a different leadership style. No single style could suffice under the day-to-day, even minute-by-minute, varying conditions of different personalities and moods among their employees, routine process vs. changing or sudden deadlines, new and ever-changing government regulations and paperwork, ambiguous roles of workers, wide ranges in job complexity from simple to innovation-demanding, changes in organizational structure and markets and task technologies and so on. Contingency theory has come to mean, therefore, that the effective manager has, and knows how to use, many leadership styles as each is appropriate to a particular situation.

It is believed that Owens (1825) correctly described the situational nature of leadership and that no "one best way" approach can adequately describe what leaders must do to cope with the challenges facing them.
Perhaps Stogdill (1974), author of the Handbook of Leadership and a
distinguished leadership researcher for more than forty years, stated the
best: "The most effective leaders appear to exhibit a degree of versatility and
flexibility that enables them to adapt their behaviour to the changing and
contradictory demands made on them".

1.7 Stages of Leadership

Bass (1985) made a useful distinction between attempted leadership,
successful leadership and effective leadership. In line with this suggestions,
it is important to distinguish the psychological aspects from the social factors
that may be at work in the emergence of a person as leader. The emergence
of leaders is a sequential process in which the following stages can be
noticed.

- the stage of attempted leadership,
- the stage of accepted leadership,
- the stage of successful leadership.

The duration of each stage may vary from person to person, but the
sequence of stages is fairly constant. None is accepted by others as their
leader, unless he has made some attempts, however, tentative, to act in such
a way as to be perceived as a potential leader. Again for successful leadership to occur a person must be seen by others as their accepted leader.

**Attempted Leadership**

Much ground has been covered from the time leadership was conceived as some sort of innate quality or combination of qualities a person was endowed with. Today leadership is seen as an interplay of forces, some personal in nature, others situational, still others transitional or coincidental, that is the particular relationship established between such and such a situation. Leadership does not occur independent of leaders. In its final analysis, someone must come forward and present himself as a leader, that is attempted leadership, for others to consider whether they want him as a leader or not.

Attempted leadership is the initiative a person in a group takes to come forward and try some form of behaviour meant to influence other members (his followers) and thus bring about some change in their individual behaviour or in a way the group as a whole functions. No single quality seems to account for the decision of attempting leadership in a concrete situation. Intelligence and talent are not decisive causes in the process. Rather one should look for an explanation in the "motivation pattern" of the leader, as Cartwright (1960) pointed out. Tennenbaum (1959) and Schmidt
(1976) further specified that the important internal forces that impel a person to assume a position of leadership are his value system, his confidence in his potential followers, his desire to excel or dominate, and his personal security in an ambiguous or uncertain situation. Whatever the source, the leader must perceive himself as a secure person in the midst of an apparently difficult or even chaotic situation. Then, the leader defines himself as wishing to do something in order to improve, change, suppress, modify the existing, faculty situation and replace it with something that is deemed better. He may succeed or fail, because mere attempting is not a guarantee of success; but to be sure, without attempting or risk taking, nothing will ever be changed.

Experimental studies by Hemphill (1997) strongly suggest that individuals are encouraged to try to lead by (a) rewards that the task will be accomplished; (b) a feeling that fellow group members will be willing to accept what he attempts to be doing; and (c) a certain degree of ambiguity in the task to be performed, which create the need for someone to lead.

It is possible that people who have been elected or appointed to positions of authority may act as leaders. Actually it is not unusual in industrial societies for any group to make it first a business to choose a leader. In such cases there appears to be a reversal of the process suggested. However, it is doubtful that a group may select a leader or a person may be
appointed to a position of authority, if he has not acted on some previous occasions in such a way as to suggest his ability as a leader or even unconsciously, his willingness to be one. There are many subtle ways in which people can influence one another. The attitude of a person who is attempting to lead others may get across to others in many forms, some of them quite unconscious to the leader as well as to the followers. Schutz (1932) has elaborated a theory of the leader as completer, which suggests that the constant task of a leader is to observe which functions are not being performed by a segment of the group and enable them to be performed. In other words, the task of a leader is to assume a greater responsibility than a group may be willing to accept for itself at a given time. How a person is legally placed in a position of authority is less important from the functional point of view, than how a person attempts to act in his position in order to bring about some changes in the behaviour of the group. Whether a person attempts leadership as an initiator or as a completer, his being accepted as one depends on his trying to become one.

Accepted Leadership

Having attempted leadership is no guarantee that the person will automatically be accepted as a leader. Attempting leadership is only a condition for a person to be considered as a candidate for leadership. Then
begins the process of making oneself acceptable to the prospective followers. Hence the need for accepted leadership. Soldiers are reminded that: "You can't even boss a dog unless the dog has been trained to obey and has formed habits of responding to commands."

If one has to succeed as a leader, one must enjoy a certain degree of popularity in his group. He must belong to the group or be part of the in-group. The expectations of the group members, the willingness to be led by such and such a person, the concrete social conditions that make a person needed as a leader, the urgency with which the need for change is felt, and other similar social factors cannot be set aside as inconsequential in the process of a person being looked upon as a leader. Pelz (1966) has emphasized that any kind of situation, a basic postulate is that the more the leader (or any member) helps other members achieve their goals, the greater will be the members' acceptance of him.

Bowers (1968) has suggested that there are four areas in which the basic structure of "leadership" can be outlined: that leader lends support to his followers and makes them feel worthwhile and appreciated, that he creates an atmosphere in which people can interact freely among themselves, that group goals and standards of excellence are proposed, and that the conditions that make group goals attainable may be created and
maintained. Success in these four tasks of leadership makes a person acceptable as a leader to his group.

**Successful Leadership**

Finally, success in performing the function of leadership is a further aspect to be considered. However, strongly motivated and deliberate in his attempts for leadership, a person may be, and however popular he may be with his group, the success of the leadership process depends on other factors of a very different nature. Hitler did attempt leadership when Germany needed it most. He was accepted as a leader, cheered by large crowds, adored by thousands of well-disciplined and highly skillful people. Yet in the perspective of history, it is doubtful that he rendered a great service to the German nation. This raises the whole issue of value judgements with regard to what is to be considered good or bad leadership. The point that is to be stressed is that neither an individual’s decision to come forth and act as a leader, nor the social conditions that lead a group of persons to accept him as a leader, validate leadership from a global human point of view. Too much of what is being done to assess leadership and to develop and clarify theoretical concepts draws too exclusively from “experiments”, which are methodologically sophisticated but bear only a pale
resemblance to the leadership enterprise that engages people in the light of
the nature of leadership.

Leadership is a word on every one's lips. The young attack it, and the
old grow wistful for it. Experts claim it, artists spun it, while scholar want it,
philosophers reconcile it (as authority) with liberty and theologians
demonstrate its compatibility with conscience. If bureaucrats pretend they
have it, politicians wish they had. Everybody agrees that, there is less of it
than there used to be.

Management is absolutely essential in the present times in all
organizations, irrespective of their origin, nature and ownership established
with a profit motive or for some social, religious or such other purpose,
requires efficient management. Management has been viewed differently by
various scholars depending upon their beliefs and comprehensions. Some
regard it as the force that runs a business and is responsible for its success or
failure, others perceive it to as a means for achievement of desired results
through group effort and by utilizing both human and non human resources.

Still others see management to be a process comprising planning
organizing, staffing, directing and controlling. Also some look at it as an
instrument for designing and maintaining the environment conducive to their
performance of individuals who are working together in a group towards the
accomplishment of some pre-selected objectives. Furthermore, some think that management merely implies certain tasks which the managers are supposed to perform. Thus, there are numerous opinions on what management actually involves and no description however lengthy, would be considered satisfactory for universally acceptable connotation of the term. And the task of managing, as is currently understood, includes planning, organizing, staffing, motivating, communicating, leading, and controlling. All these, activities are covered in the concept of management and managers are required to be conversant with all techniques through which they can make their subordinates understand the organizational objectives. Apart from simultaneously demonstrating and practicing such techniques they have to motivate them to put in their best efforts for the achievement of the pre-determined objectives of the organization. This function is performed through leadership.

Coming to the role of leadership in organizations, it is that quality of behaviour of an individual, where he or she guides people and their activities into an organized effort. The success or failure of the organization, to a large extent depends upon the quality of leadership. Hence, on inquiry into the leadership behaviour in various organizations, including educational management is of great significance to determine how leadership can become effective.
1.8 Types of Leadership

Charismatic Leadership

Having its origins in Greek civilization, charisma springs from ingrained personal traits, such as over-reaching ambition, unshakeable self-confidence, and the penchant for setting a personal example. The charismatic leader uses more of natural behaviour and less of technique. He is also a superb debater, a potent persuader, a technical expert, and a catalyst of changes spanning his followers' attitudes and emotions.

Transactional Leadership

A balanced approach, which suits actions to the situation and the maturity of followers, this style of leadership combines an orientation towards results and a focus on people to the precise degree necessary in a particular situation. The transactional leaders do not focus on inspiration at the expense of practical guidance, and clarifies the roles and tasks required of followers.

Transformational Leadership

The fundamental task is to metamorphose the values, the beliefs and the needs of followers. The essence of this form of leadership lies in
simplifying important issues through the use of symbols, and paying personal attention to every individual follower. The transformational leader considers himself a change-agent, learns as he coaches, and can deal confidently with complexity, ambiguity, and uncertainty.

Attributed Leadership

The perception of followers, and not the behaviour or characteristics of leaders, explains this form of leadership. Results – spectacular success or abysmal failures – are attributed by people to specific characteristics of the person who is in charge. The attributed leaders usually demonstrate high intelligence, an outgoing personality, strong verbal skills, aggressiveness, understanding and industriousness.

1.9 Effective Educational Leadership

Educational institution with persons of efficient and administrative leaders fare better than most of the other institutions inspite of their having other essential requirements. Most of the private institutions have options to appoint persons with qualities of leadership and pave the way for better performance while institutions under public sector managements suffer due to lack of efficient leaders and lag behind in educational achievements.
Leaders may be born, but they can be made. It is necessary to understand what constitutes to make an effective educational leader.

1.10 Head of the School as a Leader

In the old authoritarian where the Head of school was a doctor, a despot he had perhaps an easier role. What he needed was the ability to inspire and or fear among the staff and the students and all went on. And also in the past the studies of the Heads of the high schools were confined mostly to routine work at the school and beyond that he had practically no responsibilities. He had to bother himself only about the academic achievement. The task performed by the Head was judged only on the basis of the number of successful candidates in the S.S. L.C. examination.

"Today the situation is different, the changed socio-economic and political conditions of the country have put exacting demands on him".

The new ideal of secondary education entails heavy responsibilities. Now he is required not only to deal with correspondence, office work and ensure high percentages of passes in the S. S. L. C. examination, but also to discharge his duties to the society. He has to co-ordinate the efforts of teachers, students and the community at large. But now the emphasis is
more on freedom of participation and reciprocal co-operation and less on dictatorship.

Leadership in a democracy is known by the personalities it enriches not by those it dominates or captives.

To make a success of assignment, he must come into close contact with teachers, pupils and parents.

He cannot afford to live in an ivory tower and command respect. He cannot be a mere detective, critic or fault finder. His leadership should be constructive. The steering wheel is even now with the Head. His job is to see that parts of the machinery works spontaneously and in harmony.

The Head of the school is the kingpin of school administration on whose ability and skill, personality and professional competence will largely depend to tone up the efficiency of the school.

Schools are good or bad in healthy or unhealthy, mental, moral and physical conditions flourishing or persisting, as the Head is capable, energetic with high ideals or the reverse. Schools rise to fame or sink along with the Heads in-charge of them.
Every thing in the school, the plant, the staff, the curriculum, methods of techniques of teaching, co-curricular activities, human relationships bear the impression of the personality of the institution.

The school is as great as the Head. It is rightly said that the schools become great not because of the management building but because of magnificent Head. In short, as is the Head so is the school.

The Head is the key stone in the arch of school administration; he is the hub of educational effort. What the main spring is to watch, the fly wheel to the machine or the engine to the steamship, the Head is to the school.

The character of school reflects the character of the Head. He is organizer, leader, governor, business director, co-ordinator, superintendent, teacher guide, philosopher and friend.

In short Head is the constant factor in a school leadership, he has the big role to play in the school.

The Head of a school is considered to be the centre of all the activities taking place in the school. Leaving aside a few institutions of a very large size, leadership functions and administrative functions are generally combined and, therefore, leadership becomes an inseparable and a very significant function of administration. To quote Desai and Rao (1974).
“The unique purpose of administration is to divert the utilization of limited resources of time, people, space, equipment, supplies and work technique in the realization of coherent operation of an enterprise. It involves activities and process which require specialization of effort and sophistication in use. These have been very frequently identified as activities which include planning, programming, budgeting, staffing, evaluating, and such processes as leadership, organization, communication and co-ordination”.

In a school, all staff members work under leadership of the Head. He leads them to work towards a common goal and makes use of his leadership traits to carry out programmes for achieving overall objectives of the institution.

The Heads of olden days used to be mostly of authoritarian nature. What they needed to become an effective leader was the ability to inspire awe and fear among staff and students of their institutions. Those Heads did not have many administrative problems, for, the number of students used to be small and their own duties were largely of clerical nature. A Head’s job was to keep records of attendance and marks, to see that rooms were clean, classroom supplies were distributed and the bell was rung on time. It was around the start of the twentieth century that duties of Heads increased manifold and covered not only discipline and care of the students,
distribution of equipment, recording and reporting, but also organization and
general management, and supervision of buildings and grounds.

Bogardus (1969) classified the functions of the leaders into three
types: mental, social and executive. A Head is an executive and executive
leadership involves superior planning and carrying out of plans and actions.
This type is a combination of mental and social forms of leadership. Executive
leadership calls for the making of plans which lead to action. It involves the
faculty of handling follower-individuals skillfully. Head of present period is
no longer a technician who pushes a button and expects his teaching cogs to
move in a predetermined way Kimprough (1968) expects a Head to use his
creativity and leadership with the help of his staff members, to adopt new
ideas and practices that would assure that every youngster achieves his
optimum potential. The changes which prove to be beneficial in improving
the educational process must be maintained, and unwise changes must be
abandoned. The exercise of leadership of a Head helps in maintaining or
abandoning the changes initiated. The Head must provide skillful leadership
so that progress may take place with a minimum of stress and strain.

The cry of every age has always been for more and better leadership.
In the twenty first century, trained, capable and dedicated leadership is
required. This need is rather urgent and critical in schools, where an
accelerating growth in size and complexity of the educational enterprise have given rise to problems never before encountered. The present youth of the country unless properly guided and directed towards right directions can become an uncontrollable force and prove to be a liability rather than an asset for the nation. In view of all this, the Heads of schools have great responsibilities to the nation as they are the custodians of the future of the youth. The job of a Head as an educational leader is dualistic in nature. According to Halpin, (1966) "...the officially designed leader in charge of the school organization is confronted with two major set of responsibilities. He is responsible to the board of education, but he must also be responsible to the members of his professional staff. Both reference groups, the board and the staff, impose upon him expectations of how he should behave as a leader. When these expectations are essentially similar, he probably encounters no difficulty in orienting his behaviour to them. But to the extent that they are incompatible, he is placed in a position of potential role conflict."

The National Conference of Professors of Educational Administration (NCPEA) (1951) has clarified the nature and scope of educational leadership within the democratic framework as contrasted with the traditional authoritarian concept. In its publication (1951), the NCPEA has discussed three ideals which are fundamental to democratic educational leadership: (i)
Dignity and worth of the individual—this ideal implies that man is to be assigned a suitable place first, and all the things are subjugated to the weal of man. All individuals attain their fullest possible potential in a model society; (ii) Reliance upon the methods of intelligence—this ideal conceives that all the problems of man can be solved through his own intellectual efforts. It is stressed that the human resources should be marshaled in an intelligent manner; and (iii) Reliance on co-operative group action is the solution of common problems. All members of the group should be given a chance to apply individual intelligence to solve a problem. The recognition of the dignity and worth of each member of the group provides a basis for co-operative action. In a school situation, the Head utilizes all the three ideals given by the NCPEA when time calls upon him to do so.

In educational literature, a large number of attributes of Heads attached with their professional activities have been suggested. The Head of a school acts as a representative of his institution. He speaks on behalf of his staff and students in outside meetings. A leader stands for the group to the outside world: he is a symbol of the group.

The Head is expected to be convincing in his conversation. His arguments should always be rationalistic and up to the mark to motivate the group. But he should behave in a democratic way instead of becoming
authoritarian. Bassett et.al. (1962) believe that the Head is required to be of an adjusting nature; he should not try out his words forcibly but in a persuasive manner.

Bassett et.al. (1962) say, "A Head ought to be sociable in the sense that he should like people. Above all, he must love children and be kind and tolerant in his dealing with them".

The Head should take teachers as his colleagues rather than his subordinates. No teacher would feel happy to be called a subordinate. Further, he should encourage teachers in decision making; it will help them to know that their ideas have importance, and secondly, in recognizing their worth. This view is tested by Gross and Herriott (1965) who states '......there is a positive relationship between the staff involved in the Head 's decisions and his professional leadership'.

Channels of communication must be kept open by the Head. Jones et.al. (1969) feel that if these channels are working well, it will be possible for teachers to make suggestions well in time for consideration. These suggestions of teachers may prove to be of a great value for solving some of the existing problems, and keeping the staff in a closely knit group.
In short, the Head is expected to possess all the desirable qualities for leadership which include standing for the group, consideration, creativity, convincing in conversation, acting as a symbol of the group, etc. At the same time, he is also concerned with maintaining the organizational structures, procedures and goals. Thus, he is expected both to lead and to carry out other administrative activities. A great amount of credit goes to him when he is able to perform all these activities adequately and to lead the institution on the path of progress.

Importance of the Head as a leader in a school situation has been discussed earlier at length. To emphasize it again, Head of schools owe a great responsibility to the nation in setting right the temples of learning where future of youth is shaped. They play a predominant role in making of these institutions. It is a common experience that social climate of a school is chiefly determined by leadership behaviour of its Head. It is the Head who mainly exerts leadership for the weal of his school. But for his leadership, the school cannot progress and show notable results. This suggests that there is an immediate need of research in this field. It is, however, noted that in India, adequate attention has not so far been given to the leadership behaviour of Heads in schools.
It is of paramount importance to know about the leadership behaviour of school Heads in terms of those traits and characteristics which go to make them effective leaders. It would be interesting to get answers to questions like: Are the school Heads normally distributed on various dimensions measuring leadership behaviour? How do they differ in their leadership behaviour from some other professional leaders? How far is their leadership behaviour related to personality traits like intelligence, emotional stability, assertiveness, imagination, venture, etc.? Do male and female Heads differ significantly in their leadership behaviour? Is leadership behaviour related to age, teaching experience, and administrative experience of the Heads?

A study on leadership behaviour of school Heads relating to issues mentioned earlier would certainly help researchers, teacher educator, educational authorities and other groups interested in the field, understand this neglected area rather closely and correctly. It would also help the Heads make self-analysis of their leadership behaviour on the basis of the results of the study. The great social relevance of the study and existing gaps in the field justify the need for the present study.

1.11 Leadership Behaviour

Persons in different leadership positions engage themselves in different specific behaviours. Leadership behaviour will create inspiring and
stimulating climate for workers so that they can enjoy a high level of morale and motivate to receive new ideas and always ready to venture into new goals. The behaviour of a leader is an inspiring force that begets healthy climate, high morale and motivation to higher and still higher planes. This is true in the context of educational institutions as well.

The role which a leader plays should be flexible and adaptable to the problems at hand. Neither a role devoted to maintenance of complete stability nor a role totally change oriented will serve every purpose.

The leaders should be adept in performing both the roles and should be skilled in judging which role is suitable to any given circumstances. It goes without saying that he should never be so flexible as to appear unreliable to his subordinates his peers and his superiors. A sudden transition from one role to another even if skillfully accomplished will usually upset the expectations of those working with him. Sometimes such an upset may be needed to shock others so as to respond to changed circumstance but if the shift is in style. According to Shepard (1996) President, Texas Institutional Instruments Limited (U.S.A) the involvement of people in planning and controlling, as well as in doing of their work must be understood not as an act of good human relations nor as a means of exploitation, but rather as a sound business practice that benefits both the
organization and its members. Participative leadership offers existing possibilities for executives seeking to increase organizational effectiveness. There are also unexpected pitfalls when used improperly.

Allen (1974) states that the motivation to accomplish results tends to increase as people are given opportunity to participate in decisions affecting them.

Leadership has been explained as a behaviour that affects the behaviour of other people more than their behaviour affects that of the leader. It is a concept applied to the personality – environment relation to a desirable situation when a personality is so placed in an environment that his well being and insight into any problem direct and control others in the pursuit of a common cause. Again, leadership is described as a process of influencing the activities of an organized group such as a school in its task of goal setting and achieving. Leadership in an organized system, especially in the lower echelons of that system, consists mainly in the desire to learn more about one’s work and to keep in touch, with ideas and practices in the world. It also implies a heightened sense of responsibility and relationship to the world outside, the office or the institution in which one serves.

Leadership behaviour, of course, inculcates in the minds of people in an organization the spirit of emulation and a certain desire for excellence.
The development of leadership in the educational administration of a country requires encouragement of the right kind of research for excellence and a desire for high achievement. If the system has in it no arrangement for recognizing and if possible rewarding true leadership, then it is in vain to hope that by merely training people successful leadership can be secured.

1.12 Leadership Behaviour, Teacher Efficacy, Teacher Commitment and Organizational Culture

Two major dimensions of leadership behaviour are ‘consideration’ and ‘initiating structure’.

**Consideration:** ‘Consideration’ refers to the extent to which leader is considerate towards subordinates and concerned about the quality of his or her relationship with subordinates. Leaders behaviour included in the consideration dimension is friendliness, consultation with subordinates, recognition of subordinates, open communication with subordinates, supportiveness and representative of subordinate interests.

Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff.

**Initiating Structure:** ‘Initiating Structure’ refers to the extent to which a leader is task oriented and concerned with utilizing resources and personal
effectively in order to accomplish group goals specific types of leader
behaviour included in the initiating structure dimension includes planning,
co-ordinating, directing, problem solving, classifying subordinate roles,
criticizing poor work and pressurizing subordinates to perform more
effectively.

1.12.1 Relationship between Leadership Behaviour and Teacher Efficacy

The present study is based on the assumption that the leadership
behaviour of Heads of secondary schools has an effect on the behaviour of
teacher, which will influence the climate and culture of the institution. In a
similar way the leadership style of heads influences the role efficacy of
teachers which, in turn influences the academic achievement and
performance of the students.

Research shows that the most significant factor in student’s
achievement is the teacher. A growing body of evidence confirms that quality
teaching is the single most influential determinant of student’s academic
success, outside of home and family. Indeed, the quality and efficacy of
teachers is very much influenced by effective leadership behaviour of Heads.
Teacher efficacy in a limited sense is teachers’ personal sense of
responsibility for student learning. The extent and dimensions of teacher
efficacy are determined by the leadership behaviour style of the heads of secondary schools.

1.12.2 Relationship between Leadership Behaviour and Teacher Commitment

The leadership behaviour of Head of the school touches every aspect of high school structure. Since the teachers are considered to be one of the pillars of the high school, it is assumed that there is a terrific impact of the Head of the schools leadership behaviour on the teacher commitment.

The relationship now obtaining between the teacher and the administrator is not one which the administrator caters to the needs of academicians, it is very much a case of administrators issuing directives to the faculty in academic as well as other matters. They enjoy this topsy-turvy arrangement as much as the faculty resents receiving orders from less qualified people. Resentment leading to conflict between administrators and the faculty is common. From the existing state of affairs it can be summarized that the style of administration especially Head of the schools leadership behaviour certainly influences the behaviour in general and commitment of teachers in particular.
In research by Wilson and Firestone (1987), leaders in the school who sought organizational improvement shaped both the bureaucratic and the cultural linkages of the organization. Peterson, Murphy and Hallinger (1987) found that effective superintendents not only spend time focusing on instruction (a technical aspect of their work) but they encouraged and reinforced symbolically the valued work of others (the symbolic, commitment-building side of their work. Similarly, Blumberg and Greenfield (1980) and Lightfoot (1983) point out the ways that leaders shape commitment by being effective technical managers as well as strong symbolic leaders. These studies illustrate how leadership that is administratively effective and value-infused may increase the identification and involvement of organizational members, that is their commitment.

It is all question of whether the faculty displays a sense of pride in the school, enjoys the assigned work, exhibits a sense of loyalty to the high school, accepts the educational philosophy underlying the curriculum of the school, and respects the sentiments of the Head of the school.

The answer to these questions depends upon the leadership behaviour of Heads of schools. Hence the focus in this study the leadership behaviour of the Heads of schools in relation to teacher commitment is highlighted.
1.12.3 Relationship between Leadership Behaviour and Organizational Culture

Set within the context of the uncertain societal, educational, and organizational contexts facing today's schools, relationships among leadership behaviour and school culture are important. The study found that Heads and school leadership teams appear to have somewhat distinct roles in exercising transformational leadership behaviour in the shaping of positive school culture. Head seems to be most important in identifying and articulating vision and providing an appropriate model; leadership behaviour seems to be most important in providing intellectual stimulation and holding high expectations; and Heads seem to share influence in fostering commitment to group goals and providing individualized support, implications for research, practice, and the preparation of educational leaders.

1.13 Significance of the Study

The Head of the school is a group leader to direct and stimulate group efforts. When the leader develops the “our” attitude, teachers feel a greater responsibility to the group than to the Head. The Head of the school himself will reap a harvest of benefits when central authority is replaced by
democratic leadership. A good leader is able to sense and to meet the requirements of a situation. Hence the Head of a secondary school owes a great responsibility to the nation, in setting right the temple of learning, where the future of the nation is shaped.

Therefore, the role of a Head of the school is an important one. The personality and the leadership behaviour of the Head makes or mars the quality of the school system which is dependent on various factors operating within and outside the school system.

It is of utmost importance to know about the leadership behaviour of Headmasters of secondary schools in terms of those characteristics which make them effective leaders. Various variables such as school climate, school organization, teacher morale, teacher efficacy, teacher commitment, teacher motivation, involvement, organizational culture of the schools etc. shape the leadership behaviour of the Head of the school. Other variables such as sex, age, type of management, educational qualification, teaching experience, medium of instruction also influence the leadership behaviour of Head of secondary schools. In Indian context research studies relating to these variables are very few. Hence, the present study attempts to fill this gap, very humbly.
As study on leadership behaviour of secondary school Head relating to the said issues would certainly help researchers, teacher educators, educational authorities and other groups interested in the field, understand this neglected area rather closely and correctly. It would also help the Heads of schools make self analysis of their leadership behaviour on the basis of the results of the study. The study as such has great social relevance and it attempts to fill in existing gaps in the field.

1.14 Statement of the Problem

The problem undertaken for the present research is stated here as:

"A Study of Leadership Behaviour of Heads of Secondary Schools in Relation to Teacher Efficacy, Teacher Commitment and Organizational Culture".

1.15 Objectives of the Study

1. To study the relationship between leadership behaviour of Heads of secondary schools and teacher efficacy (total) and its dimensions.
   • Centrality
   • Integration
   • Pro-activity
   • Creativity
2. To study the relationship between leadership behaviour of Heads of secondary schools and teacher commitment (Total) and its dimensions.

- Psychological Perspective
- Sociological Perspective
- Commitment towards the Profession
- Commitment towards the Institution
- Commitment towards the Students.

3. To study the relationship between leadership behaviour of Heads of secondary schools and organizational culture (Total) and its dimensions.

- Openness
- Confrontation
- Trust
- Authenticity
❖ Pro-action
❖ Autonomy
❖ Collaboration
❖ Experimentation

4. To study the relationship between leadership behaviour and gender of Heads of secondary schools
5. To study the relationship between leadership behaviour and age of the Heads of secondary schools
6. To study the relationship between leadership behaviour and type of management of Heads of secondary schools.
7. To study the relationship between leadership behaviour and educational qualification of Heads of secondary schools.
8. To study the relationship between the leadership behaviour and teaching experience of Heads of secondary schools.
9. To study the relationship between the leadership behaviour and the medium of instruction of Heads of secondary schools.
10. To study the relationship between the leadership behaviour of Heads of secondary schools and the location of the schools.
1.16 Operational Definitions of the Terms

(a) Leadership Behaviour

According to Stogdill (1974) the various research studies accept the two dimensions of leadership behaviour, that is ‘consideration and initiating structure’. Consideration reflects friendship, warmth, mutual trust, respect in the group members. Consideration for ideas and feelings of subordinates is also there. Initiating structure reflects the extent to which individuals are likely to refine and structure their roles and those of their subordinates towards goal attainment. He tries to establish well-defined patterns of organization, channels of communication and methods of procedure.

Every study seems to have accepted that effective and efficient leaders are those who receive high scores on both the dimensions. Low scores on one or both the dimensions are indicative of poor leadership behaviour.

(b) Teacher Efficacy

The term is defined in many different ways, which varies in both clarity and content.

- Huberman (1989) considers efficacy to include teachers’ perceptions of their effectiveness with students and their decisiveness, prudence and indulgence in working with them. "There are many definitions of teacher
efficacy, the most useful and parsimonious one is teacher efficacy is a uniform self percept that applies equally to teaching different students in different instructional contexts employing different instructional strategies."

(c) Teacher Commitment

The definition of commitment consists of three basic components that activate direct, and sustain behaviour. Individuals are assumed to have within their inner psycho activating forces that lead them to identify or not to identify with their employing organization. An example of this activating force is the affective orientation a teacher has towards the organization. Commitment also directs behaviour; that is, the teacher's behaviour will be channelled to accomplish organizational goals and objectives. It provides goal orientation. In addition, commitment motivates a teacher to maintain and sustain behaviour. For instance, a committed teacher may be more apt to stay within the employing school than an uncommitted teacher; a committed teacher is more inclined to improve the quality of his or her work than a non-committed teacher.

In sum, commitment is a complex process that implies a personal commitment to the organization, institution, activity, or task. Personal

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commitment is represented in “how persons or groups choose to use to invest their time, energy and resources”. (Maehr and Braskamp, 1986).

(d) Organizational Culture

Management is solely responsible for the transformation of the social system, which is basically the culture of the organization. It is the social system that has the greatest impact on teamwork, motivation, creativity, and risk taking. How people react to one another and to the work depends on how they are managed. If they enter the organization with poor attitudes, managers have to re-educate, redirect, or remove them. The social system includes the reward structure, the symbols of power, the relationships between people and among groups, the privileges, the skills and style, the politics, the power structure, the shaping of the norms and values, and the “human side of enterprise”, as defined by McGregor (1960).

(e) Sex / Gender: Both male and female Heads of schools.

(f) Age: The different age groups that is below 35 years, 36 to 45 years and above 46 years of Heads of schools.

(g) Type of Management:
(i) **Government Schools**

Government schools are those schools where the rules, regulations, functions, appointment and finance are the responsibility of government of Karnataka.

(ii) **Private Aided Schools**

The schools run and own by private management and the overall finance and rules and regulations are that of government.

(iii) **Private Unaided Schools**

The schools which are fully owned run and financed by the private management.

(h) **Educational Qualification** : Both undergraduate and post-graduate Heads of schools

(i) **Teaching Experience** : Three different groups of teaching experience, that is below 15 years, 16 to 25 years and above 26 years of Heads of schools.

(j) **Medium of Instruction** : Schools with Kannada, Urdu and English as medium of instruction.
Area of Location: (a) Urban: The schools located in town areas of Belgaum south district. (b) Rural: The schools located within the villages in Belgaum south district.

1.19 Limitations of the Study

1. The study is confined to Belgaum (south) district only.

2. The study is restricted to secondary school Heads and assistant teachers only.