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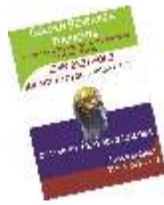
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RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR OF THE HEADMASTERS AND ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS IN MYSORE



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ABSTRACT

This research study aims to finding out the association between Leadership Behavior and Organizational ambience environment of the secondary schools. The researcher finds that the Organizational atmosphere in schools has a positive judicious correlation with Leadership Behaviour of the heads of the institutions & teachers.

KEYWORDS : Leadership Behavior, Organizational, secondary schools, etc.

INTRODUCTION

Leadership is the motivating strength of an Organization. In an Organization Leadership is a quality attribute of an individual, where the head master guides people and their activities into an organized effort. In theoretically a leadership is all about influencing, motivating and inspiring people to build vision and way to achieve it. In an educational institution, the principal to be a good leader, he must have insight into the problems and ability to analyze the emotional forces that motivate the conduct of the teachers and the students. The principal is to construct the culture of quality, which reaches even the smallest elements, process and systems of an institution. A leader is one who leads others and is proficient to carry individuals or a group towards the execution of a goal, i.e. a leader is constantly carry the followers with him, because he influences their behaviour, and he enjoys some

power over them. Basically leadership is always influencing people to work for the accomplishment of common goals.

Leadership Behaviour and Organizational climate are two variables, which are so interconnected that the effectiveness of one enriches with other and vice versa, i.e. Leadership can be sharpen and fashioned by the Organizational Climate, which embellishments under effective leadership. Logically the Leadership and Organizational Climate, are like root and branches of a tree, i.e. the growth of one strengthens the other.

Munson (1921) stated that "Leadership is the ability to handle men so as to achieve the most with the least friction and the greatest cooperation".

Stogdill (1950) observed that leadership was the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement. He also defined leadership as the initiation and maintenance of structure in expectation and interaction.

The success of an Organization depends upon the dynamic and effective leadership. Without a good leader, an organization cannot function effectively and efficiently.

Urwick (1944) asserts that the whole management of an institution implies the appropriate leadership styles of the administrators of those institutions. Fundamentally the organization is a planned establishment of human beings for convinced specified objectives and activities of its members need to be heading in a certain way; if not it shows inefficiency in leadership. An effective leadership ensures smooth and profitable execution of any system. So the faulty leadership in an educational administration cripples the efficiency and accomplishment level.

Organizational Climate can be defined as relatively enduring quality of the internal climate of an institution, may be school, being experienced by its members and influencing their behaviour. Halpin and croft (1963) view school Organizational Climate as a general flow of behaviour and feeling in a group. They state "personality is to the individual what Organizational Climate is to the Organizations". Components such as commitment, expectations, Formalization of rules, and goal consensus are some of the important aspects of Organizational Climate influencing the quality of schools, mentioned here.

(a) Commitment: Commitment is the dedication and participation of the individuals in the organization and their responsibilities to achieve excellence in education and basic human values to the learners, society, profession.

(b) Expectations: An excellent Organizational setup promotes the formal interpersonal communication of expectation, which helps to reduce the conflicts within the Organization members.

(c) Formalization of rules: In high-quality organizations the rules and regulations of day-by-day administration are standardized and these rules are centralized, i.e. the position of leader within the organization is structured and controlled.

(d) Goal Consensus: An excellence organization owes the stability among all the members and individuals with respect to the goal and welfare of the organization and teaching members.

Objectives

1. To find out the extent of relationship between Leadership Behaviour and Organizational Climate of the secondary school.
2. To find out the extent of relationship between Leadership Behaviour and each of the components of

Organizational Climate of the secondary school, viz.,

- (a) Commitment
- (b) Expectations
- (c) Formalization of Rules
- (d) Goal Consensus

Sample: The sample consisted of eighty secondary school teachers randomly selected from Secondary Schools of Mysore division of Karnataka state giving due representation to the strata based on locality and management of the school.

Tools Used:

- Leadership Behaviour Perception Questionnaire by Gafor, A.K. (2003).
- School Organizational Climate Description Questionnaire (SOCDO) developed and Standardized by Moti Lal Sharma (1978).

Analysis and Interpretation of Data

Table 1: Relationship between Leadership Behaviour and Organizational Climate

Variables	N	R	Level of Significance	$r^2 \times 100$ (Shared Variance %)
Leadership Behaviour & Organizational Climate	80	0.485	0.001	23.52%

The obtained value of r (0.485) indicates a significant moderate positive relationship between Leadership Behaviour and Organizational Climate. The shared variance 23.52% indicates that nearly one-fourth of the variance of the variables, leadership behaviour and organizational climate are mutually related.

The relationship between Leadership Behaviour and each of the components of Organizational Climate viz., Commitment, Expectations, formalization of rules, and Goal Consensus are studied and the results are summarized in the Table 2.

Table 2: Relationship between Leadership Behaviour and Components of Organizational Climate

Independent Variable	Dependent Variable	R	Level of Significance	$r^2 \times 100$
Leadership Behavior	Commitment	0.378	0.001	14.29%
	Expectations	0.193*	0.001	-
	Formalization of Rules	0.368	0.001	13.54%
	Goal Consensus	0.525	0.001	27.56%

Table.2.shows that the Leadership Behaviour has significant moderate positive relationship with Goal Consensus ($r = 0.525$), and significant but low relationship with Commitment ($r = 0.378$) and formalization of rules ($r = 0.368$).

The shared variance of leadership behaviour with Commitment of teachers (14.29%) formalization of rules (13.54%) lies between 10-15 %, but Goal Consensus (27.56%) has one-fourth of

its variation concomitant with the leadership behaviour of heads of the institution.

CONCLUSION

The research study revealed the Organizational environment in schools has a positive moderate relationship with leadership behaviour of the heads of the institution. It also showed that leadership of the contributes more to goal consensus than to commitment of teachers. Leadership behaviour of the heads of the institution is found to be not significantly contributing to the expectation of teachers and students regarding the school outcomes. Expectation regarding the institution is presumable. That is, the frame of reference of expectation is more internal than external. These findings are justifiable because the foremost function of a headmaster is management of the educational institution. Also, it is the headmaster's duty to develop a consensus among the members of the institution regarding the goals, vision, and efforts of the entity. Headmaster have to contribute significantly to the Commitment, expectations, formalization of rules, and Goal Consensus of the institution though it is also evident that these factors are influenced by the members of the organization to a lesser or greater extent.

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