A STUDY OF RELATIONSHIP BETWEEN LEADERSHIP STYLES OF PRINCIPALS AND ORGANISATIONAL CLIMATE OF GOVERNMENT AND PRIVATE SCHOOLS

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INTRODUCTION

Education is the personal learning process by which values, attitudes, information and skills are required and integrated. Organization consist of networks or relationship between people acting and reaching on each other, sometimes in ways, which are intended though not in terms of the official purpose and sometimes in ways and intended by anyone.

A social system is a complex set of human relationships, interacting in many ways. Within single organization, the social system includes all the people in it and their relationship to another and to the out world. The social systems are open systems that interact with their surroundings. The behavior of any one member can have on impact directly or indirectly on the behavior of the others. Therefore all parts of the system are mutually interdependent. The maintenance of the organization structure of a school is accomplished by the repeated social behavior of its members.

As goes the Principal so goes the school. The principal is the coordinating agency which keeps the balance and ensures the harmonious development of the whole institution. He is the chief force in moulding the traditions, which develops as time goes on. He is directly responsible to make his subordinates, teachers to work in direction of goal achievement.

The principal is responsible for exercising the expertise in true management and leadership of school affairs. The principal's leadership behavior may help to establish a school climate and conditions that contain high level of staff and student trust..

Education takes place most effectively in an atmosphere of regard, respect and warmth. Leadership is required for effective and efficient operation of the structure to achieve the ends

Leadership is defined as the process of influencing group activities towards the accomplishment of goal in a given situation.

The behavior pattern exhibited by a leader while influencing the follower is known as leadership style. Leadership is practiced by leadership style, which is the total pattern of leader's actions in relation to followers. It represents their philosophy,

skills and attitudes. The two types of behavior are central to the concept of leadership styles

Task behavior the extent to which a leader organizes and defines the roles of individuals and members of his or her group by explaining what activities each is to do as well as when and how tasks are to be accomplished.

Relationship behavior The extent to which a leader engages in personal relationships with individuals or members of his/her group.

Autocratic leadership styles leaders centralize power and decision making in them. The leaders take the full authority and assume full responsibility.

Participative leadership style is the expression of leader's trust in the abilities of subordinates. Participative leaders decentralize authority

Free Rein leadership styles avoid powers and responsibility. They depend largely upon the group to establish its own goals and work out its own problems.

Holding the position of leader in the school organization must concentrate his efforts on providing such an environment to his staff and the students that maximizes all round development of the professional growth of the staff. The principal is in key positions to affect the attitude, climate, progress, cooperation and direction of effort in the school.

The nature of the relationship between the principal and his staff and among his teacher will also effect the quality of education a school provides. This is to say that the personality of a school or its organizational climate is assumed to have some effects upon the success a school enjoys in accomplishing its objectives.

NEED FOR THE STUDY

Organizational climate is the resulting condition within the schools obtained from the social interaction amongst the teachers and between the teachers and the principal. Since in each school, social interaction differs, the school will also differ a great deal in their organizational climate is considered a unique factor and has been equated with the personality of the school.

In the present study the leadership styles of principals in Government and Private schools have been studied through the perception of teachers working with them. It is believed that present study will help to generate thinking about the impact of more roles of the leadership styles in the Government and Private Schools.

OPERATIONAL DEFINITION

Leadership

Leadership is defined within a superior subordinate relationship the principal and the teacher relationship i.e the ability or skill to direct influence and coordinates

group actions.

Organizational Climate

Organizational climate has been defined as the personality of the school, which can be measured by perceptions of group as leader behavior held by professional staff of the school. The climate can be created and maintained

OBJECTIVES OF THE STUDY

The study was designed to achieve the following objectives:

1   To compare the different leadership styles of principals of Government and Private Schools.

2   To compare the organizational climate of Government and Private Schools.

3   To ascertain the relationship between leadership styles of principals with organizational climate of Government Schools.

4   To ascertain the relationship between leadership styles of principals with organizational climate of Private Schools.

Hypothesis

1   There is no significant difference in the leadership styles of principals in Government and Private schools as perceived by teachers.

2   There is no significant difference in the organizational climate of Government and Private schools.

3   There is no significant relationship between the leadership styles and organizational climate in Government Schools.

4   There is no significant relationship between the leadership styles and organizational climate in Private Schools.

Method Used

The descriptive survey method was employed for the purpose of this investigation.

Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher

Sample

The purpose was to find out the relationship leadership styles of principals and organizational climate Government and Private schools. Trained Graduate teacher (TGT) and Post Graduate teacher (PGT) were selected. A purposive sampling technique was used to realize the objectives of the study. The sample was selected from south zone of Delhi. The sample consisted of 240 teachers.

Sample of study

Category of schools	No. of schools	No. of teachers	TGT	PGT
Government	12	120	60	60
Private	12	120	60	60
Total	24	240	120	120

1 To measure the leadership styles of principals (Leadership Behaviour Description Questionnaire developed by Halpin and Winer) was used.

2 To measure the organizational climate (School Organisational Climate Question-naire developed by Motilal Sharma) was used.

Statistical Techniques Used

Statistical Measure	Purpose for which they were used
Mean and Standard deviation	To find out the leadership styles of principals To find out the organizational climate of schools.
Correlation	To ascertain the relationship between leadership styles of principals and organizational climate of Government and Private schools.
t-test	To compare the organizational climate of Government and Private schools To compare the leadership styles of principals of Government and Private schools.

MAJOR FINDINGS

The research findings are given below:

1. In the first attempt an effort was made to establish a leadership pattern in Government schools the maximum number of principals have low initiation 5 high consideration(LH) style while 4 principal having high initiation high consideration(HH) followed by 2 principal indicating high initiation low consideration(HL) and 1 principals who have low initiation and low consideration(LL) pattern.

2. In case of Private schools the maximum number of principals have high initiation 5 high consideration(HH) style while 4 principal having low initiation

high consideration(LH) followed by 2 principal indicating high initiation low consideration(HL) and 1 principals who have low initiation and low consideration(LL) pattern.

3. On comparing the mean scores of Government and Private Schools as per perception of the respective school teachers), no significant difference was found between the leadership styles of the principals in these two schools.

4. Again while the two dimension of the leadership styles of the principals i.e. initiation and consideration were compared, no significant difference emerged between the Government and Private school principals.

5. Majority of Government schools33.33 percent have Autonomous Climates followed 25 percent schools which have Familiar Climate,16.67 percent Open Climate, Closed Climate, Paternal type climate was exhibited by equal number of school(8.33 percent).6 Private schools exhibit slightly a different picture of climate profile where majority(33.33 percent)of the school have Autonomous climate while minimum number(8.33 percent)of the schools show closed climate and Familiar Open and Paternal and Controlled climate type of climate was found in (16.67 percent)school each. As a whole school climate profile did not show any significant difference in two categories of schools.

6. An attempt was made to compare the organizational climate of Government and a Private school by computing t-value. The value of t was not found significant at an accepted level of significance.

7. Further a comparison was also drawn on the eight dimension of the organizational climate between Government and Private schools and the t value revealed no significant difference on the either of the dimension(Disengagement ,Alienation ,Espirit, Intimacy, Psycho Physical Hindrance ,control, production emphasis and Humanized Thrust)

8. There is no significant relationship was found between leadership styles of principals and the organizational climate in Government schools as well as Private schools

IMPLICATIONS OF THE STUDY

The findings of the present study can be utilized for the betterment of educational theory and practice

1. The knowledge of the teachers' perception of leadership styles of their principal may be utilized by the present day principals to evaluate and impose their functioning.

2. The findings of the study may be of great use to the planners of the programmes for the training of educational administrators.

3. The findings have a message to the principal to make efforts to develop better human relations with the members of the teaching staff by situational leadership styles.

4. The knowledge of the background factors affecting the leadership styles of the principals may throw some light on the deeper basis of current problems

found in the field of higher education also.

5. The findings of the study would be very helpful to the education officers of various zones to analyze and evaluate the performance of the schools under them.

6. The findings of the study may also have a message for the administration at the Directorate levels as to how the different leadership styles of school principals can help in creating amicable organizational climate.

CONCLUSION

It is sometimes argued that school principals suffer from certain handicaps inherent in Indian situation, which is not very conducive to show potentially. He has to live under a volley of pressure from management, from guardian, teachers, and pupil's clerical and ministerial staff. He does not have an independent and bearing these complaints is not altogether ill founded.

Louis Rubin says,"No administrator is ever free from external pressures – whether Louis Rubin boards, subordinate, the community power structure of the influence of his peers. And no administrator is ever from the liabilities of his own personality.

Most of the principles are found to be having an attitude of friends mutual trust, respect and warmth as the dominating principals are not always able to get the task achieved.

Of late it has observed that in most of the private of schools, the principal are employed by the institution. The big industrialist of corporate houses has opened the educational institution. So they need to employ the principals. Generally their motive is profits earning. So the principals are not allowed top exhibit their real potential and adopt effective leadership styles. They have to work according to the whims and fancies of the management. These principals maintain friendly relationship with the teachers on the once hand and the management by supporting their view point. In the lack of the effective leadership styles, the principal in the private schools are more relationship oriented than task oriented. A leader would be the test when he is left free to act.

The world is too materialistic. The teachers are teachers not by choice but by chance. They feel more satisfied in Government schools as there is less pressure of work, high payment, and low supervision. Promotion would automatically be granted when it is due. The very important factor of their satisfaction is job security. Once a teacher is in to the Government job, there is least or no chance of her getting removed. This adds to the total life satisfaction of the teachers

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