

# **INTRODUCTION**

## CHAPTER-I

### INTRODUCTION

In the digital age, the challenge before organizations is how to adopt leadership and strategic principles to perform effectively. Management of every progressive organization is under tremendous pressure to deliver peak performance to remain qualified. This compels organizations to change their traditional methodologies of decision making and execution. History shows that organizations, which do not reinvest themselves, do not flourish or survive. An open mindset for change is an essential element for today's leaders of these organizations, so that they can empower people to deliver desired performance. Therefore, Charles Darwin was correct in observing; "It is not the strongest of the species that survive, not the most intelligent, but the most responsive to change".

Since old days the administration and management of school become complex and also technical, now a days the new concept i.e. Universalization of Elementary Education (UEE) is flourishing. The main goals of which is improve enrolment, increase retention and improve achievement level of the children. For the achievement of above goals of UEE; proper management and administration of the schools are necessary requisite. If there would be proper leadership of headmaster's, that would lead to good organizational climate of the school which in turn improve the efficiency of the working members and which would in turn improve the quality of teaching and quality improvement of children's. All the above are very essential for achievement of UEE. Headmasters by their effort and proper leadership make the climate of school such that maximum benefit could be achieved through the provided limited resources.

As the organizational management of school depends upon leaders styles which affects the organizational climate it is necessary to understand w these things are:

### **Leadership style**

Leadership is an elusive but fascinating topic of continuing interest rela to administration. During the past several decades the sheer volume of the and research devoted to leadership testifies to its prominence in peop collective efforts to understand and improve organization. Both scholars and public have developed, romanticized, heroic images of leaders – what they what they are able to accomplish, and the general effects they have individuals and organizations (Meindl, Ehrich and Dukerich, (1985). Indee number of scholars, especially during the 1970s, questioned the usefulness the leadership concept in understanding organization (eg, Lieberson and conner, 1972, Salancik and Pfeffer, 1977, Mccall and Lombardo 1978; Kerr & Jermier, 1978)

In sharp contrast, other and writers see leadership as key concept understanding and improving organization such as schools (Thomas (1988) & Lord (1988). They argue that the earlier critical investigations (eg, Pfeiffer, 19 Lieberson and O' conner 1972) are flawed and present compelling evidence t individual leaders do make a difference in organization all effectiveness Similarly, education leadership does have substantial impact on sch organizations (Roberts, 1985). Further, Bennis (1989) give three basic reaso why leaders are important. First, they are responsible for the effectiveness organizations. The success of all organizations rests on the perceived quality leaders. Second, change and upheaval make it essential for institutions to ha anchors and guiding purposes. Leaders fill that need. Third, there are pervas nation concerns about out school. Educational leaders have a Key role alleviating the public's concerns. Building on the premise that leaders :

important to educational organizations, we will present and assess selected part of the theoretical and empirical literature dealing with leadership and its practice.

The following are definitions of leadership.

1. Leadership is power based predominately on personal characteristics which are usually normative in nature ( Etzioni 1961)
2. The leader is the individual in the group given the task of directing and coordinating task relevant group activities- ( Fiedler1967)

### The Trait-Situation Dilemma

Traits :- Leadership has been an intriguing topic for centuries. Many individuals still believe as Aristotle did that "from the hour of birth, some are marked out for subjection others for rule". This so called great man theory of leadership or the trait approach dominated the study of leadership until the 1950s.

The trait approach was all but on rest with the publication of literature review during the 1940s and 1950s. He classified the personal factors associated with leadership into the following five general categories.

1. Capacity: Intelligence, alertness, verbal facility, originality, judgment.
2. Achievement:- Scholarship, knowledge, athletic accomplishments.
3. Responsibility:- Dependability, initiative, persistence, aggressiveness, self confidence, desire to excel.
4. Participation:- Activity, sociability, co-operation, adaptability, humor.
5. Status:- Socio economic position, popularity.

Trait approach was intense during 1940s - 1950s. After that both psychologists and sociologists had substituted situational analysis.

## Situations

1. Structural properties of the organization: Size, hierarchical structure, formalization.
2. Organizational climate or culture: Openness participative group atmosphere, values and norms.
3. Role characteristics: Position power, type and difficulty of task, procedural rules.
4. Sub ordinate characteristics: Education knowledge and experience, tolerance for ambiguity, responsibility, power.

## DIMENSIONS OF LEADERSHIP

Proposed leadership dimensions and description by stogdill. (1948)

### System Oriented

Production emphasis- Applies pressure for productive output.

Initiation of structure- clearly defines own role and lets follower know what is expected.

Representation- Speaks and acts as the presentative of the group.

Role assumption:- Actively exercises the leadership role rather than surrendering leadership to others.

Persuasion: Uses persuasion and argument effectively exhibits strong convictions.

### Person Oriented

Tolerance of freedom-Allow staff members scope for initiative, decision, and action.

Tolerance of Uncertainty: Is able to tolerate uncertainty and postponement without anxiety or upset.

Consideration: Regards the comfort, well-being status and contribution of followers.

Demand reconciliation: Reconciles conflicting demands and reduces disorder to system.

Predictive accuracy : Exhibits foresight and ability to predict outcomes accurately.

Super orientation: Maintains cordial relations with superiors, has influence with them, and strives for higher status.

Integration: Maintains a close-knit organization and resolves intermember conflicts.

## **Organizational Climate**

Although the term " Organizational climate" is currently in vogue, the concept organizational climate has generated much more research until recently was used by most organizational theorists to capture the general feel or atmosphere of schools. Unlike culture, from the beginning, organizational climate has been tied to the process of developing measuring instruments (Halpin and Croft, 1963). Climate has its historical roots in the disciplines of social psychology and industrial psychology rather than anthropology or sociology.

"School Climate" is a broad term that refers to teachers' perceptions of the general work environment of the school; it is influenced by the formal organization, informal organization, personalities of participants and organizational leadership. But simply, the set of internal characteristics that distinguished one school from another and influence the behavior of its members is the organizational climate of the school. More specifically, school climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on the collective perceptions of behaviors in schools.

### **Definitions of organizational climate**

Organizational climate as a set of internal characteristics is similar in some respects to early descriptions of personality. Indeed, the climate of a school may roughly be conceived as the personality of a school; that is, personality is to individuals as climate is to organization.

Although the definitions of climate and culture are blurred and overlapping one suggested difference is that culture consists of shared assumption, value or norms, while climate is defined by shared perceptions of behavior (Ashforth 1985,837-838). To be sure, there is not a large conceptual step from shared assumptions (culture) to shared perceptions (Climate), but the difference is real and may be meaningful.

Since the atmosphere of a school has a major impact on the organizational behaviour and since administrators can have a significant, positive influence on the development of the "personality" of the school, it is important to describe and analyze school climate. Climate can be conceived from a variety of vantage points (Anderson, 1982; Miskel and Ogawa, 1988). The perspectives provide the students and practitioners of administration with a valuable set of conceptual capital and measurement tools to analyze, understand, map, and change the work environment of schools.

Poole (1985) summarizes the agreement as follows

1. Organizational climate is concerned with large units; it characterizes properties of an entire organization or major sub units.
2. Organizational climate describes a unit of organization rather than evaluates it or indicates emotional reactions to it.
3. Organization climate arises from routine organizational practices that are important to the organization and its members.
4. Organization climate influences members behaviors and attitudes.

The pioneering study of organizational climate of elementary schools is very well known (Halpin & Croft, 1962) they tried to measure the organizational climate with OCDQ. The (OCDQ) is usually administered to the entire professional staff of each school, with each respondent asked to describe the extent to which each statement characterizes his or her schools. Using the statistical technique known

as factor analysis, the sixty four items, were grouped into eight factors, c subtests. Four of the subtests referred to the characteristics of the faculty group and four described various components of the teacher-principal interaction. These eight subtests or items, were named the eight dimensions of school climate. They are given below :

### **The description OCDQ subscales**

#### **Characteristics of faculty behavior**

1. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee work, and other requirements that the teachers perceive as unnecessary "bus work".
2. Intimacy refers to the teachers' enjoyment of warm and friendly personal relations with one another.
3. Disengagement refers to the teachers' tendency "to go through the motions" without an actual commitment to the task at hand.
4. Esprit refer to morale growing out of a sense of both task accomplishment and social needs satisfaction.

#### **Characteristics of principal behavior**

5. Production emphasis refers to close supervisory behavior on the part of the principal. The principal is highly directive and not sensitive to faculty feedback.
6. Aloofness refers to formal and impersonal principal behavior, the principal goes by the "book" and maintains social distance from his or her staff.
1. Consideration refers to warm, friendly behavior by the principal. The principal tries to be helpful and do a little something extra for the faculty when he or she can.
2. Thrust refers to dynamic principal behavior in which an attempt "to move the organization" is made through the example that the principal sets for the teachers.



## **NEED AND IMPORTANCE OF THE STUDY.**

Teacher is the builder of nation through means of education and quality of nation depends upon the quality of education provided by their schools and quality of school will depend upon quality of management which in turn effected by leadership styles. Leadership style will effect organizational climate of school and which in turn will effect quality of teachers and their efficiency.

For elementary school level no attempt has been made to find out the status of organizational climate and leadership styles of Headmasters.

Without knowing the leadership style which included important need areas namely physical, social, esteem, autonomy and self actualization which will affect organization climate of school which in turn effect quality of teachers and out come i.e. learning of students, the decisions at the district, state and national level for improvement of schools could be taken. This study would provide proper direction to understand the relationship of leadership style and organizational climate of schools which would help to take appropriate decisions at administrative, environment level to bring improvement in schools at elementary level.

## **STATEMENT OF THE PROBLEM**

An analytical study of leadership style and organizational climate of elementary schools of Bhopal City .

## **OBJECTIVES OF THE STUDY**

1. To find out the status of leadership style of elementary schools.
2. To find out the difference in perception of leadership style between government and private elementary school teachers.
3. To find out the difference in perception of leadership style between male and female teachers of elementary schools.
4. To find out the difference in perception of leadership style of elementary school teachers between below 40 years and above 40 years age group..

5. To find out the difference in perception of leadership style between trained and untrained teachers of elementary schools.
6. To find out the status of organizational climate of elementary schools.
7. To find out the difference in perception of organizational climate between government and private elementary school teachers.
8. To find out the difference in perception of organizational climate between male and female teachers of elementary schools.
9. To find out the difference in perception of organizational climate between below 40 and above 40 years elementary school teachers.
10. To find the difference in perception of organizational climate between trained and untrained elementary school teachers.
11. To find out the correlation between leadership style and organizational climate of elementary schools.

## **RESEARCH QUESTIONS**

1. Whether the leadership style of headmasters of elementary schools of Bhopal city is satisfactory ?
2. Whether the government and private elementary schools differ in their leadership style?
3. Whether male and female teachers of elementary schools differ in perception of leadership style?
4. Whether below 40 years and above 40 years age group teachers differ in perception of leadership style?
5. Whether trained and untrained teachers differ in perception of leadership style?
6. Whether the organizational climate of elementary schools of Bhopal city is satisfactory?
7. Whether government and private school teachers differ in perception of organizational climate?
8. Whether male and female school teachers differ in perception of organizational climate?

9. Whether above 40 and below 40 years school teachers differ in perception of organizational climate?
10. Whether trained and untrained school teachers differ in perception of organizational climate?
11. Is there any relationship between organizational climate and leadership style of elementary schools?

#### **DELIMITATION OF THE STUDY**

1. The sample is limited to only 150 teachers of 30 elementary schools.
2. The study is confined only to the teachers of Bhopal city.
3. In this study only elementary schools teachers were included.