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“A STUDY OF LEADERSHIP BEHAVIOUR OF HEADS OF SCHOOLS IN RELATION TO ORGANIZATIONAL CULTURE”.

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ABSTRACT

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 are motivated 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.

KEYWORDS: Leadership Behaviour , Organizational Culture , motivation.

INTRODUCTION :

The leaders should be adept in performing to both the roles and should be skilled in judging which role is suitable to any given



circumstances. It goes without saying that one should never be so flexible as to appear unreliable to ones subordinates, peers and superiors. A sudden transition from one role to another even if skillfully accomplished will usually upset the expectations of those working with him. Some times such an upset may be needed to shock others so as to respond to changed circumstance but if the shift is in style.

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

Bennish (1969) opines

that people tend to work more effectively and with more commitment when they have a part in determining their own fates and have a stake in problem solving.

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 the 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 vain to hope that by merely training people successful leadership can be secured.

ORGANIZATIONAL CULTURE

In the past 25 years, the concept of organizational culture has gained wide acceptance as a way to understand human systems. From an "open-systems" perspective, each aspect of organizational culture can be seen as an important environmental condition affecting the system and its subsystems. The examination of organizational culture is also a valuable analytical tool in its own right.

This way of looking at organizations borrows heavily from anthropology and sociology and uses many of the same terms to define the building blocks of culture. Schein (1988), one of the most prominent theorists of organizational culture, gave the following very general definition.

The culture of a group can now be defined as : A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein 1988)

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. Heads and school leadership teams appear to have somewhat distinct roles in exercising transformational leadership behaviour in the shaping of positive school culture. Heads seem 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.

Statement of the Problem

The problem undertaken for the investigation is entitled as:

"A Study of Leadership Behaviour of Heads of Schools in Relation to Organizational Culture".

OBJECTIVES OF THE STUDY

- 1.To study the relationship between leadership behaviour (initiating structure and consideration) of Heads of schools and personal effectiveness and its dimensions that is Self disclosure, Openness to feedback and Perceptiveness.
- 2.To study the significant difference between teaching subject (arts and science) of Heads with respect to leadership behaviour and organizational culture and its dimensions.
- 3.To study the significant difference between types of management (Government, aided and unaided) secondary schools Heads with respect to leadership behaviour and organizational culture and its dimensions.
- 4.To study the significant difference between location (rural and urban) of secondary schools Heads with respect to leadership behaviour and organizational culture and its dimensions.
- 5.To study the significant difference between salary groups (Below ₹ 10000, ₹ 10001-20000 and Above ₹ 20000) of Heads of secondary schools with respect to leadership behaviour and organizational culture and its dimensions.

Variables of the Study

i. Independent Variable

• **Leadership Behaviour and its dimensions**

ii. Dependent Variable

- Organizational Culture and its dimensions

iii. Moderator Variables

- Teaching subject (arts and science)
- Types of management (Government, aided and unaided)
- Location (rural and urban)
- Salary groups (Below ₹ 10000, ₹ 10001-20000 and Above ₹ 20000)

Research Design

The present study is a descriptive survey research method. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

HYPOTHESIS OF THE STUDY

Hypothesis: There is no significant difference between arts and science subject teaching Heads of secondary schools with respect to leadership behaviour and its dimensions (Consideration and initiating structure).

Hypothesis: There is no significant difference between arts and science subject teaching Heads with respect to organizational culture and its dimensions (openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation) of secondary schools.

Hypothesis: There is no significant difference between Government, aided and unaided secondary schools Heads with respect to leadership behaviour and its dimensions.

Hypothesis: There is no significant difference between Government, aided and unaided secondary schools Heads with respect to organizational culture and its dimensions.

Hypothesis: There is no significant difference between rural and urban secondary schools Heads with respect to leadership behaviour and its dimensions.

Hypothesis: There is no significant difference between rural and urban secondary schools Heads with respect to organizational culture and its dimensions.

Hypothesis: There is no significant difference between salary groups (Below ₹ 10000, ₹ 10001-20000 and Above ₹ 20000) with respect to leadership behaviour and its dimensions of Heads of secondary schools.

Hypothesis: There is no significant difference between salary groups (Below ₹ 10000, ₹ 10001-20000 and Above ₹ 20000) of Heads with respect to organizational culture and its dimensions.

RESEARCH TOOLS USED

The following tools were used to measure the variables of the study.

- Leadership Behaviour Description Questionnaire -by E. A. Fleishman (1973)
- Organizational Culture Scale (OCTAPACE Profile) – by Udai Pareek (2002)

Population and Sample

The population of the study consists of all Heads of schools and assistant teachers who are working in secondary schools in Haveri District.

The sample of the study was consists of 500 teachers and 50 Heads of secondary schools from 50 schools of Haveri district. The investigator has used the random sampling technique to cull out a sample.

Data Collection

The investigator personally collected the data from 50 Heads of secondary schools and 500 assistant teachers of Haveri district. Heads of schools and assistant teachers were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The Heads of schools and assistant teachers was informed the purpose of the study. Organizational Culture Scale was administered to the Heads of schools. The Leadership Behaviour Description

Questionnaire was administered to the assistant teachers. The confidentiality of the responses was assured. The collected data was systematically pooled for analyses.

Statistical Technique

The following statistical technique was used for analyzing the data as per the objectives of the study stated earlier

(i)Differential analysis

Data Analyses

Table No. 1: Results of ‘t’ test between Arts and Science Subject Teaching Heads of Secondary Schools with Respect to Leadership Behaviour and its Dimensions

Variable	Teaching subjects	Mean	SD	t-value	p-value	Signi.
Leadership behaviour	Arts	114.8000	4.2674	-1.9911	<0.05	S
	Science	117.3667	4.6998			
Initiating Structure	Arts	44.6381	2.5093	-2.0205	<0.05	S
	Science	46.1444	2.1720			

From the results of Table No. 1 it may be seen that,

The arts and science subjects teaching Heads of the secondary schools differ significantly with respect to leadership behaviour (t=-1.9911, P<0.05) and its dimension that is initiating structure (t=-2.0205, P<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the science subjects teaching Heads of the secondary schools are high on leadership behaviour and its dimension that is initiating structure as compared to arts subjects teaching Heads.

Table No. 2: Results of ‘t’ test between Arts and Science Subject Teaching Heads with Respect to Organizational Culture and its Dimensions of Secondary Schools

Variable	Teaching subjects	Mean	SD	t-value	p-value	Signi
Organizational culture	Arts	96.1667	2.9202	-2.6314	<0.05	S
	Science	98.5000	2.7559			

From the results of Table No. 2 it may be seen that,

The arts and science subjects teaching Heads of the secondary schools differ significantly with respect to organizational culture (t=-2.6314, P<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the science subjects teaching Heads of the secondary schools are high on organizational culture as compared to arts subjects teaching Heads.

Table No. 3: Pair Wise Comparison of between Government, Aided and Unaided Secondary Schools Heads with Respect to Leadership Behaviour by Scheffe’s Multiple Post Hoc Procedure

Variable	Managements	Government	Aided	Unaided
Leadership behaviour	Mean	116.8400	115.7500	114.1300
	Government	-		
	Aided	0.7815	-	
	Unaided	0.0473*	0.5829	-

*p<0.05

From the results of Table No. 3, it can be seen that, the Heads of Government and unaided secondary schools differ significantly with respect to leadership behaviour at 5% level of significance. It means that, the Heads belonging to Government secondary schools are high on leadership behaviour as compared to aided and unaided schools.

Table No. 4: Pair Wise Comparison of between Government, Aided and Unaided Secondary Schools Heads with Respect to Organizational Culture and its Dimension of Secondary Schools by Scheffe's Multiple Post Hoc Procedure

Variable	Managements	Government	Aided	Unaided
Organizational culture	Mean	98.5290	97.3330	94.7650
	Government	-		
	Aided	0.4359	-	
	Unaided	0.0006*	0.0271*	-
Authenticity	Mean	14.1370	14.0520	13.1760
	Government	-		
	Aided	0.9523	-	
	Unaided	0.0034*	0.0094*	-

*p<0.05

From the results of Table No. 4, it can be observed that,

- The Heads of Government and aided secondary schools differ significantly with respect to organizational culture and its dimension that is authenticity at 5% level of significance. It means that, the Heads belonging to Government secondary schools are high on organizational culture as compared to aided schools.
- The Heads of Government and unaided secondary schools differ significantly with respect to organizational culture and its dimension that is authenticity at 5% level of significance. It means that, the Heads belonging to Government secondary schools are high on organizational culture as compared to unaided schools.

Table No. 5: Results of 't' test between Rural and Urban Secondary Schools Heads with Respect to Leadership Behaviour and its Dimensions

Variable	Location	Mean	SD	t-value	p-value	Signi.
Leadership behaviour	Rural	114.1533	3.8357	-2.3170	<0.05	S
	Urban	116.9867	4.7614			
Consideration	Rural	69.5533	3.1559	-1.9796	<0.05	S
	Urban	71.4067	3.5869			

From the results of Table No. 5, it may be seen that,

- The Heads of rural and urban secondary schools differ significantly with respect to leadership behaviour (t=-2.3170, P<0.05) and its dimension that is consideration (t=-1.9796, P<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Heads of urban secondary schools are high on leadership behaviour and its dimension that consideration as compared to Heads of rural secondary schools.

Table No. 6: Results of 't' test between Rural and Urban Secondary Schools Heads with Respect to Organizational Culture and its Dimensions of Secondary Schools

Variable	Location	Mean	SD	t-value	p-value	Signi.
Organizational culture	Rural	96.2467	3.1469	-1.9676	<0.05	S
	Urban	97.4867	2.8618			
Confrontation	Rural	11.2667	0.7817	2.2978	<0.05	S
	Urban	10.7933	0.6706			
Trust	Rural	13.3000	0.9428	-2.3906	<0.05	S
	Urban	14.0000	1.1201			

From the results of Table No. 6, it may be seen that,

- The Heads of rural and urban secondary schools differ significantly with respect to organizational culture (t=-1.9676, P<0.05) and its dimensions that is confrontation (t=2.2978, P<0.05) and trust (t=-2.3906, P<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Heads of the urban secondary schools are high on organizational culture and its dimensions that is confrontation and trust as compared to a Heads of rural secondary schools.

MAJOR FINDINGS OF THE STUDY

- + The science subjects teaching Heads of the secondary schools are high on leadership behaviour and its dimension that is initiating structure as compared to arts subjects teaching Heads.
- + The science subjects teaching Heads of the secondary schools are high on organizational culture as compared to arts subjects teaching Heads.
- + The Heads belonging to Government secondary schools are high on leadership behaviour as compared to aided and unaided schools.
- + The Heads belonging to Government secondary schools are high on organizational culture as compared to aided schools.
- + The Heads belonging to Government secondary schools are high on organizational culture as compared to unaided schools.
- + The Heads of urban secondary schools are high on leadership behaviour and its dimension that consideration as compared to Heads of rural secondary schools.
- + The Heads of the urban secondary schools are high on organizational culture and its dimensions that is confrontation and trust as compared to a Heads of rural secondary schools.

CONCLUSIONS

This study has been very much helpful in understanding how the leadership behaviour has an impact on the personal and institutional correlates of the Heads of schools. According to Halpin (1957) "the Principal must be a good leader, approachable as well as open minded, able to bring out the best in others and tap their strength to enhance the operation of the school".

Whatever is leadership behaviour of the Heads, it needs to be effective. The study reveals that any leadership behaviour of a Head of school will affect any member of school in one way or the other; only the degree of influence differs. Either the Heads of all sorts from rural or urban areas should realize the significance and importance of the role in improving the organizational culture of the schools.

IMPLICATIONS OF THE STUDY

1.This study also shows that unaided type of schools is high on leadership behaviour, organizational culture, followed by government and aided types of schools. The school Head is a very important leader who plays a vital role in the educational field. Hence, all Heads must set an exemplary model to the teachers, students with a sense of duty, personal effectiveness, hard working, commitment and sense of responsibility in government and

aided schools.

2.The Government of Karnataka may take steps to call upon the schools of all types to organise training to create awareness of organizational culture, inviting resource personnel from National Council for Educational Research and Training (NCERT) and National University of Educational Planning and Administration (NUEPA).

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