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## The Nature Of Organizational Leadership: An Introduction

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### Abstract:

*Authority has been a noteworthy theme of research in brain science for very nearly a century and has produced a great many exact and reasonable reviews. Regardless of this level of exertion, be that as it may, the different parts of this writing still seem disengaged and directionless. As we would like to think, a noteworthy reason for this condition of the field is that many investigations of initiative are sans setting; that is, low thought is given to hierarchical factors that impact the nature and effect of administration. Such research, particularly noticeable in the social and authoritative brain science literary works, tends to concentrate on relational procedures between people, ostensibly pioneers and devotees. Concentrates that unequivocally analyze authority inside hierarchical settings, especially from the vital administration writing, appear to be inadequate for different reasons. They normally disregard the subjective, relational, and social lavishness of this marvel, in that they neglect to understand forms that would clarify or represent results. While show working in the key administration writing is normally centered around the examination of initiative happening at upper association levels, any experiences offered with respect to the choice, advancement, and preparing of potential pioneers are not regularly grounded in solid theoretical structures having noteworthy exact support.*

### KEYWORDS:

Nature of organization, Leadership, management literature, social richness.

### INTRODUCTION

Ours is a world of organizations. As pointed out by Etzioni (1965) "We are born in organizations, educated by organizations and most of us spend much of our lives working for organizations." In fact we are influenced by organizations from different quarters, large ones, small ones, formal and informal ones, groups that are primarily economic, religious, governmental, educational, social and political. The study of organizations may be said to have begun with the pioneering work of Weber. But many writers have expanded this field. Barnard, parsons, March and Simons, Bakke, Hopkins and Etzioni, have all added insights into the nature of the complex phenomenon represented by modern organizations. Several authors have tried to define and describe organizations. According to Haney (1976) "Organizations is a harmonious adjustment of specialized parts for the accomplishment of some common purpose or purposes". McFarland (1979) defines "Organization as an identified group of people contributing their efforts towards the attainment of goals." According to Koontz and O'Donnell (1978) "Organization can be regarded as the establishment of authority relationship, with provisions for structural co-ordination both vertically and horizontally between positions to which have been assigned specialized tasks required for the achievement of enterprise objectives". It is thus the structural relationship by which an enterprise is bound

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together and the framework in which individual efforts are coordinated. Allen Louis (1958) thinks of "organization as a process, the process of identifying and grouping the work to be performed, defining and delegating responsibility and authority and establishing relationship for the purpose of enabling people to work effectively together in accomplishing objectives." Parsons has defined an organization as a "social system which is organized for the attainment of a particular type of goal."

These definitions of organization point out to the characteristics, such as, Collective identity, Coalition of groups, Tasks, Coordination system, Stable interactions.

Most analysis conceive of social organizations as the "net-work of social relations and the shared orientations ..... often referred to as social structure and culture respectively." Social organization is the broader set of relations and process, of which educational organizations are a part.

Educational organizations are set up for achieving particular purposes. They are social systems. If educational administrators have to work in them or manage them, it is necessary for them to understand their nature and their working. The functioning of organizations is so complex that it almost defies understanding. Yet, educational administrators have to understand them, as they have to use them for achieving certain well-defined goals. Schools, colleges, universities and professional training centres of a country are unique forms of organizations designed to achieve specific social, cultural and vocational goals. Understanding of educational institutions in the organizational perspective calls for a further discussion of the nature and characteristics of the organization as described by sociologists and management experts.

Organizations are social systems and activities therein are governed by social laws. As social systems their environment is one of dynamic change, rather than a static set of relations. They are "complex socio-technical systems in interaction with the environment having both adaptive and maintenance mechanisms." The urge to modify structure and functions in order to conform to the changing environmental conditions and also the urge to resist change, creates tensions, stresses and conflicts within it and affects its participants as well as the climate. Netzer and Eye (1970) term these inherent interacting forces of the organizations as resisters and excitors. They also hypothesize linker forces operating in-between these two and restoring balance within the organization. Thus the whole operation of forces interacting with each other generates a unique climate within each organization. In the modern society each organization faces the challenge of the turbulent environment. In order to ensure effective and innovative functioning of the organization, it is necessary to study their inherent behavioural climate and its dynamics with a view to construct more relevant strategies and models of administration.

## **CHARACTERISTICS OF ORGANIZATIONS**

Today organizations are large, complex and highly specialized with specific purposes. This development has been continuing over the past century. In ancient days man's social institutions were primarily established on an informal face-to-face basis. Up to medieval time, the feudal system provided the primary social system to which the individual belonged. The industrial revolution with its demands for concentration of resources at greater scale fostered large economic and other organizational units. Modern social, educational and business institutions have emerged as complex massive systems. This trend towards more complex organizations, is basic in all human societies and is moving in a large way through many cultures. Societies are not static. They are continually changing. New social forms emerge ; old ones modify their forms, change their traditional functions and acquire new meanings. This growth of large scale organizations has resulted in a changed organizational climate, which affects the effectiveness and productivity of all organizations.

Netzer and Eye (1970), Katz and Kahn (1966) and other sociologists assert that social organizations are not natural like biological systems. They are contrived. They structures and social relationships. They use technologies for accomplishing their purpose. They are goal-oriented and psycho-technological systems having integrated structured activities. Netzer and Eye (1970) hold that originally activities in independent professions like teaching, law and medicine, were carried out in a non-organizational context in close interpersonal relationships with clients. This was different from today's bureaucrats or 'organizational men'. Today, the old trend is considered inappropriate for most modern scientists. One can easily find that all over the world 'within-organization environment' has tremendously changed in every sector of social life. In order to understand a modern organization, may it be a school or a teacher education institution it is essential to analyse and interpret this 'within organization environment' reflected in the organization. Organizations are complex systems made up a psychological, sociological, technical and economic factors, which require intensive investigation. The growth of complex organization has led to the emergence of the managerial or administrative function. In the primitive and informal social organization, the administrative functions were simple. With the growth of complex

organization, the administrative function has assumed great importance. This has led to the development during the twentieth century, of new organization theories and concepts of administrative practices. The traditional theories such as Scientific Management Theories of Frederick W. Taylor (1967), Bureaucratic Model Theory of Max Weber (1964) and Administrative Management Theory of Fayol, Gulick (1949) and Urwick (1937), Moonely and Bailey (1975) provide a very closed view of organization. They all emphasized achieving efficiency through structuring and controlling the human participants, close supervision and coordination. These theories failed to consider many of the environmental influences upon the organization and many important internal aspects as they all considered organizations as closed systems. Many changes in the theory and practice of management and administration have taken place in the recent past as a result of internal and external pressures. Technological developments have produced many changes. Much of the development in the modern theories can be attributed to inter-disciplinary contributions. Organizations have become a focal point for research for psychologists, sociologists and economists etc., yet the field is relatively new.

### **EDUCATIONAL INSTITUTIONS AS ORGANIZATIONS**

An educational institution can be easily conceptualized in this background, as an organization or a social system constructed to attain certain specific goals and defined by its own boundaries. It operates as a social system in its own right. This emphasizes potential or actual conflict between the constituent elements of the society. These conflicts produce a continuous dynamic dis-equilibrium which may promote, divert or frustrate the attainment of ends, may induce change or pressures for change. Educational institutions are considered open systems in that the input of energies and the conversion of output into further energetic input consist of transactions between the organization and its environment. They may be considered as consisting of the patterned activities of a number of teachers and students. When enable us to set them apart and to study them as social organizations :

- a. They have a definite population.
- b. They have a clearly defined structure based on specific social interactions.
- c. They represent the nexus of a compact network of social relationships.
- d. They are pervaded by a we-feeling.
- e. They have a culture that is definitely their own.

Educational institutions were first analysed systematically by Williard Waller (1932) in his pioneer work, 'The Sociology of Teaching'. The assumptions made by him and other authors is that environments are important determinants of learning behaviour, though the significance of other variables cannot be discounted. They found that contextual variables of learning were neglected in many educational studies. Slightly more than two decades later Neal Gross observed (1955) that a systematic study of the school as an organization had, yet to be made. Though this is not very much true today, there are still very few studies of the organizational properties of educational institutions. They are now beginning to believe that it is possible to conceptualize and study the properties of schools and colleges as organizations and to ultimately plan for educational institutions that can optimize both learning and other desired goals of education. Educational institutions like other organizations can be characterized by unique identity, social position of which they are composed, incumbents of these positions, the rules by which they operate, the forms of interaction they exhibit, their tasks, authority structures and needs, decision-making process, etc.

### **ORGANIZATIONAL COMMITMENT**

Forty eight years ago Whyte (1956) evolved the concept of 'The Organization Man' over-committed to his organization. Whyte described the organization man as a person who not only worked for the organization, but also belonged to it. Organization men believed in the groups as the source of creativity and the belongingness as the ultimate need of the individual. Since then, the topic of commitment has been explored extensively. Two years after "The Organization Man" was published, Paul R. Lawrence claimed, "Ideally we would want one sentiment to be dominant in all employees from top to bottom, namely a complete loyalty to the organizational purpose". In 1960, Becker observed that the concept of commitment had enjoyed wide usage with little formal analysis or concrete theoretical reasoning. He argued that commitment involves consistent lines of activity in behaviour that are produced to exchange considerations that he called side-bets, as pension that grows in proportion to years in the organization or managerial prerogatives that are attached to an attained organizational office or position.



## ORGANIZATIONAL COMMITMENT OF TEACHERS

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and well being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Teachers strong in commitment find it easy to be interested in whatever they are doing and can involve themselves in it wholeheartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully. Committed teachers also have strong psychological ties to their schools, their students and their subject areas. Teachers strong in a sense of challenge consider it natural for things to develop. In contrast, alienated teachers find things boring or meaningless and hang back from involvement in the tasks they have to do. Although they are seldom strongly involved they often appear taxed. Teachers who feel threatened think it is natural for things to remain stable and they fear the possibility of change because it seems to disrupt comfort and security. On the other hand a committed person believes strongly in the object's goals and values, complies with orders and expectations voluntarily, exerts considerable effort beyond minimal expectations for the good of the object and strongly desires to remain affiliated with the object (Kanter, 1968, Mowday et al., 1982).

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