**LEADERSHIP BEHAVIOUR VARIABLES AS PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE IN   
PRIMARY SCHOOLS**

**ABDUL JALEEL. K.**

**Dissertation**

**submitted in partial fulfilment of the**

**requirements for the degree of**

# MASTER OF EDUCATION

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2007**

**D E C L A R A T I O N**

I, ABDUL JALEEL .K do hereby declare that this dissertation, **LEADERSHIP BEHAVIOUR VARIABLES AS PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE IN PRIMARY SCHOOLS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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### CERTIFICATE

I**, Dr. N.S.MUMTHAS**, do hereby certify that this dissertation entitled **LEADERSHIP BEHAVIOUR VARIABLES AS PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE IN PRIMARY SCHOOLS** submitted for the Degree of Master of Education is a record of bonafide study and research carried out by **Mr. ABDUL JALEEL. K.**, under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

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Acknowledgement

At the very outset the investigator thanks the most benevolent God who enabled him to complete the task successfully.

The investigator, with deep felt gratitude records his indebtedness to Dr. Mumthas, N.S., Senior Lecturer in Education, Farook Training College, for the expertise and guidance extended for the conduct of this research study. She has been giving incessant encouragement, generous help and valuable suggestions during all phases of investigation.

The investigator is highly thankful to Dr.S.Nirmala Devi, Principal, Farook Training College, for providing facilities and encouragement during this study.

The investigator would like to express his profound gratitude to   
Dr.K. Abdul Gafoor, Reader, University of Calicut for providing the tools, ‘Scale of School Organizational Culture’, and ‘Leadership Behaviour Perception Questionnaire’ which are used in this study.

The investigator extends special thanks to Dr. K. Manikandan, Lecturer, Farook College, for providing necessary help in the computer processing and analysis of data.

The investigator is much thankful to the Librarians of Farook Training College and University of Calicut for their help.

The investigator would like to express his gratitude to the lecturers of Farook Training College who have always been a source of inspiration to him.

Finally the investigator acknowledge with utmost pleasure the heads and teachers of various schools in the state, and his friends who have whole heartedly co-operated with the study.

#### Farook Training College Abdul Jaleel .K

**.06.2007**

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**INTRODUCTION**

The Education Commission (1964-66), the first commission in independent India which examined all the facets of education at all levels very aptly began its report with these words, “The destiny of India is now being shaped in her classrooms. This we believe, is not mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people”.

The destiny of our classrooms is in turn shaped by the quality of the educational institutions, which is an outcome of its organizational climate. So importance must be given to the quality management of educational institutions in order to produce the desired outcome. The head of an educational institution has a crucial role in the total quality management of schools which can provide better service to its students and teachers.

In the words of the Central Advisory Board of Education, “No scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency”. It means that the success or failure of an educational institution depends upon its head. As is the head, so is the school. Great headmasters make school great. “The reputation of the school and the position that it holds in the society depends in a large measure on the influence that he exercises over his colleagues, the pupils and their parents and the general public”, observed the Secondary Education Commission.

Moreover, the government and private agencies in education sector are investing huge amount of money on education so that the quality management of education and educational outcomes have become the need of the day.

## 1.1 NEED AND SIGNIFICANCE

The quality of education depends upon the quality of prevailing organizational climate in schools. Unfortunately even when all the people concerned are really aware of the state of affairs prevailing in school, nothing very substantial seems being done to bring about a cognizable improvement in this situation.

It is an experimental truth that the effectiveness of a school is largely dependent on the head. His behavior has an influence on the way a school functions. The most crucial factor in any school is the leadership behaviour of the head and the ways through which the head carries out his leadership behaviour, and how that reflects the efficiency of school functioning. The studies of Buyer (1983), Auy (1984), James (1991), Douglas (1992) and Wilson (1992) reflect the leadership behaviour of the head of the school, which is highly related with the smooth functioning of schools.

Among the various factors that determine the quality output of the education, the organizational climate of the institution plays a vital role. The total quality management is a fundamental way of fulfilling the accountability requirements common to educational reform. This is possible only through improving the organizational climate of educational institutions. Only with a smooth climate, the quality of education imparted to students can be improved. The researches done by Sharma (1982), Baraiya (1985), and Shams (2006) established that the Organizational Climate is highly influenced by the Leadership Behaviour of the head of the institution. So it became an interesting task for the researcher to find out the ability of the Leadership Behaviour Variables in predicting School Organizational Climate.

## 1.2 STATEMENT OF THE PROBLEM

This study is entitled as “LEADERSHIP BEHAVIOUR VARIABLES AS PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE IN PRIMARY SCHOOLS”.

## 1.2.1 DEFINITION OF KEY TERMS

**12.1.1. Leadership Behaviour Variables**

According to Alford and Beatty “Leadership is the ability to secure desirable actions from a group of followers voluntarily, without the use of coercion.” The leadership functions, which a leader adopts in an organization, are termed as leadership behaviour.

For the present study, ‘Leadership Behaviour Variables’ is operationally defined as the perception of teachers about the functions of Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation adopted by the head of their institution .

**1.2.1.2. Predictors**

Predictors are the set of variables, the knowledge of which helps to predict or infer effectively the dependent (criterion) variable of the study by means of statistical treatments.

**1.2.1.3. School Organizational Climate**

According to Invancivich and Wallace (1973) Organizational Climate is a set of properties of work environment which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and its societal and task environments.

For the present study, the term ‘School Organizational Climate’ stands for the perception of teachers regarding Commitment, Formalization of Rules, Cooperative Emphasis, Expectations, Emphasis on Academics, Professional Management and Goal Consensus in their school.

**1.3 VARIABLES OF THE STUDY**

The present study is designed with two types of variable viz., predictor (independent) variables and criterion (dependent) variable. The predictor variables are leadership Behaviour variables (i.e., Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) and the criterion variable is the School Organizational Climate.

**1.4 OBJECTIVES OF THE STUDY**

The major objective of the study is to find out the ability of each of the Leadership Behaviour Variables in predicting School Organizational Climate of primary schools. This major objective is achieved through the following minor objectives.

1. To find out the extent of relationship of each of the Leadership Behaviour Variables of heads of primary schools with School Organizational Climate.
2. To develop a regression equation for predicting School Organizational Climate.
3. To find out the efficiency of the significant predictors in predicting School Organizational Climate.

**1.5 HYPOTHESIS**

* 1. There will be significant relationship between each of the Leadership Behaviour Variables of heads of primary schools and School Organizational Climate.

**1.6 METHODOLOGY**

It deals with the precise description of sample used for the study, tools and statistical techniques used.

**1.6.1 Sample**

The present study was conducted on a representative sample of 400 primary school teachers belonging to eight districts in Kerala, viz., Trivandram, Kollam, Kottayam, Trichur, Palakkad, Malappuram, Kozhikkod, Kannore and Kasaragode drawn by stratified random sampling technique giving due representation to various strata viz, gender of teachers, locale of the school and type of school management.

**1.6.2 Tools**

The following tools are used for the study.

1. Leadership Behaviour Scale (Mumthas & Jaleel, 2006)
2. Scale of School Organizational Culture (Gafoor, 2002)

**1.6.3 Statistical Techniques Used**

Major statistical techniques used in the study are the following.

* + 1. Preliminary Analysis
    2. Pearson’s Product Moment Coefficient of Correlation (r)
    3. Test of significance of the correlations by Fisher’s t – test
    4. The 0.99 confidence interval of r
    5. Shared variance
    6. Multiple Regression Analysis

**1.7 SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out the efficiency of Leadership Behaviour Variables of heads of institution in predicting School Organizational Climate. The study was conducted on a sample of 400 primary School teachers belonging to eight districts in Kerala viz. Trivandram, Kollam, Trichur, Palakkad, Malappuram, Kozhikkod, Kannore and Kasaragode using stratified random sampling technique by giving due weightage to gender, locale of the school and type of school management. The investigator by this study hopes that the findings of the study will help the heads of the institutions to improve their qualities to produce a better organizational climate for the school. It will also help the present heads of the schools to have an insight into the factors of Leadership Behaviour which is having tremendous influence on the School Organizational Climate enabling them to make a self-judgment of their Leadership Behaviour and to improve it to produce the maximum outcome for the school as well as the society.

Even though the investigator tried his level best to make the study a perfect one, certain limitations are there.

1. The sample for the present study is collected from only eight districts in Kerala viz., Trivandram, Kollam, Trichur, Palakkad, Malappuram, Kozhikkod, Kannore, and Kasarkode. The limited time and inconveniences forced the investigator to restrict the sample to eight districts in Kerala.
2. The sample was selected from only one stage of education, viz., primary education.
3. Leadership Behaviour of head is studied from teachers’ point of view only. No importance was given to the opinion of heads of the institution.
4. School Organization Climate is also studied from the teachers’ perspective only. The head of the institution and the students were not given any chance to register their opinion.

Inspite of the above limitations, the investigator hopes that the study will yield valid findings leading to scientific and objective conclusions. Thus the investigator hopes that the findings will help the prospective teachers to understand the leader qualities and characteristics.

**1.8 ORGANIZATION OF THE REPORT**

The report has been presented in five chapters.

**Chapter I** presents a brief introduction to the problem, its need and significance, definition of key terms, objectives, methodology, and scope and limitations of the study.

**Chapter II** presents the theoretical overview of the concerned variables and review of related studies.

**Chapter III** gives an account of the methodology in detail used in the present study. It contains objectives, hypothesis, variables, description of the tools employed for data collection, sample drawn, data collection procedure, scoring and statistical techniques used.

**Chapter IV** describes the analysis of the study as per the objectives of the study.

**Chapter V** presents a summary of the study, major findings, tenability of the hypothesis, educational implications of the study and suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

Working with literature is an essential part of the research process that generates ideas, helps to form significant questions, and is instrumental in the process of research design. It is a complex task that involves developing the skills to find, manage, use and review the literature. It calls for a deep insight and clear perspective of the overall field. More over "familiarity with what is already known and what is still unknown and untested, helps the researcher to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation" (Best & Kahn, 2002).

The present study is an attempt to find out the efficiency of Leadership Behaviour Variables in predicting School Organizational Climate. To have an understanding of the nature of study in these areas, the researcher has gone through relevant literature, both theoretical and empirical. The review has been presented under the following headings.

2.1 Theoretical Overviews of Variables

# 2.2 Survey of Related Studies

# 2.1 THEORETICAL OVERVIEWS OF VARIABLES

2.1.1 CONCEPT OF LEADERSHIP

'Leadership' has attracted the attention of sociologists, social psychologists and political scientists in various contexts. No unanimity is, however, found on the precise meaning of the term among the different social scientists. In the words of Edinger,’ (1967) as social scientists have to probe beneath the manifest aspects of leadership and have become correspondingly more sensitive to the relevance of numerous and complex latent facts, they have found it more difficult to agree on what leadership is and does'. This becomes more difficult when one's objective is to construct a view of leadership which will encompass many different types of leaders and varying leader-follower situations.

Terry (1972) has defined leadership as 'the relationship in which one person, or leader, influences other to work together willingly on related tasks to attain that which the leader desires'.

A review of various definitions of leadership [Tead (1935), Pigors (1935), Stogdill (1950), Bass (1960), Fairchild (1967), Davis (1967), Terry (1972) and Kats and Khan (1978)] indicate that leadership is a process whereby one individual excerts influence over others so that they will strive towards the achievement of group goals. This concept implies that not only willingness to work but also willingness to work with zeal and confidence. Functionally speaking, leadership is to induce or persuade all subordinates or followers to contribute with cheerful readiness to organizational goals as warranted by their capabilities. Leadership is infact the rare ability to inspire. The leaders stand behind a group to push; they place themselves before the group to lead and inspire it to attain organizational objectives. Leadership is also concerned with development of a climate within an organization which ultimately influences motivation of the followers.

**2.1.1.1 Leadership Behaviour**

Persons in different leadership positions engage themselves in different specific behaviours. Leadership behaviour means the behaviour of a leader towards his followers. Effective leadership behaviour will create inspiring and stimulating climate for the workers so that they can enjoy a high level of morale and are motivated to receive new ideas and are always ready to venture into new goals. The behaviour of a leader is the inspiring force that begets healthy climate, high morale and motivation for the receptivity of new ideas for taking the organization to higher and still higher planes. This is true in the context of educational institutions as well.

**2.1.1.2 Various Theories of Leadership**

The study of leadership has historically progressed by asking some questions: Why some individuals arise as leaders in many instances where as others do not? It is some particular traits or is it particular situations or is it some combination of the two that makes a leader? As a result attention is focused first on Trait Theories, next on Situational Theories, and finally on Transactional Theories of leadership.

***i The Great Man Theory or the Trait Theory***

The theory that leaders are characterised by unique traits has been labelled as Great Man Theory or the Trait Theory of Leadership. In its simplest form, the theory states that history or the directions of group behaviour is shaped by the particular person in the leadership position and that the course of events would be completely different if another person were in that position. A further assumption of the theory is that these leaders have unique characteristics or backgrounds that enable them to become leaders.

Although the Trait Theories of leadership may aid in describing the characteristics of a leader, these theories leave many questions unanswered. There are a great deal more to leadership than a simple set of personality or physical traits. Psychologists found that the trait approach to leadership is unsatisfactory, because it cannot, by itself, predict who will become a leader or explain why an individual becomes a leader.

***ii The Zeitgeist Theory or Situational Theory***

As the trait approach to leadership was found unsatisfactory, the emphasis in the study of leadership shifted from investigating traits of individuals to investigating characteristics of particular group situations that might determine who emerges as the leader. This situational or time approach shuns the hypothesis that leaders are born, not made, and that leaders determine the situation. Situational theorists espouse the position that particular time or situation determines who will become the leader.

Although there is a great deal of support for Situational Theory, which suggests that the situation determines who will be the leader, it cannot explain why some people tend to "be in the right place at the right time" more often than others. That is, although leadership does not seem to be a completely general trait, some types of people do seem to emerge as leaders more often than chance would predict. Thus it seems that the best theory of leadership is one that takes both situational and trait characteristics in to account. Fielder's Contingency Theory of leadership effectiveness focuses on both these factors.

***iii The contingency Theory or Transactional Theory***

The question of leader effectiveness, although, is distinct from the question of leader emergence, the two questions are related. Fielder's theory considers the kind of leader who is likely to be effective and the factors that influence his or her effectiveness.

Leadership effectiveness is not merely determined by the style of the leader. The situation, the demands of the group, and the group's goals determine what type of leader is most likely to be effective. Fielder identified three factors that determine the favourableness of the situation for the leader. The first and most important is the leader-group relations. A leader who is trusted, liked and respected is in a favourable position to lead, where as it is difficult to lead if the groups is reluctant to follow. The second factor is task structure. It is relatively easy to lead where the job is highly structured and the requirements for successful job completion are very clear. It is difficult to lead when the task requirements are uncertain and ambiguous. The third factor is the power inherent in the leadership position. Leadership is easier when one controls a great deal of sanctioned reward coercive power.

Thus the most favourable conditions under which to lead are those in which the leader-group relations are very good, the task is clear and well defined, and the leader has officially sanctioned power to lead.

**2.1.1.3 Headmaster as a Leader**

The headmaster of a school is considered to be the centre of all the activities taking place in the school. Leaving aside a few institutions of a very large size, leadership functions and administrative functions are generally combined and, therefore leadership becomes an inseparable and a very significant function of administration. To quote Desai and Rao (1974):

` 'The unique purpose of administration is to divert the utilisation of limited resources of time, people, space, equipment, supplies and work technique in the realisation of coherent operation of an enterprise. It involves activities and processes which have been very frequently identified as activities which include planning, programming, budgeting, staffing, evaluating and such processes as leadership, organization, communication and co-ordination'.

After a thorough study into the various leadership behaviour variables the researcher identified six components viz, planning, controlling, organizing, staffing and direction, communication and motivation as leadership behaviour variables.

The planning function involves the determination of goals and the plans and of the strategies, policies, programmes, schedules, procedures, tools, techniques and methods for achieving them. Planning is decision-making for the future, although decision-making is a part of the other managerial functions. Planning involves choosing among alternatives, and it encompasses innovations. Planning tends to be the most crucial function with regard to the organization's external environment.

The control function involves those activities designed to compel events to conform to plans or to recognize deviations there from. This involves measurement, feedback, monitoring and if necessary, corrective action. It also entails the gathering of information required for evaluating performance and provides critical inputs for subsequent planning. Often the best control is futurity or forward oriented, rather than after the fact. A close and continuous link between planning and control should exist in all part of the organization and in all functions.

The organizing function involves the determination and enumeration of activities necessary to carry out plans, the grouping of activities, the assignment of groups of activities to units headed by administrators, and the delegation of authorities to carry out the activities. It is the totality of such activities and relationship that make up this function.

The staffing function includes those activities essential to manning, and keeping manned, the positions in the organization structure required to achieve the organization's goals and plans. Thus it involves defining the human requirements for the jobs to be done and the inventorying, recruiting, appraisal and selection of candidates for the positions, as well as training candidates and incumbents helping them to develop and perform well.

Direction and leadership can take different forms and it is a basic task of sound management to employ those styles, approaches and techniques that obtain the best results in specific situations. Effective leadership, especially in relatively democratic organizations, often depends on much more than formal authority and official power, although these, too, are very important.

Some management authors lump directing, leading, motivating and communicating activities under the single concept of directing, leading or supervising. Much of the important communication that actually take place in an organization is not from the top down, but along formal, vertical or hierarchical lines, whether it be up or down. Communication need not follow only hierarchical lines and infact, when this happens, it can be determinal to organizational effectiveness and efficiency.

There is often much motivation including self-motivation that has little or nothing to do with formal direction, hierarchical leadership or supervision. Motivation involves the use of hierarchically determined activities or penalties, or both, to get people to perform in desired ways, especially when we consider the social and political subsystems of academic institutions.

Leadership and communication are critical with regard to external relationship. a major task of management is to ensure that adequate contributions are obtained from the various external participants or interest groups in return for inducements at the disposal of the organizations. A primary responsibility of management is to balance inducements and contributions to provide for the viability and success of the organizations, and also to maintain effective communication and alliances with external participants.

Direction, leadership, communication and motivation are essential to getting things done through and with people and inter-personal relations. It is the job of effective management to maintain a suitable balance between individual motivation and adequate co-operation and support, both internally and externally.

2.1.2 ORGANIZATIONAL CLIMATE

Organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organisation. It is related to the process through which participants are socialised into the organization, how they develop perceptions, values and beliefs concerning the organization and what influence these inner states have on behaviour. The culture of the organization excerts powerful influence on the development of the climate. There should be an emotional and value commitment between the person and organization, people should feel that they belong to a meaningful entity and can realise cherished values by their contributions.

According to the behavioural theorists it is the culture of the organization which makes clear the values, beliefs and goals of the organization. Personal identification with the values of organization's culture can provide powerful motivation for dependable performances even under conditions of great uncertainty and stress.

Climate and culture are two concepts that have come to be used interchangeably is the study of schools. Both terms have been very popular in the waves of school improvement, reform and restructuring that began in the 1980s. While much of the school climate literature focuses on the structural dimension of schools, culture looks beyond structural elements, both the formal and informal specifics, to the meanings those specifics hold for participants and how they make use of them.

The Scale of Schools Organizational Culture (Gafoor, 2002) which is used as a tool to measure the organizational climate of primary schools, categorises Organizational Culture into six components viz, Commitment, Formalization of Rules, Co-operative Emphasise, Expectations, Emphasis on Academics, Professional Management and Goal Consensus.

**2.2 SURVEY OF RELATED STUDIES**

2.2.1 STUDIES RELATED TO LEADERSHIP BEHAVIOUR

The reviewed studies on leadership behaviour are abstracted below.

Norman (1970) examined the leadership behaviour of 40 women working in various areas viz, law, administration, public education, government, business, higher education, fine arts (music and literature) and civic work. The instruments used were: (i) Leader Behaviour Description Questionnaire (Form XIII) and (ii) 16 PF questionnaire. The study revealed that

1. The women in leadership positions were found to be women of high intelligence, confidence, self-assured, composed, conscientious, persevering, experimenting, liberal, self-sufficient, resourceful, temperamentally independent, uninhibited, able to stand wear and tear without fatigue, socially precise, with a strong self-image, imaginative, self-motivated, creative, shrewd and calculating with an intellectual approach to situations.
2. Personality traits are associated with leadership behaviour.

Vats (1972) studied the leadership behaviour pattern of educational administrators in selected offices in educational department in Punjab. The findings of the study were the following:

(i) Administrators at all levels had a reasonably clear perception of their role.

(ii) Administrative leadership appeared to be somewhat personalistic , further, there was a formal type of relationship in the educational department.

Darji (1977) studied leadership behaviour of secondary school principals and found that,

(i) There is no direct relationship between motivation of students   
 and leadership behaviour of principals.

(ii) The relation between academic status of school and the   
leadership behaviour dimensions of principal is not significant.

A study by Gupta (1978) on leadership behaviour of secondary school headmasters in relation to their personality and climate of their schools of Rajasthan, revealed headmasters of different types of climate were found to differ significantly on eight dimensions of LBDQ, viz, demand, reconciliation, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis and superior orientation.

Singh (1978) studied the leadership behaviour of heads of secondary schools and found that,

(i) Total leadership is significantly related to four personality   
factors; viz, outgoingness, intelligence, emotional stability and assertiveness.

(ii) The behaviour of heads is not significantly related to their   
administrative experience.

Mohant (1979) conducted a study on the administrative behaviour of high school principals in central Gujarat and found that age, sex and experience did not influence administrative behaviour. The schools having open climate have more effective administrative behaviour than the schools having closed climate.

A study carried out by Shukla (1981) to identify the styles of leadership with regard to the dimensions of initiating structure and consideration at primary school level administration revealed the following:

(i) Teachers perceived the leadership in educational   
administration at district level to be positive and desirable.

(ii) The consideration type of leadership is more dominant in the  
 administrative behaviour.

(iii) The leadership characteristics of educational administrators   
influenced teachers' morale.

(iv) High desirable education leadership leads the teachers to more   
positive attitudes towards their job as compared to low desirable educational leadership.

Naik (1982), in an enquiry into the relationship between leadership behaviour of secondary school headmasters and teacher morale discovered that there was a significant relationship between building facilities, evaluation of students, special services, supervisory relations and colleague relations.

Sharma (1982) investigated the impact of leadership behaviour of headmasters on school climate and achievement of pupils. Significant difference was found between different types of school climate and leadership behaviour.

Balasubrahmanian (1983) attempted to find out the basic and supporting style of headmasters in selected higher secondary schools in Madras and also the extent of their adaptability in leadership style and found that headmasters in general adopted high task-low leadership and high task-high leadership style. Ninety percent of the heads were on the effective side of the ineffective-effective continuum of leadership behaviour.

Das (1983) studied the administrative behaviour of secondary school principals in relation to selected school variables. The study revealed that secondary school principals were moderately effective in their performance of administrative tasks and that there was a significant positive relationship between principals' administrative behaviour and teachers' attitude towards work and work setting of the institution.

Moyle (1985) in his study "perspectives on leadership" revealed that principal should be a good leader who managers and administrates, while at the same time ensures that the needs and goals of those with whom he must work are taken into account, who then collectively creates purpose which leads to goals for the institution being met. He also proposed that a competent school relationship results when technical, human and educational forces are in balanced interplay.

Khushdil (1985) in a study into the mutual role expectations of the principals and teachers of senior secondary schools of Delhi found that both teachers and principals regarded democratic role as the most important one. Next came the patronizing role followed by the disciplinarian and authoritative roles.

Kumar (1986) conducted an investigation on administrative effectiveness of college principals in relation to their work values, attitudes and self-concepts. The study revealed that principal's work value, attitude and self-concept combined together were significantly related to their administrative effectiveness.

Nasreen (1986) studied the leadership behaviour in relation to teacher's self-concept, job satisfaction and some other institutional characteristics at secondary school level. It was found that principals' leadership behaviour was positively related to teachers' job satisfaction.

Usmani & Shaheen (1988) conducted an enquiry on principal effectiveness in relation to professional achievement, socio-economic background, values of life and attitude towards teaching. It was revealed that age, sex and professional attainment had no effect on principal effectiveness. However attitude towards teaching was influenced by sex.

Chayya (1989) discussed the attributes of a successful secondary school principal as one who would develop human resources, conduct PTA meetings, manage time table, provide for staff development, inspire team spirit and look after the routine duties expected of the office.

Hoyle (1989) described the competencies of effective principals in categories of three global skills: Human skills, Technical skills and conceptual skills.

Bhagia *et al*. (1990) suggested that the following areas of training viz, (i) Personal Administration (ii) Financial Management, (iii) Student Evaluation and Guidance, (iv) School Plant and Auxiliary Service, (v) Office Management, (vi) Community Relations, and (vii) Curriculum and Instruction are important for educational administrators in developing countries.

Singh (1992) found that the leadership style of the head plays an important role in the job satisfaction of the staff.

Sundararajan (1993) conducted a study on the role performance by the heads of schools as perceived by their teachers. The roles of the principal are planner, office manager, resource facilitator, promoter of co-curricular activities, staff evaluator, counsellor, teacher, representative of the school and link with the community. The study concluded that,

(i) The highest performances are given to the roles of teacher and then planner.

(ii) The heads of schools have failed to make an impact on teachers in respect of their roles staff evaluator and promotes of co-curricular activities.

Mohanty (1995) observed that principals play an important role in management of educational institutions as Manager, Laison Officer, Teacher, Leader, Trainer, Counsellor, Supervisor, Administrator, Planner, Resource Mobiliser and Community Leader. Their sincerity and love for the job determine the quality of the colleges.

Rajput (1996) suggested that the head of the institution should be an intelligent, efficient manager, an able administrator, a person who can communicate well and an excellent public relations officer. He is also supposed to be responsible for value inculcation, raising standards of learning attainments, enhancing efficiency of the institution and optimising the use of resources.

Kalra (1997) who studied the competencies of principals for efficient management of senior secondary schools identified morale of the principal, sense of judgement, occupational knowledge, technical knowledge and manipulative skills as the major factors influencing level of institutions.

Diwan (2000) studied efficiency and effectiveness in school management of Delhi primary school and came to the conclusion that there is no one best style of leadership suitable for all situations. The style appropriate to the demands of the situation is the best.

Barker (2002) in his study claimed that appropriately trained heads can motivate teachers and students to achieve challenging targets and transform the prospect of future generations. The study concluded that while leadership training may improve school climate, a transformation in performance is unlikely.

Kauts (2003) studied leadership style and organizational commitment in relation to school effectiveness and revealed that,

(i) There was no difference of leadership style in high and low effective government schools.

(ii) There is a positive significant correlation between organizational commitment and leadership style both in high and low effective government schools.

Giri (2006) studied the leadership behaviour of the heads of secondary schools in relation to the attitude of teachers taking 130 secondary school teachers as sample. The general conclusions of the study were:

(i) Leadership behaviour of principals is affected by some   
demographic factors.

(ii) Leadership behaviour of principals is also affected by differently demonstrated machinery bodies (school management).

2.2.2 STUDIES RELATED TO ORGANIZATIONAL CLIMATE

Varshneya (1981) investigated into the relationship between organizational environment and teacher effectiveness. The study revealed that open, autonomous and controlled environments were more favourable for teacher effectiveness than the other categories of environments. It also revealed that the organizational environment was significantly and positively related to pupils' attitude towards teachers.

Singh (1984) studied school climate and came out with the following findings:

(i) Classroom climate significantly affected pupils' academic   
achievement.

(ii) Classroom climate significantly affected pupils classroom behaviour.

In a study, Singh (1985) found that elementary school teachers were higher in esprit and intimacy than secondary school teachers. On almost all dimensions of school climate, elementary schools were found to be more variable than secondary schools.

Ranjana (1985) carried out a study on school effectiveness in relation to organizational climate. The study revealed that disengagement among teachers was found negatively related to school effectiveness. The feeling of esprit and intimacy was found significantly related to school innovativeness.

In Dhulia's (1990) study, the school climate was found to be positively and significantly correlated with teachers' job satisfaction and students' institutional perceptions in terms of administrative style.

Pradhan (1991) found out that school organizational climate significantly affects the students' scores of creativity.

Khader (1996) conducted an enquiry into the organizational climate in central schools and found out that they differ in their climate. 18.75% had open climate, 12.5% had controlled climate and 37.5% had closed climate.

Natarajan (2003) conducted a study with the objective of investigating the types of organizational climate existing in higher secondary schools in Tirupathur educational district of Tamil Nadu, and its overall influence on the job satisfaction of postgraduate teachers working in such schools. The analysis of the data revealed that there was a significant relationship between the school organizational climate and job satisfaction of teachers.

Shams (2006) studied the organizational climate in schools applying SOC inventory on 400 students from government and private schools and stated that though all the people concerned are truly concerned over the state of affairs prevailing in the schools, nothing very substantial seems to be done to bring about discernible improvement in the organizational climate of schools.

**CONCLUSION**

There is a good deal of empirical research that has been done in the last few years on organization, administration and management of education. These empirical researches have been attempted to study a variety of issues including effectiveness of leadership, administrative problems, teachers' satisfaction, student attitudes and achievements, school climate etc. But there are only very few researches in India on variables that are critical for improving the quality of education including managerial efficiency while most of the studies are of academic interest, they have limited value in brining about changes in organization, administration and management of education. In the reviewed studies it was found that teacher factors like teacher effectiveness, esprit and intimacy, disengagement, job satisfaction etc, and student factors like academic achievement, classroom behaviour, creativity etc. are affected by school organizational climate. So it became evident that the school organizational climate has a vital role in determining the quality of education. Thus the investigator thought of the ways to improve the school organizational climate. Then it became an interesting task to know whether the heads of the schools have any role in improving the school organizational climate. While reviewing, the researcher found that the role of the heads and their leadership behaviour have been studied relating to different types of variables such as administrative reputation, administrative styles, personality, innovation, managerial effectiveness, job satisfaction, teacher morale, school climate, achievement of pupils, attitude of teachers etc. But little attempts have been made to study the role of the behaviour of the heads in predicting school organizational climate. Moreover primary education is almost neglected by researchers in this area. So the investigator decided to find out the efficiency of leadership behaviour variables in predicting the organizational climate of the primary schools in Kerala.

METHODOLOGY

This chapter presents an account of the methodology followed for present study, the major purpose of which was to find out the significant predictors of School Organizational Climate. This warrants the description of the variables, tools, selection of sample for the collection of data and statistical techniques for analysing data. A detailed description of the methodology followed by the investigator is given under the following sub sections:

3.1 Variables of the Study

3.2 Objectives of the Study

# 3.3 Hypothesis of the Study

3.4 Tools Employed

3.5 Selection of Sample

3.6 Data Collection Procedure and Consolidation of Data

3.7 Statistical Techniques used for Analysis

## 3.1 VARIABLES OF THE STUDY

The variables of the study are categorized into two viz., Dependent (Criterion) variable and Independent (Predictor) variables. The title of the study itself suggests that the criterion variable is School Organizational Climate and the Predictor variables are Leadership Behaviour Variables (ie, Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) of the heads of primary schools.

## 3.2 OBJECTIVES OF THE STUDY

The major objective of the study is to find out the ability of each of the Leadership Behaviour Variables in predicting School Organizational Climate of primary schools. This major objective is achieved through the following minor objectives.

(i) To find out the extent of relationship of each of the Leadership Behaviour Variables of heads of primary schools with School Organizational Climate.

(ii) To develop a regression equation for predicting School Organizational Climate.

(iii) To find out the efficiency of the significant predictors in predicting School Organizational Climate.

## 3.3 HYPOTHESIS OF THE STUPY

The hypothesis set forth for the study is the following :

(i) There will be significant relationship between each of the Leadership Behaviour variables of heads of primary schools and School Organizational Climate.

## 3.4 TOOLS EMPLOYED

Collection of relevant data is an important aspect of any research work. Therefore the selection of suitable tool is of vital importance for successful research. For the present study the investigator used the following tools:

1. Leadership Behaviour Scale (Mumthas & Jaleel, 2006)
2. Scale of School Organizational Culture (Gafoor, 2002)

Detailed description of these tools are given below:

3.4.1 LEADERSHIP BEHAVIOUR SCALE

The tool “Leadership Behaviour Scale (2006)” is constructed and standardized by the investigator with the help of the supervising teacher. The procedure followed in the construction and standardization of the scale is described below.

**3.4.1.1. Planning of the Scale**

The first step in the construction and standardization of scale is planning of the scale. Review of related literate helped the investigator to have an idea about the nature of construct, components, nature of statements etc. Thus it was decided to develop a Likert type scale with five response viz., Always, Often, Sometimes, Rarely and Never.

A tool on Leadership Behaviour viz., Leadership Behaviour Scale, developed by Mumthas and Nisar acts as a basis for constructing the present tool. Then the investigator discussed major areas of investigation with the guide and formulated the following six dimensions of Leadership Behaviour. The dimensions are :

(i) Planning

(ii) Controlling   
(iii) Organizing

(iv) Staffing and Direction

(v) Communication, and

(vi) Motivation.

***(i) Planning***

Planning process includes the determination of goals, plans, strategies, polices, programmes, schedules, procedures, tools, techniques and methods for achieving the intended goals.

There are 10 items (numbers 1 to 10) under this component.

E.g. The headmaster has a clear understanding of the job and school   
 climate. (Item No. 3)

***(ii) Controlling***

Controlling means checking the progress of the plans and correcting any deviations that might occur along the way of implementation of plans. Controls ensure quantity, quality, appropriateness of means and actions etc. Item numbers 11 to 20 come under this component.

E.g. The headmaster is not able to control all the activities of the school. (Item No 11)

***(iii) Organizing***

This is the process of grouping people and activities at the disposal of an organization. In a judicious manner, people and activities have to be grouped to produce the best results by following the most appropriate sequences of events. Items 21 to 30 are under this component

E.g. The headmaster assigns suitable teachers for the organization of various programmes. (Item No. 21)

***(iv) Staffing and Direction***

This component includes those activities essential to manning and keeping manned, how to hold the positions in the organizational structure to achieve the goals and plans and also for giving guidelines as to what to be done. The Items from 31 to 40 come under this component.

E.g. The headmaster knows each member f the staff personally, and gives them proper consideration. (Item No. 31)

***(v) Communication***

Communication includes not only sending or receiving information but also the proper understanding of the information so set or received and taking necessary actions on it. Item numbers 41 to 50 come under this component.

E.g. The headmaster is able to present his ideas convincingly. (Item No. 46)

***(vi) Motivation***

The use of hierarchically determined incentives or penalties or both, to get people to perform in desired ways are included in this component. The last 10 items (51 to 60) come under Motivation.

E.g. The headmaster makes use of the school assembly and staff meeting to motivate students and teachers. (Item No. 54)

3.4.1.2 Preparation of the scale.

Based on the above mentioned components, the investigator developed a Leadership Behavior Scale. The draft scale consists of 60 items, out of which 35 are positive and 25 are negative.

A copy of the draft Leadership Behavior Scale (Malayalam Version) is given as Appendix 1.

## 3.4.1.3 Scoring Procedure

Each statement of the scale has five responses viz., Always, Often, Sometimes, Rarely and Never. For the positive statement the respective scores of the responses are 5,4,3,2, and 1. For a negative statement, the scoring was done in the reverse order.

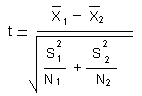
**3.4.1.4 Try-out of the preliminary scale**

The purpose of the try-out of the scale in to select the items for the final scale by empirically testing the item characteristic. The procedure of the item analysis is discussed below.

The preliminary scale was administered to a sample of 370 primary school teachers, selected by using stratified sampling technique, giving due representation to gender, locale of the school and type of school management.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in descending order of the total score and the highest and lowest 27 percent of the 370 samples (100 samples each) were separated.

The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratio for each item was calculated using the formula,



(Best and Kahn, 2002)

Where,

X1 – Mean of the upper group (for an item)

X2 – Mean of the lower group (for an item)

S12 - Variance of upper group (for an item)

S22 – Variance of upon group (for an item)

N1 – Sample size of the upper group

N2 - Sample size of the lower group

The critical ratio obtained for each item together with means and standard deviations of the scores of the groups are given in Table 1.

TABLE I

### Details of the item analysis of Leadership Behaviour Scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item Number | Upper Group | | Lower group | | Critical Ratio |
| X1 | σ1 | X2 | σ2 |
| 1 | 4.80 | 0.43 | 3.67 | 0.97 | 10.62 |
| 2. | 4.88 | 0.50 | 4.03 | 0.93 | 8.08 |
| 3. | 4.95 | 0.22 | 4.12 | 1.02 | 7.97 |
| 4. | 4.32 | 1.12 | 2.79 | 1.17 | 4.61 |
| 5. | 4.58 | 0.90 | 3.54 | 1.13 | 7.19 |
| 6. | 4.63 | 0.75 | 3.10 | 1.04 | 11.95 |
| 7. | 4.96 | 0.20 | 3.76 | 1.22 | 9.68 |
| 8. | 4.04 | 1.41 | 3.18 | 1.24 | 4.58 |
| 9. | 4.47 | 1.11 | 3.42 | 1.30 | 6.12 |
| 10. | 4.82 | 0.70 | 3.79 | 1.28 | 7.05 |
| 11. | 4.85 | 0.56 | 3.31 | 1.24 | 11.35 |
| 12. | 4.87 | 0.54 | 4.16 | 1.01 | 6.18 |
| 13. | 4.05 | 1.18 | 2.86 | 1.32 | 6.72 |
| 14. | 4.91 | 0.40 | 4.14 | 1.06 | 6.77 |
| 15. | 4.89 | 0.45 | 3.81 | 1.40 | 7.33 |
| 16. | 4.97 | 0.17 | 3.70 | 1.21 | 10.39 |
| 17. | 4.98 | 0.14 | 3.98 | 0.99 | 9.95 |
| 18. | 4.42 | 1.30 | 3.64 | 1.54 | 3.86 |
| 19. | 4.91 | 0.49 | 3.76 | 1.42 | 7.67 |
| 20. | 4.86 | 0.51 | 3.80 | 1.05 | 9.04 |
| 21. | 4.95 | 0.26 | 4.31 | 0.97 | 6.36 |
| 22. | 4.88 | 0.69 | 4.03 | 1.31 | 5.76 |
| 23. | 4.93 | 0.29 | 3.89 | 1.17 | 8.61 |
| 24. | 4.95 | 0.41 | 4.51 | 0.83 | 4.73 |
| 25. | 4.99 | 0.10 | 4.53 | 0.83 | 5.47 |
| 26. | 5.00 | 0.00 | 4.28 | 0.92 | 7.81 |
| 27. | 4.99 | 0.10 | 4.46 | 1.08 | 4.90 |

(Contd...)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item Numbe | Upper Group | | Lower group | | Critical Ratio |
| X1 | σ1 | X2 | σ2 |
| 28. | 4.93 | 0.29 | 4.22 | 1.20 | 5.74 |
| 29. | 4.99 | 0.10 | 4.54 | 1.00 | 4.48 |
| 30. | 5.00 | 0.00 | 4.48 | 0.94 | 5.55 |
| 31. | 4.78 | 0.73 | 3.45 | 1.20 | 9.45 |
| 32. | 4.69 | 0.71 | 3.39 | 1.13 | 9.77 |
| 33. | 4.87 | 0.60 | 4.01 | 0.88 | 8.07 |
| 34. | 4.83 | 0.55 | 3.15 | 1.24 | 12.36 |
| 35. | 4.86 | 0.43 | 3.65 | 1.06 | 10.61 |
| 36. | 4.88 | 0.52 | 3.67 | 1.36 | 8.29 |
| 37. | 4.84 | 0.66 | 3.89 | 1.15 | 7.14 |
| 38. | 4.94 | 0.45 | 3.96 | 1.25 | 7.40 |
| 39. | 4.95 | 0.22 | 3.76 | 1.03 | 11.34 |
| 40. | 4.63 | 0.80 | 3.62 | 1.16 | 7.16 |
| 41. | 4.91 | 0.32 | 3.87 | 0.96 | 10.27 |
| 42. | 4.95 | 0.22 | 3.75 | 1.01 | 11.62 |
| 43. | 4.91 | 0.57 | 3.82 | 1.25 | 7.93 |
| 44. | 4.65 | 0.77 | 3.32 | 1.16 | 9.54 |
| 45. | 4.84 | 0.55 | 3.41 | 1.08 | 11.79 |
| 46. | 4.93 | 0.43 | 3.85 | 1.09 | 9.24 |
| 47. | 4.94 | 0.42 | 3.70 | 1.28 | 9.18 |
| 48. | 4.72 | 0.77 | 3.73 | 1.31 | 6.53 |
| 49. | 4.78 | 0.82 | 3.63 | 1.14 | 8.16 |
| 50. | 4.81 | 0.54 | 3.37 | 1.06 | 12.08 |
| 51. | 4.96 | 0.20 | 3.66 | 1.14 | 11.25 |

(Contd...)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item Number | Upper Group | | Lower group | | Critical Ratio |
| X1 | σ1 | X2 | σ2 |
| 52. | 4.94 | 0.42 | 4.12 | 1,12 | 6.84 |
| 53. | 4.85 | 1.60 | 2.93 | 1.30 | 4.45 |
| 54. | 4.68 | 0.87 | 3.51 | 1.18 | 7.94 |
| 55. | 4.84 | 0.79 | 4.34 | 0.97 | 4.01 |
| 56. | 4.86 | 0.70 | 4.23 | 1.11 | 4.81 |
| 57. | 4.84 | 0.61 | 3.96 | 1.06 | 7.17 |
| 58. | 4.95 | 0.33 | 3.78 | 1.12 | 10.06 |
| 59. | 4.88 | 0.48 | 4.27 | 1.11 | 5.05 |
| 60. | 4.85 | 0.44 | 3.36 | 1.22 | 11.51 |

(d) Items with critical ratio greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level are selected for the final scale. All the 60 items, having a critical ratio greater than 2.58, were selected with 0.01 level of significance.

Copies of English and Malayalam versions of Leadership Behavior Scale (Final) are given as Appendix II and III respectively.

## 3.4.1.5 Reliability

Reliability of the test is its ability to yield consistent result from one set measure to another. According to Best (1996), “reliability is the degree of consistency that the instrument of procedure demonstrates ; what ever it is measuring it does so consistently.”

The reliability of the present tool, Leadership Behavior Scale was estimated using test – retest method. The scale was administered to a group of 40 primary school teachers, and after giving an interval of 2 weeks, the same scale was administered again on the same group. The scores obtained in the first test were correlated with the scores of the retest. The reliability coefficient found to be 0.85 and hence the present tool is a highly reliable one.

**3.4.1.6 Validity**

According to Best and Kahn (2002) validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure.

The criterion related validity of the scale was estimated by correlating the scores of the present scale with the scores of Leadership Behavior Perception Questionnaire (Gafoor, 2003) on a Sample of 30 teachers. The correlation coefficient obtained was 0.52 indicating that the test is valid.

3.4.2 SCALE OF SCHOOL ORGANIZATIONAL CULTURE

This scale was prepared and standardized by Gafoor (2002). The scale was developed by giving due weightage to seven components of school organizational culture viz., Commitment, Formalization of Rules, Cooperative Emphasis, Expectations, Emphasis on Academics, Professional Management and Goal Consensus. It is made in the from of five point Likert scale.

The scale consists of 52 items out of which 33 are positive and 19 are negative. Each of the seven components are described below.

***i. Commitment***

This component measures the extent to which the individuals in the school are devoted or involved in their responsibilities to the learners, society, profession and the achievement of excellence in education. The statements 1 to 7 constitute this subscale.

***ii. Formalization of rules***

This sub scale measures the extent to which the rules and regulations of day to day administration of the school are standardized, the rules are centralized, the position of individuals within the organization is structured and controlled. The statements 8 to 13 constitute this subscale.

***iii. Co-operative emphasis***

The statements under this subscale measure the degree to which the teachers co-operate each other and provide professional help for the welfare of the school, without jeopardizing the individual autonomy. The statements 14 to 21 constitute this subscale.

***iv. Expectations***

This subscale measures the extent of formalized interpersonal communication of expectation within the school which helps to reduce the conflicts within the organization. The statements 22 t0 28 constitute this subscale.

***v. Emphasis on academics***

The items under this sub scale measure the attention and importance given by the members within the school on improving the academic standards, the intensity and priority given to academic excellence over non-academic matters. The items 29 to 36 come under this subscale.

***vi. Professional management***

This component of the scale measures the extent to which the administrative methods are characterized by reward orientation through the use of rewards and praise. The items 37 to 44 constitute this subscale.

***vii. Goal consensus***

This subscale measures the consistency among and within the individual members of the school with respect to the goal and welfare of the school society. Item 45 to 52 constitute this subscale.

## 3.4.2.1 Scoring

The five possible responses for each statement viz., completely true, often true, sometimes true, rarely true and never true receive the scores 4,3,2,1 and 0 respectively for a positive item The scoring is reversed for negative items. Each subscale of the tool derives a separate score which could be added together to get the score as Schools Organizational Culture.

**3.4.2.2 Reliability and validity**

The reliability coefficients of the total scale and of subscale I to VII obtained using test-retest method (N = 30) are 0.86, 0.90, 0.64, 0.47, 0.66, 0,71, 0,63 and 0.67 respectively.

The developers report the face validity and construct validity. Construct validity is suggested because the tool is constructed according to the theoretical construct of school organizational culture advocated by Anderson (1982). The subscale have the homogeneity indices of 0.77, 0.72, 0.78, 0.70, 0.75, 0.81 and 0.80 respectively which also indicates validity of the subscale apart from the reliability. The total score of the subscales has coefficient of correlation r = 0.49 (N = 80) with the score of Leadership Behavior Perception Questionnaire, another indicator of the validity.

## 3.5 SELECTIONS OF SAMPLE

Selection of the sample is an important aspect of any research. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristic of the sample, one can make certain inferences about the population from which it is drawn (Best and Kahn, 2002).

The basal sample for the present study constituted 425 primary school teachers which were selected from the primary schools of Kerala. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the teachers, locale of the school and type of school management.

The ratio for considering each of these strata in the sample is discussed below.

**3.5.1 Gender**

Gender has great influence on findings of research, since it has been found that sex difference exists in many of the psychological variables in the study. According to the Seventh All India Educational Survey (2002), in Kerala, the ratio of the gender of primary school teachers i.e., male : female is 3 : 7. So the investigator decided to take the male and female teachers approximately in the same ratio 3 : 7.

**3.5.2 Locale of the School**

in our state, more schools are situated in rural area than in urban area According to the Seventh All India Educational Survey (2002) the ratio of teachers based on the locale of schools is 7: 2. So the investigator maintained approximately the same ratio in the sample also.

**3.5.3 Type of School Management**

The investigator decided to conduct the study in the teachers of two types of management of school, i.e., Government and Private. According to the Seventh All India Educational Survey (2002), the ratio of teachers in government and private schools is 2 : 3. Hence the investigator selected the government and private teachers approximately in the same ratio.

Details of the schools selected for the data collection is given in Appendix IV.

The break- up of the final sample is given in Table 2.

TABLE -2

**Break – up of the final sample.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender | | Locale of the School | | Type of School Management | |
| Male | Female | Rural | Urban | Government | Private |
| 119 | 281 | 331 | 69 | 189 | 211 |
| Total = 400 | | Total = 400 | | Total = 400 | |

3.6 DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA

## 3.6.1 DATA COLLECTION PROCEDURE

After having an idea of the sample the investigator contacted the headmasters of selected schools for getting permission to contact the teachers. Having got the permission, the investigator contacted the teachers and explained the purpose and requested their help and co-operation to make the study as successful an possible. Then the research tools were distributed to the teachers. A uniform procedure was adopted in administering the tools.

## 3.6.2 SCORING AND CONSOLIDATION OF DATA

Before scoring, incomplete response sheets were rejected and this resulted in a final sample size of 400. All the response sheets which were complete in all aspects were scored according to the respective test manuals and directions for scoring.

## 3.7 STATISTCAL TECHNIQUES USED FOR ANALYSIS

The objectives and hypothesis of the present study demand the use of following major statistical techniques.

3.7.1 PRELIMINARY ANALYSIS

Preliminary statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis were calculated in order to arrive at a conclusion about the nature of distribution.

3.7.2 Pearson’s Product Moment Coefficient of Correlation (Garrett,   
 1981)

The most often used and most precise Coefficient of Correlation is known as the Pearson’s Product Moment Coefficient of correlation (r). The degree of relationship is measured and represented by the coefficient of correlation,



Where,

ΣX = Sum of X scores

ΣY = Sum of Y scores

ΣX2 = Sum of the squared X scores

ΣY2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of paired scores

In this study, correlation coefficient ‘r’ is used to find out the extent of relationship between School Organization Climate and the Leadership Behavior Variables.

**3.7.2.1 Test of significance of the correlations by Fisher’s t – test   
 (Best and Kahn, 1992)**

This is done by checking whether the t – value obtained by the formula t =  exceeds 1.96 or 2.58, for significance at 0.05 level and 0.01 level respectively where ‘r’ is the obtained correlation coefficient in each case.

3.7.2.2 The 0.99 confidence interval of r (Garrett, 1966)

The limits within which the population r may lie with 99 percent confidence (0.99 confidence interval of r) are calculated using the formula [r±2.58 SEr] where SEr, the standard error of r, is computed by the formula SEr = , r being the obtained coefficient of correlation.

3.7.2.3 Shared variance (Fox, 1969)

Shared variance, the percentage of the variance of the criterion variable accounted by the predictor variable, is calculated using the formula r2 X 100, r being the obtained correlation coefficient between the criterion and predictor variables.

3.7.2.4 The coefficient of predictive efficiency (Garrett, 1966)

The coefficient of predictive efficiency is calculated using the formula E = 1-k where k =  , r being obtained correlation coefficient.

3.7.3 STEPWISE REGRESSION ANALYSIS (BY ANOVA APPROACH) [**Cohen and Mantion, 1989]**

This is a statistical technique to select the set of variable that best predicts the criterion (dependent) variable and that eliminate superfluous predictor variables.

In regression analysis, the predictor variables are entered one by one on the basis of the size of the partial correlation to see the extent of contribution of each variable. Hence as the first step, predictor variable having the highest correlation with the criterion variable is entered. Then the variable having the next highest partial correlation is entered second and so on. Proceeding like this, a stage may come that further entering of variables won’t make significant change either in the percentage variance or in R. It is an indication that the variable entered last and the remaining variables are not significant predictors of the criterion variable.

A model Table of Stepwise Regression Analysis is given as Table 3

TABLE 3

**Model Table of   
Stepwise Regression Analyses**

Variables entered

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multiple R = | **β =** | SER = | B = | SEB |
| Source | DF | SS | MSS | F |
| Total |  |  |  |  |
| Regression |  |  |  |  |
| Residual |  |  |  |  |

**3.7.3.1 The coefficiant of determination R2**

The coefficient of determination, R2 in terms of β and r which gives the efficiency of each predictor variable in predicting the criterion variable is calculated using the formula

R12(2, 3 . . n) = β12.34 – nr12 + β13.24 – nr13 + β14.23 – nr14 +βIn .23 – (n-1) rIn

Where 1 stands for the criterion variable and 2,3. . .for the significant predictor variable as found by regression analysis . The product of β and r is used as the index of predictive efficiency.

To have an immediate view of the various procedures and techniques adopted, and for clarity and easy reference the methodology in the present research programme is summarized in Figure –1.

VARIABLES

Leadership Behaviour Scale

Dependent Variable

Leadership Behaviour Variables

School Organizational Climate

TOOLS

Independent Variable

Scale of School Organizational Culture

SAMPLE ( N= 400)

Primary School Teachers of Kerala

Gender

Locale

Type of Management

Male   
(119)

Female   
(281)

Rural   
(331)

Urban  
(69)

Govt.  
(189)

Private  
(211)

DATA COLLECTION,   
SCORING AND CONSOLIDATION

STATISTICAL ANALYSIS

Preliminary Analysis

Pearson’s Product Moment Coefficient of Correlation (r)

Multiple Regression Analysis

##### Figure 1 Summary of Methodology

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the statistical analysis and interpretation of collected data. A statistical analysis and interpretation of collected data helps us to find out the facts or meanings inherent in it. In fact, “analysis of data is the heart of the research report.”(Best and Kahn, 2002).

The present study is to find out the ability of each of the Leadership Behavior Variables in predicting School Organizational Climate. This major objective is achieved through the following minor objectives.

1. To find out the extent of relationship of each of the Leadership Behavior Variables of heads of primary schools with School Organizational Climate.
2. To develop a regression equation for predicting School Organizational Climate.
3. To find out the efficiency of the significant predictors in predicting School Organizational Climate.

# The only hypothesis being tested while achieving the above objectives is,

There will be significant relationship between each of the Leadership Behavior Variables and School Organizational Climate.

Details of statistical analysis and discussion of results are presented under four major heads viz.,

4.1 Preliminary Analysis

4.2 Relation of Leadership Behavior Variables with School Organizational Climate.

4.3 Identification of the significant predictors of School Organizational Climate by regression analysis and estimation of their predictive efficiency.

* 1. Effectiveness of the significant predictors (identified by regression   
      analysis) in predicting School Organizational Climate.

# 4.1 PRELIMINARY ANALYSIS

As a first step of analysis, the important statistical indices such as Mean, Median, Mode, Range, Standard Deviation, Skewness, Kurtosis and Standard Error of Means of selected variables viz., Leadership Behavior Variables (component-wise) and School Organizational Climate (total score) were computed for the total sample in order to study their nature of distribution.

These essential descriptive statistics are presented in Table 4.

TABLE 4

**Basic Statistics of all the Variables**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl No. | Statistical  Characteristics | PREDICTOR VARIABLES (Leadership Behaviour Variables) | | | | | | CRITERION VARIABLE |
| Planning | Controlling | Organizing | Staffing and Direction | Communication | Motivation | School  Organizational Climate |
| 1 | Mean | 40.663 | 42.563 | 47.040 | 42.828 | 42.968 | 43.490 | 226.910 |
| 2 | Median | 41.000 | 44.000 | 49.000 | 44.000 | 45.000 | 45.000 | 234.000 |
| 3 | Mode | 41.000 | 46.000 | 50.000 | 50.000 | 50.000 | 50.000 | 233.000 |
| 4 | Range | 31.000 | 30.000 | 22.000 | 29.000 | 30.000 | 28.000 | 152.000 |
| 5 | Standard Deviation | 5.895 | 5.901 | 4.467 | 6.216 | 6.637 | 5.802 | 25.958 |
| 6 | Skewness | -0.547 | -0.997 | -1.877 | -1.013 | -1.069 | -1.171 | -1.515 |
| 7 | Kurtosis | -0.056 | 0.699 | 3.044 | 0.707 | 0.571 | 0.991 | 2.348 |
| 8 | Standard Error of Means | 0.295 | 0.295 | 0.223 | 0.311 | 0.332 | 0.290 | 1.298 |

From Table 4, it can be seen that there is not much variation among the values of the three measures of central tendencies viz., mean, median and mode of the Leadership Behavior Variables.

The range and standard deviation for each of the variables show the scattering of scores in each variable.

Indices of Skewness suggest that the distribution of all the variables viz., Planning, Controlling, Organizing, Staffing and Direction, Communication, Motivation, and School Organizational Climate are slightly negatively skewed.

The index of Kurtosis for the variable Planning is less than 0.263. This indicates that this distribution is slightly leptokurtic. The distribution is platykurtic for the variables Controlling, Organizing, Staffing and Direction, Communication, Motivation and School Organizational Climate.

In general, the distribution of the Leadership Behavior Variables does not depart appreciably from normality.

4.2. RELATION OF Leadership Behavior Variables WITH School Organizational Climate

The collected data has been analyzed to find out the extent of relationship between Leadership Behavior Variables and School Organizational Climate. It is estimated using Pearson’s Product Moment Coefficient of Correlation (*r*). The investigator could use Pearson’s Product Moment Coefficient of Correlation as all the variables involved in the study are continuous and of the interval type measurement. Besides, in using *r*, the basic assumptions to be met are

* + 1. The distribution of the dependent variable should be normal or atleast badly skewed.
    2. The relationship between the two variables is to be rectilinear.
    3. The condition of equal scattering.

The first condition was understood by studying the distribution graphically and by estimating mean, median, mode etc. in the previous section. The second condition was understood by preparing scatter diagrams in the case of each Leadership Behavior Variables with School Organizational Climate. The third condition was satisfied as the sample size is very large.

As all the three assumptions are satisfied, the investigator proceeded with the computation of Pearson’s *r*. The value of *r* obtained in the case of each Leadership Behavior Variables is described in terms of

1. Statistical significance of the coefficient
2. Size of *r*
3. Direction of *r*
4. 99 percent confidence interval of *r*
5. Shared variance
6. Coefficient of predictive efficiency

Details of these are presented in Table 5

## TABLE 5

Coefficient of Correlation and   
Other Details of Leadership Behaviour   
Variables with School Organizational Climate

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl No. | Leadership  Behavior  Variables | Coefficient of  Correlation  (*r*) | Fisher’s  *t* | Standard error of estimate | 99% Confidence interval | Shared variance | Predictive efficiency of *r* |
| 1 | Planning | 0.489\*\* | 11.187 | 0.038 | 0.587 | 23.912 | 0.128 |
| 2 | Controlling | 0.558\*\* | 13.348 | 0.035 | 0.646 | 30.914 | 0.19 |
| 3 | Organizing | 0.565\*\* | 13.663 | 0.034 | 0.653 | 31.923 | 0.175 |
| 4 | Staffing and Direction | 0.558\*\* | 13.412 | 0.034 | 0.646 | 31.136 | 0.170 |
| 5 | Communication | 0.567\*\* | 13.728 | 0.034 | 0.655 | 32.148 | 0.176 |
| 6 | Motivation | 0.529\*\* | 12.431 | 0.036 | 0.622 | 27.984 | 0.151 |

Note: \*\* denotes significance at 0.01 level (p<0.01)

From Table 5, the coefficient of correlations obtained between School Organizational Climate and each of the six Leadership Behaviour Variables revealed that all the six Leadership Behaviour Variables (i.e., Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) have significant correlations with School Organizational Climate at 0.01 level. The significant *r* is indicative of true relationship and it can be understood that there exists real relationship between School Organizational Climate and each of the Leadership Behaviour Variables.

The magnitude of *r*’s of the six Leadership Behaviour Variables with School Organizational Climate revealed that the relation of all the six Leadership Behaviour Variables (Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) are substantial.

Further it was found that relation of all the six Leadership Behaviour Variables with School Organizational Climate is positive. So all the Leadership Behaviour Variables have substantial and positive relationship with School Organizational Climate, which means that an increase/ decrease in these predictor Leadership Behaviour Variables (i.e., Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) is accompanied by a substantial increase/decrease in School Organizational Climate.

Ninety nine percent confidence interval of r’s estimated between School Organizational Climate and each of the six Leadership Behaviour Variables are presented in Table 6 and these give the limits within which the population r may be in the case of each variable, the probability  
 being 0.99.

Table 6 also shows the shared variance, indicating the percentage of the variance of the criterion variable (School Organizational Climate) accounted by each predictor variable. The shared variance estimated varies between 23.912 (Planning) and 32.148 (Communication)

The coefficient of predictive efficiency E(in terms of r) of the variables varies from 0.128 to 0.176 which indicates that the efficiency of Leadership Behaviour Variables in predicting School Organizational Climate ranges from 12.8 percent to 17.6 percent. The Leadership Behaviour Variables in the order of magnitude of predictive efficiency are Planning, Controlling and Organizing.

**4.3.** **Identification of the significant predictors of School Organizational Climate by regression analysis and estimation of their predictive efficiency (IN TERMS OF β AND THE PARTIAL r’S)**

This part of the analysis has been taken up with a view to identify the significant predictors of School Organizational Climate, and there by estimating the predictive efficiency of each Leadership Behaviour Variable in predicting School Organizational Climate. For studying the relative effect of each predictor, Stepwise Multiple Regression Analysis was used. The results obtained at each step of the Multiple Regression Analysis were carried out to predict the relative contributions of each of the predictors (independent variables) to amount of variance in the total scores of the dependent variable.

The analysis has been done using computer software, Statistical Package for Social Sciences (SPSS).

The basic statistics, mean and standard deviation of the criterion and predictor variables are given in Table 6 as preliminary to regression analysis.

### TABLE 6

**Means and Standard Deviations of Select   
Variables as Input Data for Stepwise Multiple Regression Analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl No. | Variables | Mean | Standard Deviation |
|  | Criterion Variable |  |  |
| 1 | Y School Organizational Climate | 226.910 | 25.958 |
|  | **Predictor Variables** |  |  |
| 2 | X1 Planning | 40.663 | 5.895 |
| 3 | X2 Controlling | 42.563 | 5.901 |
| 4 | X3 Organizing | 47.040 | 4.467 |
| 5 | X4 Staffing and Direction | 42.828 | 6.216 |
| 6 | X5 Communication | 42.968 | 6.637 |
| 7 | X6 Motivation | 43.490 | 5.802 |

The correlation matrix of the criterion variable School Organizational Climate with the six predictor variables of Leadership Behavior, which is also an input data of the regression analysis is given in Table 7.

##### TABLE 7

Correlation Matrix of the   
Criterion Variable with the Predictor Variables

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | School Organizational Climate (Y) | Planning (X1) | Controlling (X2) | Organizing (X3) | Staffing and Direction (X4) | Communication (X5) | Motivation (X6) |
| School Organizational Climate (Y) | 1.000 |  |  |  |  |  |  |
| Planning (X1) | 0.489 | 1.000 |  |  |  |  |  |
| Controlling (X2) | 0.558 | 0.685 | 1.000 |  |  |  |  |
| Organizing (X3) | 0.565 | 0.578 | 0.681 | 1.000 |  |  |  |
| Staffing and Direction (X4) | 0.558 | 0.697 | 0.663 | 0.656 | 1.000 |  |  |
| Communication (X5) | 0.567 | 0.701 | 0.622 | 0.6227 | 0.792 | 1.000 |  |
| Motivation (X6) | 0.529 | 0.599 | 0.562 | 0.629 | 0.687 | 0.785 | 1.000 |

The indices of correlations reported in Table 7 indicates that the predictor variable, Communication (X5) has the highest correlation (r=0.567) with the criterion variable, and hence it was selected to enter first in the analysis.

###### Step I

The result of the Step I analysis is given as Table 8.

TABLE 8

Result of the Step I Regression Analysis

Variable entered : X5 (Communication)

Correlation (r) = 0.567 SEr = 0.034

Percentage Variance (r2×100) = 32.148

Beta5 (β5) = 0.567 B5 =2.218 SEB5 = 0.162

Constant = 131.627

Source DF SS MSS F

Total 399

Regression 1 86424.92 86424.92 188.54

(p<0.01)

Residual 398 182437.84 458.39

The results shown in Table 8 suggests that the F value 188.54 highly exceeds the F value for significance at 0.01 level for(1,398)df and hence the regressor X5(Communication) is highly significant in predicting the criterion variable School Organizational Climate.

The percentage variance accounted for by the variable Communication (X5) in predicting School Organizational Climate is 32.15.

Step II

The second predictor input variable is the one which has the highest partial correlation with the criterion variable. In this case, the variable is Organizing (X3).

The results of this analysis are shown as Table 9.

TABLE 9

Result of the Step II Regression Analysis

Variable entered : X5 and X3

Multiple Correlation (R) = 0.628 SEr = 0.031

Percentage Variance (r2×100) = 39.488

Beta5 (β5) = 0.350 B5 =1.369 SEB5 = 0.196

Beta5 (β3) = 0.346 B3 =2.009 SEB3 = 0.292

Constant = 73.560

Source DF SS MSS F

Total 399

Regression 2 105917.760 52958.880 129.000

(p<0.01)

Residual 397 162944.990 410.440

The results shown in Table 9 suggest that the obtained F value 129.03 highly exceeds the F value for significance at 0.01 level for (2,397) df. The regressor X3 therefore also is highly significant in predicting the criterion variable School Organizational Climate.

Here the index of predictability, R is 0.628 and the percentage variance accounted for by the variables Communication (X5) and Organizing (X3) in predicting School Organizational Climate is 39.44.

This further suggests that by adding X3 to X5, the index of prediction, R has changed from 0.567 to 0.628 and that the percentage variance raised from 32.15 to 39.44. The increase in R is 0.061 and that in the percentage variance is 7.29.

Step III

The third variable entered having highest partial correlation with the criterion variable is Controlling (X2).

The results of this analysis are shown as Table 10.

TABLE 10

**Result of the Step III Regression Analysis**

Variable entered : X5, X3 and X2

Multiple Correlation (R) = 0.646 SEr = 0.029

Percentage Variance (r2×100) = 41.700

Beta5 (β5) = 0.279 B5 =1.092 SEB5 = 0.205

Beta5 (β3) = 0.250 B3 =1.395 SEB3 = 0.326

Beta5 (β2) = 0.220 B2 =0.969 SEB2 = 0.245

Constant = 73.07

Source DF SS MSS F

Total 399

Regression 3 112101.650 37367.220 94.395

(p<0.01)

Residual 396 156761.110 395.860

The results shown in Table 10 suggest that the obtained F value 94.39 highly exceeds the F value for significance at 0.01 level for (3,396) df and hence the regressor X2 (Controlling) also is significant in predicting the criterion variable School Organizational Climate.

Table 10 also reveals that when the third variable viz., Controlling (X2) was entered R became 0.646 with percentage variance 41.70. That is, the multiple correlation of the three variables with School Organizational Climate is 0.646 and the percentage variance accounted for by the three variables Communication, Organizing Controlling in predicting School Organizational Climate is 41.70.

This further suggests that by adding X2 to X5 and X3, the multiple correlation R has increased from 0.628 to 0.646 and the percentage variance has increased from 39.44 to 41.70. The increase in R and percentage variance is 0.018 and 2.26 respectively.

After Step III analysis, it was found that further addition of predictor variables has not much to contribute to R or for the percentage variance. When the third variable X2 was entered R increased only by 0.018 which is negligible and the percentage variance increased only by 2.30.

Thus it was found that among the six Leadership Behavior Variables which have significant relation with School Organizational Climate. Only three are significant predictors. These three significant predictors in the order as found in he stepwise regression analysis, the successive R’s, percentage variance, and, increase in R and percentage variance are reported in Table 11.

TABLE 11

Summary of Results of Stepwise Regression Analysis

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Step | Variables Entered | R | Increase in R | Percentage Variance (R2×100) | Increase in Percentage Variance |
| 1 | X5 (Communication) | 0.567 |  | 32.149 |  |
| 2 | X3 (Organizing) | 0.628 | 0.061 | 39.440 | 7.291 |
| 3 | X2 (Controlling) | 0.646 | 0.018 | 41.700 | 2.260 |

The successive regression equations for predicting School Organizational Climate by means of the above three predictor variables are:

1. Y΄ = 2.218 X5 + 131.630
2. Y΄ = 1.369 X5 + 2.009 X3 + 73.560
3. Y΄ = 1.093 X5 + 1.395 X3 + 0.969 X2 + 73.070

Where Y΄ denotes predicted values of Y, the criterion variable School Organizational Climate, and X5, X3 and X2 are the significant predictors viz., Communication, Organizing and Controlling respectively.

4.4. Effectiveness of the significant predictors (identified by regression analysis) in predicting School Organizational Climate.

The multiple correlation R between the criterion variable Y and the three significant predictors [Communication (X5), Organizing (X3) and Controlling (X2)] is 0.646 and this index of prediction is highly significant as SER = 0.029. This suggests that School Organizational Climate can be significantly predicted by means of he three predictors X5, X3 and X2.

In order to find out the predictive efficiency of each of these significant predictor variables, the coefficient of determination R2 as Σβr is computed and presented in Table 12.

TABLE 12

**Relative Weights of the   
Three Significant Predictor Variables**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable Number | Variables | Regression Coefficients (β) | Coefficient of Correlation(r) | β×r |
| X5 | Communication | 0.279 | 0.567 | 0.158 |
| X3 | Organizing | 0.240 | 0.565 | 0.136 |
| X2 | Controlling | 0.220 | 0.558 | 0.123 |
|  |  |  | Σβr = R2 =0.417 | |

The results in Table 12 suggests that,

1. 15.80 percent of the variance of School Organizational Climate is accountable by the predictor variable Communication.
2. 13.60 percent of the variance of School Organizational Climate is accountable by the predictor variable Organizing.
3. 12.30 percent of the variance of School Organizational Climate is accountable by the predictor variable Controlling.
4. R2 =Σ βr= 0.417.This indicates that 41.70 percent of whatever makes schools differ in School Organizational Climate is attributable to differences in the three predictor variables of Leadership Behavior viz., Communication, Organizing and Controlling. That is, around 42 percent of variance in School Organizational Climate is attributable to the variation in the three variables obtained as best predictors by stepwise regression analysis. This also means that the remaining 58 percent of the School Organizational Climate is attributable to the variations in the variables other than those studied.

4.5 SUMMARY OF FINDINGS

The major findings are summarised below.

4.5.1 RELATION OF LEADERSHIP BEHAVIOUR VARIABLES WITH SCHOOL ORGANIZATIONAL CLIMATE.

1. All the six Leadership Behaviour Variables Viz.,

Planning (r=0.489)

Controlling (r=0.558)

Organizing (r=0.565)

Staffing and Direction (r= 0.558)

Communication (r=0.567) and

Motivation (r = 0.529) have significant, positive and substantial correlation with School Organizational Climate at 0.01 level.

4.5.2 IDENTIFICATION OF SIGNIFICANT PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE BY REGRESSION ANALYSIS AND ESTIMATION OF THEIR PREDICTIVE EFFICIENCY.

1. Three Variables were found to be significant predictors of School Organizational Climate. These Variables are listed below on the basis of the extent of predictability of School Organizational Climate.

* + - * 1. Communication
        2. Organizing
        3. Controlling

4.5.3 PREDICTIVE EFFICIENCY OF SIGNIFICANT PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE.

**1. 13.60 percent of the variance of School Organizational Climate is accountable by the predictor variable Organizing.**

**2 12.30 percent of the variance of School Organizational Climate is accountable by the predictor variable Controlling.**

**3 Around 42 percent of variance in School Organizational Climate is attributable to the variation in the three variables obtained as best predictors viz., Communication, Organizing and Controlling.**

SUMMARY, CONCLUSION AND

**SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research.

# STUDY IN RETROSPECT

5.1.1. RESTATEMENT OF THE PROBLEM

The present investigation was entitled “LEADERSHIP BEHAVIOUR VARIABLES AS PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE IN PRIMARY SCHOOLS”.

# VARIABLES

The criterion (dependent) variable in the study was School Organizational Climate. The predictor (independent) variables were Leadership Behaviour Variables (i.e., Planning, Controlling, Organizing, Staffing and Direction, Communication, and Motivation) of the heads of primary Schools.

# OBJECTIVES

The major objective of the study was to find out the ability of each of the Leadership Behaviour Variables in predicting School Organizational Climate of primary schools. This major objective is achieved through the following minor objectives.

(i) To find out the extent of relationship of each of the Leadership Behaviour Variables of heads of primary schools with School Organizational Climate.

(ii) To develop a regression equation for predicting School Organizational Climate.

(iii) To find out the efficiency of the significant predictors in predicting School Organizational Climate.

# HYPOTHESIS

1. There will be significant relationship between each of the Leadership Behaviour variables of heads of primary schools and School Organizational Climate.

5.1.5 SAMPLE

The study was conducted on a sample of 400 Primary School of Kerala. The Sample selection was done by stratified sampling technique giving due representation to factors like Gender, Locale of the School and Type of School management.

# 5.1.6 TOOLS

The following tools are used in the study .

(i) Leadership Behaviour Scale (Mumthas & Jaleel, 2006)

(ii) Scale of School Organizational Culture (Gafoor, 2002)

5.1.7 STATISTICAL TECHNIQUES USED

1. Preliminary Analysis
2. Pearson’s Product Moment Coefficient of Correlation (r)
3. Test of significance of the correlations by Fisher’s t – test
4. The 0.99 confidence interval of r
5. Shared variance
6. Multiple Regression Analysis
   1. **MAJOR FINDINGS OF THE STUDY**

Important findings of the study are presented below.

5.2.1RELATION OF LEADERSHIP BEHAVIOUR VARIABLES WITH SCHOOL ORGANIZATIONAL CLIMATE.

1. All the six Leadership Behaviour Variables viz.,

Planning (r=0.489)

Controlling (r=0.558)

Organizing (r=0.565)

Staffing and Direction (r= 0.558)

Communication (r=0.567) and

Motivation (r = 0.529) have significant, positive and substantial correlation with School Organizational Climate at 0.01 level.

5.2.2 IDENTIFICATION OF SIGNIFICANT PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE BY REGRESSION ANALYSIS AND ESTIMATION OF THEIR PREDICTIVE EFFICIENCY.

1. Three Variables were found to be significant predictors of School Organizational Climate. These Variables are listed below on the basis of the extent of predictability of School Organizational Climate.

(i) Communication

(ii) Organizing

(iii) Controlling

5.2.3 PREDICTIVE EFFICIENCY OF SIGNIFICANT PREDICTORS OF SCHOOL ORGANIZATIONAL CLIMATE

1. 15.80 percent of the variance of School Organizational Climate is accountable by the predictor variable Communication.

2. 13.60 percent of the variance of School Organizational Climate is accountable by the predictor variable Organizing.

3. 12.30 percent of the variance of School Organizational Climate is accountable by the predictor variable Controlling.

4. Around 42 percent of variance in School Organizational Climate is attributable to the variation in the three variables obtained as best predictors viz., Communication, Organizing and Controlling.

**5.3 TENABILITY OF HYPOTHESIS**

The hypothesis suggests that “there will be significant relationship between each of the Leadership Behaviour Variables of heads of primary Schools and School Organizational Climate”. The result of the study showed that the correlations obtained from Pearson’s Product Moment Coefficient of Correlation (r) between each of the Leadership Behaviour Variables and School Organizational Climate are significant at 0.01 level. So the hypothesis is fully substantiated.

**5.4 EDUCATIONAL IMPLICATIONS**

The greatest task confronting any society is to develop individuals who can work together with perfect understanding and lead a life of peaceful co-existence. Modern world is highly complex and interdependent. In order to thrive in such a society individuals should develop healthy interpersonal relationships. Education is the best way by which sound interrelationship can be developed. So educational institutions should be perfect manifestations of such a healthy relationship. This, in fact, is achieved through a healthy Organizational Climate.

It was revealed from the review that Leadership Behaviour of the heads of the institutions plays a major role in determining the Organizational Climate of Schools. From the results of the present study it was found out that each of the six components of Leadership Behaviour, viz., Planning, Controlling, Organizing, Staffing and Direction, Communication and Motivation has significant relationship with School Organizational Climate. Among these variables of Leadership Behaviour, three variables, viz., Communication, Organizing and Controlling were found to be significant predictors of School Organizational Climate.

It is therefore, essential that the heads of schools need to be conscious of the different variables which determine their Leadership Behavior and should act accordingly to bring out quality output by improving the organizational climate. From the present study, it is revealed that the most efficient predictors of School Organizational Climate are Communication, Organizing and Controlling respectively. The other variables Planning, Staffing and Direction, and Motivation also have significant relationship with School Organizational Climate. So thrust should be given in these areas while providing leadership training programmes for the heads of schools. Moreover, the head master himself should be aware of his behaviour as it is his Leadership quality which determines the standard of institution and the quality of teaching-learning process. The following measures are to be taken by the headmasters to improve their leadership behaviour and to make a better organizational climate in their schools.

* The headmaster needs to spare time to communicate inspiringly with the staff and students.
* The headmaster needs to show the patience to listen to the problem of his colleagues and he has to find out suitable solutions.
* The headmaster may have the ability to present his ideas convincingly in a well-organized manner.
* The headmaster has to use his communication skill to instill confidence in his colleagues.
* It is desirable for the headmaster to discuss the school goals that are to be achieved with his colleagues.
* The headmaster needs to supervise and evaluate the instructional process.
* The headmaster may assign suitable teachers for the organization of various programmes.
* The headmaster may always encourage all the programmes for professional development of teachers in the institution.
* The headmaster needs to maintain visibility in every aspect.
* The headmaster should be able to control the whole activities of the school.
* The headmaster should be very particular in executing the decisions.
* It is desirable that the headmaster is confident enough to practice innovative ideas.
* The headmaster needs to have a clear understanding of the school Organizational Climate.
* The headmaster needs to be a real motivator to his colleagues in all aspects.
* The headmaster has to be friendly and approachable.
* The headmaster may recognize and appreciate the work done by his colleagues.
* The headmaster needs to encourage his colleagues and should provide creative suggestions to improve their work.
* The headmaster has to take initiative in all the creative endeavors of the school.

**5.5 SUGGESTIONS FOR FURTHER RESEARCH**

The present study brings to light a number of new areas to be covered by future researchers, which are the following.

1. A study on the efficiency of Leadership Behaviour Variables in predicting School Organizational Climate in secondary, higher secondary and college level.
2. A study on the relationship between leadership behaviour and School Organizational Climate as perceived by the heads of schools.
3. Factors other than Leadership Behaviour as predictors of School Organizational Climate.
4. A study to identify the Leadership Behaviour of heads in educational institutions having good and bad Organizational Climate.
5. A comparative study of the Leadership Behaviour of heads in Government, Aided and Unaided educational institutions.

Chapter Two

# REVIEW OF RELATED LITERATURE

Theoretical Overview



Survey of Related Studies



Chapter Four

## ANALYSIS AND INTERPRETATION OF DATA

Preliminary analysis



Major analysis



Chapter Three

# METHODOLOGY

Variables of the Study



Objectives of the Study



Hypothesis of the Study



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Selection of Sample



Data Collection Procedure and Consolidation of Data



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Need and Significance of the Study



Statement of the Problem



Definition of Key terms



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Chapter Five

## SUMMARY, CONCLUSION AND SUGGESTIONS

Study in Retrospect



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Suggestions for Further Research



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**APPENDIX IV**

**LIST OF SCHOOLS**

|  |  |
| --- | --- |
| 1. | Chullimanoor L.P. School |
| 2. | Aruvikkara Government L.P. School |
| 3. | Vattappara L.P. School |
| 4. | Ramapuram U.P. School |
| 5. | Puthukad G.L.P. School |
| 6. | Chavara South G.U.P.S. |
| 7. | Arinallur St. George U.P. School |
| 8. | A.U.P. S. Guruvayur |
| 9. | G.U.P.S. Guruvayur |
| 10. | G.H.S. Chavakkad |
| 11. | St. Joseph's H.S. Avinissery |
| 12. | St. Mary's E.M.L.P.S. Palakkad |
| 13. | G.M.L.P.S. Palakkad |
| 14. | G.L.P.S. Kallikkad |
| 15. | G.L.P.S. Kalapathy |
| 16. | A.M.L.P.S. Amayur |
| 17. | G.L.P.S. Karakunnu |
| 18. | G.M.L.P.S. Anakottupuram |
| 19. | G.L.P.S. Malappuram |
| 20. | G.M.L.P.S. Erumpuzhi |
| 21 | G.M.L.P. S. Feroke |
| 22. | Nallur East A.U.P.S. |
| 23. | G.V.H.S. Feroke |
| 24. | Aichur East L.P.S. Kannur |
| 25. | A.U.P.S. Kanchirode |
| 26. | G.M.L.P.S Adur |
| 27. | G.U.P.S. Pallangode |

APPENDIX III

FAROOK TRAINING COLLEGE, CALICUT

**LEADERSHIP BEHAVIOUR SCALE – 2006 (FINAL)**

**Dr. Mumthas. N.S. Abdul Jaleel. K.**

Sr. Lecturer in Education M.Ed Student

Farook Training College Farook Training College

# Instructions

This is a scale to measure the leadership quality of the headmaster of the school. It contains two sections – In Section I you have to give your personal information and information regarding your school. In section II, statements regarding the leadership behaviour of headmasters are given. Five circles indicating the responses as ‘Always, Often, Sometimes, Rarely and Never’ are provided against each statements. After reading each statement carefully, please put a ‘√’ mark in the appropriate box, which you think, is most suitable to you.

All these details will be kept confidential and be used only for research purpose.

**SECTION I**

## Personal Information

1. Sex :

2. Age :

3. Marital Status :

4. Residence : With Family/without family

5. Native District :

6. Educational Qualification :

7. Date of Joining the School :

8. Experience :

9. Subject(s) you teach :

10. Your favourite subject :

**Information regarding your school**

1. Name of the School :

2. Place : Panchayath/ Municipality/ Corporation

3. Type of Management : Govt / Private

4. Type of School : Boys only / Girls only / Mixed

**Section – II**

1. The headmaster anticipates problems while he schedules the work to be done.
2. The headmaster is optimistic that things will take place as planned.
3. The headmaster has a clear understanding of the job and school climate.
4. The headmaster gets confused when too many things are to be planned simultaneously.
5. The headmaster is willing to make changes in the existing system.
6. the headmaster is accurate in predicting the trend of events/
7. The headmaster doesn’t take into consideration other’s opinion, while planning.
8. The headmaster worries about the outcome of anything that is newly implemented.
9. The headmaster sets attainable goals.
10. The headmaster doesn’t learn from the defects of his plans.
11. The headmaster is not able to control all the activities of the school.
12. The headmaster allows his colleagues complete freedom in their work.
13. Unanticipated problems confuse the headmaster.
14. Sometimes the headmaster is controlled by his subordinates.
15. The headmaster looses his self control when someone disagrees with his opinion.
16. The headmaster is able to control the students in any situation.
17. The headmaster supervises the activities of his colleagues.
18. The headmaster never lets external forces change the decisions taken in the staff meeting.
19. It seems that the headmaster is under the control of a few teachers instead of being a representative of the institution as a whole.
20. The headmaster is very particular in executing the decisions.
21. The headmaster assigns suitable teachers for the organization of various programmes.
22. The headmaster doesn’t try to ensure the cooperation of teachers and students in organizing programmes.
23. The headmaster ensures the co-operation of the public in organizing programmes.
24. The headmaster organizes school assembly and provides instructions to students.
25. The headmaster organizes P.T.A. meeting whenever necessary.
26. The headmaster ensures the co-operation of his colleagues for the improvement of the school.
27. The headmaster keeps away from the organization of programmes, but appears on the stage without fail.
28. It is the style of the headmaster to make changes in the programmes during the last minute.
29. The headmaster believes that collective work is not helpful for the co-ordination of school activities.
30. The headmaster misinterprets the rules and regulations for his personal gain.
31. The headmaster knows each member of his staff personally, and gives them proper consideration.
32. The headmaster visits the class and hold conferences with the teachers about it.
33. The headmaster takes care not to hurt the feelings of the teachers while putting suggestions to rectify their drawbacks.
34. At times, the colleagues feel distasteful of the behaviour of the headmaster.
35. The headmaster makes friendly talks with the staff and understands their attitude about the job.
36. The headmaster shows undeserving favour to some of the teachers.
37. The headmaster doesn’t ask for the reasons when the teachers fail to do their duty.
38. The headmaster doesn’t give proper direction when some new procedure is to be practiced.
39. The headmaster provides a better climate for the teachers to work more effectively.
40. The headmaster is not prevented by the official rules in solving the problems of his colleagues with a humanitarian consideration during emergency situations.
41. The headmaster listens to others patiently and asks questions to clarify what they are saying.
42. The headmaster answers questions specifically and to the point.
43. The headmaster doesn’t attempt to present his ideas and information in a well-organized manner.
44. The headmaster communicates with the students and understands their response about the teachers.
45. The headmaster uses his communication skill to instill confidence in his colleagues.
46. The headmaster is able to present his ideas convincingly.
47. The headmaster is not able to speak as the representative of his colleagues.
48. Official engagements often prevent the headmaster from communicating with his colleagues.
49. The headmaster listens to the ideas of teachers and puts forward his opinion on them.
50. The headmaster is skillful in expressing creative criticism harmoniously.
51. The headmaster aptly admires the skills of teachers.
52. The headmaster never takes the suggestions of his colleagues into consideration.
53. The headmaster talks persuasively.
54. The headmaster makes use of the school assembly and staff meetings to encourage students and teachers.
55. The headmaster neglects the hard work of his colleagues to attain the goals of the school.
56. The headmaster doesn’t encourage innovative endeavors.
57. The headmaster encourages healthy competitions.
58. The headmaster encourages both teachers and students to dream for a latter future and to work for realizing it.
59. The headmaster neglects the constant failure of his colleagues is doing their duty.
60. The headmaster is the sole motivation behind the progress of the school.