CHAPTER - V

MAIN FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.
5.0 INTRODUCTION

The present research was an attempt to study the leadership behaviour of Headmasters and Asst. Headmasters in various schools of rural areas of Kurnool Dist. Andhra Pradesh and their psychological correlates. It is a normative survey cum correlational study. On the basis of the results of analysis and interpretation of data. The following findings were drawn and side by side discussions were followed:

5.1 MAIN FINDINGS AND DISCUSSION

5.1.1 Leadership behaviour of Headmasters and Asst. Headmasters of Secondary schools as perceived by their Teachers.

HYPOTHESIS -I

The Headmasters of the Secondary schools included in the present study, on average, 'often' act as representatives of their groups; reconcile conflicting demands and reduce disorder to system; use persuasion and argument effectively; define their own role and let followers know what is expected from them; allow their followers scope for initiative, decision and action; actively exercise the leadership role rather than surrendering leadership on others; regard the comfort, well-being, status and contributions of their followers; apply pressure for productive output; exhibit foresight and predict out-comes accurately; maintain a closely knit organisation and resolve inter-member conflicts; and lastly, maintain cordial relations with superiors. But, on the average, Headmasters
'occasionally' are able to tolerate uncertainty and postponement without being upset.

The dimensions of leadership behaviour of Headmasters viz. 'Representation', 'Tolerance of Uncertainty' and 'Production Emphasis' were almost symmetrically distributed. The skewness and kurtosis did not differ significantly at 0.01 level of significance.

The Asst. Headmasters included in the present study on the average, 'often' act as representatives of their group; reconcile conflicting demands and reduce disorder to system; use persuasion and arguments effectively; define their own role and let followers know what is expected from them; allow their followers scope for initiative, decision and action; actively exercise the leadership role rather than surrendering leadership on others; regard the comforts, well-being, status and contributions of their followers; apply pressure for productive output, exhibit foresight and predict outcomes accurately; maintain a closely knit organisation and resolve inter-member conflicts; and lastly, maintain cordial relations with superiors.

But on the average, Asst. Headmasters only 'occasionally' are able to tolerate uncertainty and postponement without being upset. The dimensions of leadership behaviour of Asst. Headmasters viz. 'Demand Reconciliation', 'Initiation of Structure', 'Role Assumption' and 'Predictive Accuracy' were almost symmetrically distributed and the skewness was close to normality.

The hypothesis-I formulated this denoted that the Headmasters and Asst. Headmasters in the various Secondary schools of rural areas of
Kurnool Dist. are normally distributed on various dimensions of leadership behaviour. The findings of the study indicated that the dimensions like 'Representation', 'Tolerance of Uncertainty' and 'Production Emphasis' for Headmasters and the dimensions viz. 'Demand Reconciliation', 'Initiation of Structure', 'Role Assumption' and 'Predictive Accuracy' for Asst. Headmasters were almost normally distributed. The frequency of leadership behaviour were not normally distributed. The frequency polygons drawn with the help of frequency distribution also confirmed this result. Hence, the first hypothesis of the study was partially confirmed.

5.1.2 Leadership behaviour of Headmasters as compared to Asst. Headmasters.

HYPOTHESIS - II

The Headmasters and Asst. Headmasters differ significantly on the dimensions viz. 'Representation' and 'Predictive Accuracy'. Further, the mean scores of Headmasters on both the dimensions are higher than mean scores of Asst. Headmasters. It shows that the Headmasters, on the average, speak and act as representatives of their groups; exhibit foresight and ability to predict outcomes accurately more than Asst. Headmasters. On the total leadership behaviour, there existed no significant difference between Headmasters and Asst. Headmasters.

The second research hypothesis pertains to the difference between Headmasters and Asst. Headmasters on twelve dimensions of leadership. The results of this study showed that the Headmasters and Asst. Headmasters differ significantly only on two dimensions viz. 'Representation' and 'Predictive Accuracy'. The difference only on the two dimensions between Headmasters and Asst. Headmasters. It can be
attributed to chance factor. On the rest of the ten dimensions the Headmasters and Asst. Headmasters did not differ significantly. Hence, the second hypothesis was also partially confirmed.

5.1.3 Leadership behaviour and Personality

HYPOTHESIS - III

Out of sixteen personality factors, there are six factors viz. 'Intelligence', 'Emotional stability', 'Conscience', 'Apprehensibility' and 'Control', came out to be significant and positive and two factors viz. 'Venture' and 'Tension' came out to be significant and negative relationship with total leadership behaviour of Headmasters. It revealed that the Headmasters who are high intelligence, emotionally matured, conscientious, apprehensive and controlled show more better leadership behaviour than the Headmasters who are low intelligence, emotionally less matured, expedient, self assured and undisciplined. And the Headmasters who are venturesome, tense and frustrated show less better leadership behaviour than shy, relaxed and unfrustrated Headmasters.

For Asst. Headmasters out of sixteen personality factors, there are six personality factors viz. factors viz. 'Intelligence', 'Emotional stability', 'Conscience', 'Apprehensibility', 'Suspicion' and 'Radicalism' came out to be significant and positive and four factors viz. 'Venture', 'Imagination', 'Shrewdness' and 'Tension' came out to be significant and negative relationship with behaviour of Asst. Headmasters. It suggested that high intelligence, emotionally matured, conscientious, apprehensive, suspicious and free thinking Asst. Headmasters show more better leadership behaviour than less intelligence, emotionally less matured, expedient, self assured, trusing and conservative Asst. Headmasters. And venturesome, absent minded, shrewdness and frustrated Asst.
Headmasters show less better leadership behaviour than shy, practical artlessness and unfrustrated Asst. Headmasters.

The hypothesis-III pertain to the relationship between personality factor and leadership behaviour of Headmasters and Asst. Headmasters. The results indicated that in the case of Headmasters, out of sixteen personality factors, eight factors viz. 'Intelligence', 'Emotional stability', 'Conscience', 'Apprehensibility', 'Control', 'Venture' and 'Tension' came out to be significant relationship with leadership behaviour. In case of Asst. Headmasters and of sixteen factors eleven factors viz. 'Intelligence', 'Emotional stability', 'Conscience', 'Suspicion', 'Apprehensibility', 'Radicalism', 'Venture', 'Imagination Shrewdness' and 'Tension' did exist significant relationship with leadership behaviour. The rest dimensions became insignificant because the magnitude of this correlation was quite low. So, the hypothesis-III was confirmed.

It was assured that effective leaders have certain unique personality qualities like the attitude comprising the 'theory-X' and 'theory-Y'. It was emphasised during this period that every one cannot succeed as a leader. Only those persons who are endowed with certain personality traits are likely to succeed as a leaders. According to these views personality of the individual was considered to his central leadership role. Hence, all the researchers prior to 1960 concentrated on finding out if personality traits were, in any way, associated with leadership. A large number of researchers were conducted with this aim in view. But, the results were in many cases disappointing. As early as STOGDILL (1948) had concluded that there was not much to support the hypothesis that personality traits were related to effective leadership. MANN also reported a similar view in 1949. BARNARD BRASS said the same thing in 1960. But, CATTELL in
1967 identified twelve dimensions of leadership behaviour and declared that these are product and function of the basic attitudes of the leader. If we consider them as basic attitudes we end up only with our concern about leader personality.

Leadership behaviour is a function of the interaction between the leader and the situation, the personality of the leader has been prominently taken in. The fact seems to be that the behaviour of leader or the way effectiveness of functioning of the human being in any situation cannot be considered possible in the absence of the requisite personality of the leader.

5.1.4 Leadership behaviour and other variables

HYPOTHESIS - IV, V, VI, VII And VIII

The correlation between age and leadership behaviour as a whole of Headmasters and Asst. Headmasters found significant and positive relationship as perceived by their teachers. It was concluded that older and more matured Headmasters and Asst. Headmasters show better leadership behaviour than the younger and less matured Headmasters and Asst. Headmasters.

The correlation between teaching experience and leadership behaviour as a whole of Headmasters revealed significant and positive relationship as perceived by their teachers. It was concluded that the Headmasters having more experience show better leadership role than the Headmasters having less teaching experience. But in the case of Asst. Headmasters there was found insignificant and positive relationship between teaching experience and leadership behaviour as a whole.
The correlation between administrative experience and leadership behaviour as a whole of Headmasters and Asst. Headmasters revealed significant and positive relationship. Therefore, it was concluded that Headmasters and Asst. Headmasters who are having more administrative experience show better leadership behaviour than the Headmasters and Asst. Headmasters who are having less administrative experience.

There existed no significant leadership between sex (male/female) and leadership behaviour of Head Masters and Asst. Headmasters. The correlation between caste and leadership behaviour of Headmasters as a whole perceived by their school teachers revealed significant and positive relationship. It suggested that the Headmasters who have come from high castes show better leadership behaviour than the Headmasters coming from backward castes. But in case of Asst. Headmasters there was found insignificant relationship between leadership behaviour.

The correlation between location of family and leadership behaviour of Headmasters as a whole as perceived by their teachers was found insignificant and negative. It was concluded that the Headmasters who have come from urban family background did not show better leadership behaviour than the Headmasters, who have come from rural family background. But in case of Asst. Headmasters there was found insignificant and negative relationship between location of family and leadership behaviour as a whole perceived by their teachers.

The hypothesis-IV is concerned with the relationship between age and leadership behaviour of Headmasters and Asst. Headmasters. The results stated that older and more matured Headmasters and Asst. Headmasters show better leadership behaviour than younger and less matured counter parts. This appears to be contrary to the findings of
The hypothesis-V pertains to the relationship between teaching experience and leadership behaviour of Headmasters and Asst. Headmasters. This research concluded that the Headmasters having no longer teaching experience show better leadership role than the Headmasters having less teaching experience. The result becomes contrary to the findings of NOLON (1967), SINGH (1978) and LEPIANA (1989). But in the case of Asst. Headmasters the results are in reverse and insignificant relationship was found between teaching experience and leadership behaviour. So the first half of hypothesis was confirmed and last half was not.

The hypothesis-VI pertains to the leadership between administrative experience and leadership behaviour of Headmasters and Asst. Headmasters. The findings revealed that the Headmasters and Asst. Headmasters who were having more administrative experience showed better leadership role than who were having less administrative experience. This result was found contrary of NOLAN (1969), SINGH (1978) and NAIK (1982).

The hypothesis-VII is concerned with the relationship between sex and leadership behaviour of Headmasters and Asst. Headmasters. The findings stated that there existed no significant relationship between sex (male/female) and leadership behaviour of Headmasters and Asst. Headmasters. Hence, the hypothesis VII was not confirmed. This result finds support from the findings of a MORSINK (1970).

The hypothesis-VIII pertains to the relationship between some factors of family background and leadership behaviour of Headmasters
and Asst. Headmasters. The results indicated that the Headmasters who have come from high castes showed better leadership behaviour than the Headmasters who have come from backward castes. In this case of Asst. Headmasters it was found insignificant relationship between caste and leadership behaviour.

Another finding related to location of family and leadership behaviour revealed that Headmasters and Asst. Headmasters who have come from urban family background did not show better leadership behaviour than the Headmasters and Asst. Head Masters who have come from rural family back ground. This supports the findings of SHUKLA (1983).

5.1.5 Leadership behaviour and Teacher adjustment

**HYPOTHESIS -IX**

There existed no significant difference between good adjusted and average adjusted teachers on their perceptions of the leadership behaviour of Headmasters and Asst. Headmasters in different Secondary schools.

There existed significant difference between good adjusted and poor adjusted; between average adjusted and poor adjusted teachers in perceiving the leadership behaviour of Headmasters and Asst. Headmasters.

Hence, the conclusion can be drawn that the good and average adjusted teachers have better perceptions of leadership behaviour of Headmasters and Asst. Headmasters than the poor adjusted teachers.

The hypothesis-IX pertains to the adjustment of teachers with the leadership behaviour of Headmasters and Asst. Headmasters. The result
showed that good, average adjusted teachers perceive better leadership behaviour than the poor adjusted teachers. So, the hypothesis-IX is confirmed.

5.2 EDUCATIONAL IMPLICATIONS

Leadership in education is one of the important part of educational administration which covers school Headmasters and Asst. Headmasters as educational leaders. The theory of leadership describes what constitutes leadership, what kind of leadership style and type is more effective, what makes the Headmasters and Asst. Headmasters as an effective leader etc. These have been the questions that have weighted heavily in the minds of researchers since long and have been answered by them in different ways. Several theoretical positions have been held by them. Mc GREGOR, a psychologist identifies two clusters of assumptions and calls them theory ‘X’ and theory ‘Y’. These assumptions about human nature and human behaviour are the primary determinates of leaders style. He emphasised the attitudes that the leader had about the co-workers, the way he perceived his subordinates. Thus it was assumed that effective leaders have certain unique personality qualities like the attitudes comprising theory ‘X’ and theory ‘Y’.

A new theory developed by WILLIAM GONCHI the theory‘Z’ which believes in the philosophy of management, that is truely democratic and dynamic, were decisions are arrived at consensus of all those concerned, where employee loyalty is a strong and mutual as in a family.

The present piece of research seems to be reiterate the implications of the “Trait-theory of leadership” which was already abandoned for years ago. It substantially supports the hypothesis that the personality of the
leader is the nucleus which locks the possibility of his success better leadership behaviour. There are eight personality factors viz. 'Intelligence', 'Emotional Stability', 'Conscience', 'Apprehensibility', 'Control', 'Venture' and 'Tension' have been to be significantly related to leadership behaviour of school Headmasters. Then more three factors viz. 'Suspicion', 'Radicalism' and 'Shrewdness' have been found to be significantly related to leadership behaviour of Asst. Headmasters. The study brings out sufficient evidence in favour of the trait theory of leadership emphasising that personality factors constitute a syndrome underlining to good leadership behaviour. So the study seems to be strengthening this belief urging on personality theory of leadership to be considered.

Headmasters and Asst. Headmasters are the true administrators in the school. But, there is no formal training of any kind for them with the result that they have no sound theoretical and practical experience of administration. Almost all of them are concerned merely with the maintenance and stability. Even that the function they, largely perform in a very listless manner using experience based “bag of tricks”. They do not posses needed technical, conceptual and skills. They are more interested in exercising the power and authority rather than in achieving the goals of education. Improvement in the quality of teaching learning, creating and developing good organisational climate, maintaining homogeneity and cohesiveness, minimisation of corruption and malpractices, controlling employee, alienation and incompetence receive little attention from the school Headmasters and Asst. Headmasters. Much has changed in the society, but the educational, administrator in India has remained where it was decades ago.
Therefore, it is recommended that before appointing the school Headmasters and Asst. Headmasters there should have some sort of training in educational administration. And it is also urgently needed some in service training programmer. For developing requisite cognitive background and needed personality characteristics in them such a preparation for administrative job is necessary. This is the trend in the West also, the job of the headship is a professionalism in them. Theory courses as well as practical programmes should be on theory-based training rather than on "cook-back approach". There should be greater emphasis on developing scholarship and "Professional man", an intellectual training in the theory of profession, on developing attributes of the profession as described by Greenwood.

In this idea or premise is accepted, the findings of this study will help in identifying what factors of personality should be developed in school Headmasters and Asst. Headmasters through formal preparation programmes. These characteristics which have been found to be significant correlates of leadership behaviour of Headmasters and Asst. Headmasters may form the basis along with many others of practical programmes. Through various techniques attempts may be made to develop these personality traits in them.

For development in the professionalism in schools, Headmasters and Asst. Headmasters who are already in service short-term courses, workshops, seminars and conferences may be organised with in the academic session and during holidays.

As person goes through life he undergoes changes in physical abilities to perform many activities. Not only that, he also changes his will to do different tasks. As such, age is one of the most important
factors which influences the interest and ability to perform various activities for some age group. But in the area of educational administration, generally no such specification is provided, still, there may exist some difference in performing of administrative tasks. The findings of this study suggested that more matured Headmasters and Asst. Headmasters show better leadership behaviour. So, this finding may be implemented for selection and recruitment of persons for the post of Headmasters and Asst. Headmasters. It has always been emphasised that due to differences within the individuals on various abilities and traits of nature they are fit for certain jobs and not fit for others. These intra individual and inter individual differences make the selection of people for jobs, highly complex task. One fundamental principle of recruitment is to fit the round hole and the square peg in the square hole. But in view of the complex nature of the jobs and also the human beings, it is not easy. First of all it requires a valid knowledge of the factors that make for success on a particular job. After this one must know how to measure and evaluate factors. This is the problem with the recruitment of these Headmasters and Asst. Headmasters.

Another findings of this research helps for recruitment of Headmasters and Asst. Headmasters that is sex (male/female). Equal chance to both male and female should be given in performing the role of headship. No difference is found in their effectiveness.

For developing leadership, actual experience is essential practice alone, however, is not enough. The experience must be with an attitude of curiosity. The experience must also be subjected to criterian or evaluation. Orientation-Experience-Critical evaluation these in general, are the requisities for effective leadership training.
The study comes out with a piece of knowledge which may contribute to the development of the recruitment criterion for the job of the school Headmasters and Asst. Headmasters.

5.3 SUGGESTIONS FOR FUTURE RESEARCH

One of the outcomes of conducting any research study should generally also be to generate avenues for future research or to point out the areas it opens for future research. Having completed this study, the researcher was in a position to learn what improvements could be made; at what stage what could be more appropriate. But, this new insight gained in course of working on this study could not be utilised in this study as it was not possible to change the strategy in the mid of the course. Hence, it was thought proper to lay down all these points as part of this research so that researchers in this area may be benefited. Some suggestions are given with regard to methodology and widening the scope.

The study may be replicated exactly in the same manner in other states also. Due to socio-cultural differences in the environment, it is possible that different results are obtained in other states. General atmosphere varies from state to state. In some states there is too much of political activism. There are student's unions, teachers' association, class III and class IV employee's unions, citizen's councils and parent's association which brings all of desirable pressures on Headmasters and Asst. Headmasters.

It would be interesting to study the self-perception of Headmasters and Asst. Headmasters on various dimensions of leadership behaviour and to compare it with the perception of their subordinates. It is worth while to study the relationship of leadership behaviour with the other variables such as adjustment in family, health, socio-economic status,
the total academic career in terms of grades at different levels and creativity etc.

It may lead the research work further to know what makes a Headmaster or Asst. Headmaster an effective leader. This would be possible by carefully selecting effective and non effective Headmasters and Asst. Headmasters and study various factors or correlates thoroughly.

It is also suggested that future research should have sufficiently larger sample so that the distributions of scores on dependant variable for the two groups become normal.

A study of organisational health with leadership behaviour of Headmasters and Asst. Headmasters can be conducted to determine the extent of relationship between these two i.e. organisational health and leadership behaviour.

A study can be conducted on leadership behaviour of Headmasters and Asst. Headmasters in relation to their organisational commitment. These are some of the suggestions for further research in this area, this researcher could think of.

The same kind of study may be conducted among the principals of A.P. Residential schools and teachers.

The same type of study may be conducted among the Headmasters of elementary schools and teachers.