

## CHAPTER V

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\* \* \* \* \* CONCLUSION AND DISCUSSION

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5.1 Introduction

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'All I say is by way of discourse, and nothing  
by way of advice. I should not speak so boldly  
if it were my due to be believed.'

- Montaigne

Quoted from An Essay on Man

By

Ernst Cassirer

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## 5.1 Introduction

Organizational climate of an institution shows the pattern of social interaction that takes place within the school family. The main units of interaction are individuals constituting the community in the institution, the group as a whole and the leader. Halpin and Croft (1963) have developed instrument and procedures of measurement of climate which they focus on interactional process to describe it as the one that takes place between the principals and the teachers. The interaction that takes place in a school is within its physical, sociological and managerial frame work. Halpin has taken the climate as starting point and thus initiated a new thinking by giving a new perspective on school climate.

In this study an attempt has been made to locate the school climate and to study the behaviour of the principals as perceived by the secondary school teachers. In India the study of organizational climate are carried out by the Centre of Advanced Study in Education, Faculty of Education and Psychology in the M.S. University of Baroda. They found that the organizational health, climate and leadership behaviour patterns of the leader are responsible for flourishing or crushing the school. In the following sections the major findings, discussions and suggestions for further study are being presented.

## 5.2 Major Findings of the Study

### (I) Perception of the Teachers and Principals Regarding Organizational Climate :

- ☞ (a) Teachers perceive more percentage of schools under closed climate.
- ☞ (b) Principals perceive more percentage of schools under open climate.

### (II) The Perception of Teachers on Eight Dimensions with respect to the Different Combinations of Climate Types

- (a) While comparing the open and controlled climates as perceived by the teachers it is found, that aloofness is significantly responsible for developing controlled climate and thrust is significantly responsible for developing open climate.
- (b) In the combination of autonomous and controlled climates, the teachers perceive the dimension thrust is significantly responsible for developing autonomous climate.
- (c) While comparing the autonomous and paternal climates as perceived by the teachers it is found that production emphasis plays a significant role in developing paternal climate and thrust plays a significant role in developing autonomous climate.
- (d) In the combination of autonomous and closed climates the teachers perceive that hindrance is responsible for developing autonomous climate and production emphasis is responsible for developing closed climate.

- (e) In the combination of controlled and familiar climates the teachers perceive that thrust is responsible for developing familiar climate.
- (f) While comparing the controlled and paternal climate the teachers perceive that production emphasis is responsible for developing paternal climate.
- (g) While comparing the controlled and closed climates, the teachers perceive that aloofness is responsible for developing controlled climate. The dimensions production emphasis and thrust are significantly responsible for developing closed climate.
- (h) While comparing the paternal and closed climates, the teachers perceive that aloofness is significantly responsible for developing paternal climate.

(III) The Perception of Principals on Eight Dimensions  
with respect to the Different Combinations of Climate  
Types :

- (a) While comparing the open and autonomous climates the principals perceive that thrust and esprit are significantly responsible for developing open climate.
- (b) While comparing open and controlled climates the principals perceive that disengagement plays a significant role in forming open climate and intimacy plays a significant role in forming controlled climate.
- (c) While comparing the open and familiar climates, the principals perceive that consideration is significantly responsible in forming familiar climate.
- (d) In the combination of open and paternal climates, the principals perceive that consideration is significantly responsible in forming paternal climate.

- (e) Intimacy is significantly responsible in developing controlled climate type of schools while comparing the autonomous and controlled climates as perceived by the principals.
  - (f) While comparing the autonomous and familiar climates, the principals perceive that esprit and thrust are significantly responsible for developing familiar climate.
  - (g) While comparing the controlled and paternal climates as perceived by the principals, it is found that disengagement is significantly responsible for developing paternal climate.
  - (h) While comparing the familiar and paternal climates as perceived by the principals, it is found that esprit is significantly responsible for developing familiar climate.
- (IV) Comparison of the Perception of the Teachers and Principals on the Eight Dimensions under the Six Climate Types :
- (a) The highest mean scores perceived by teachers and principals in the dimension <sup>dis-</sup>engagement is found in autonomous climate.
  - (b) The highest mean scores perceived by teachers and principals in the dimension esprit is found in familiar climate.
  - (c) The highest mean scores perceived by the teachers and principals in the dimension intimacy is also found in familiar climate.
  - (d) The highest mean scores perceived by the teachers and principals in the dimension production emphasis is found in familiar climate.

- (e) The lowest mean scores as perceived by the teachers and principals in the dimension hindrance is found in closed climate.
  - (f) The lowest mean scores as perceived by the teachers and principals in dimension consideration is found in controlled climate.
  - (g) In the dimensions aloofness and thrust the findings of the teachers and principals are contradicting each other.
  - (h) In the dimension aloofness the highest mean score perceived by teachers is in familiar climate. But according to the perception of principals the lowest mean score perceived by them is in familiar climate.
  - (i) In the dimension thrust the highest mean score perceived by teachers is in autonomous climate, but according to the principals, the lowest mean score perceived by them is in autonomous climate
- (V) The Patterns of Leadership Behaviour as perceived by the Teachers and Principals :
- (a) Both principals and teachers perceive more percentage of schools in HH pattern of leadership behaviour and less percentage of schools in LL pattern of leadership behaviour among the sampled 100 schools in Madras city.
  - (b) The percentage of schools in real life is less than that of ideal self in HH pattern of leadership behaviour as perceived by the principals.
  - (c) The percentage of schools in real self is more than that of ideal self in the LL pattern of leadership behaviour as perceived by the principals.

- (d) The percentage of schools in real self is more than that of ideal self in the HL and LH patterns of leadership behaviour as perceived by the principals.
  - (e) The percentage of schools in real staff is less than that of ideal staff in the HH pattern of leadership behaviour as perceived by the teachers.
  - (f) The percentage of schools in real staff is more than that of ideal staff in the LL pattern of leadership behaviour as perceived by the teachers.
  - (g) The percentage of schools in real staff is more than that of ideal staff in the HL and LH patterns of leadership behaviour as perceived by the teachers.
  - (h) There is a vast perceptual gap between the ideal and real self and ideal and real staff in the HH pattern of leadership behaviour.
  - (i) In the HH pattern, the ideal self and ideal staff are more than the real self and real staff percentages respectively.
  - (j) In the LL pattern, the ideal self and ideal staff are less than real self and real staff percentages respectively.
- (VI) Mean Score Comparison of Four Patterns of Leadership Behaviour as perceived by the Teachers and Principals :
- TEACHERS :
- (a) Ideal staff mean score is more than the real staff mean score in both the initiation, structure and consideration dimensions among the four patterns of leadership behaviour.
- PRINCIPALS :
- (b) Ideal self mean score is less than the real self mean score in both initiation structure and consideration dimensions among the four patterns of leadership behaviours.

### TEACHERS AND PRINCIPALS :

- (c) The real self mean scores are more than the  $r'$  ideal staff mean scores in both initiation structure and consideration among the four patterns of leadership behaviour.
- (d) The ideal self mean scores are more than the real staff mean scores in both initiation structure and consideration among the four patterns of leadership behaviour.
- (e) The principals real self and ideal self mean scores are always found higher than the teachers real staff and ideal staff mean scores on both initiation structure and consideration among the four patterns of leadership behaviour.

### (VII) Task and Person Oriented Leadership Styles :

- (a) The teachers perceive the principals as extremely task oriented as the mean scores are above 60 in all the four patterns of leadership behaviour.
- (b) The principals perceive themselves to be extremely person oriented as the mean scores are above 65 in all the four patterns of leadership behaviour.
- (c) There is a vast perceptual gap between the high and low scores in task and person dimensions of leadership behaviour styles.
- (d) The perceptual gap is more in LL style of leadership than HH style of leadership.
- (e) According to frequency distribution of scores on three levels (low, moderate and high) the principals perceive that more number of principals are highly person oriented and more number of principals are moderately task oriented.



(VIII) Principals Perception of Task and Person Oriented Leadership Styles with Respect to the Types of Organizational Climate :

- (a) While comparing the open and autonomous climates as perceived by the principals with respect to the task and person oriented leadership styles it is found that both task and person oriented styles are significantly responsible for developing open climate.
- (b) While comparing the open and controlled climates as perceived by the principals with respect to the task and person oriented leadership styles, it is found that both are significantly responsible for developing controlled climate.
- (c) While comparing the open and closed climates as perceived by the principals with respect to the task and person oriented leadership styles it is found that the person oriented leadership style is significantly responsible for developing closed climate.
- (d) While comparing the autonomous and controlled climates as perceived by the principals with respect to task and person oriented leadership styles it is found that both are significantly responsible for developing controlled climate.
- (e) While comparing the autonomous and familiar climates it is found that the person oriented leadership style is significantly responsible for developing familiar climate.
- (f) While comparing the autonomous and paternal climate it is found that the task oriented leadership style is significantly responsible for developing paternal climate.

- (g) While comparing the autonomous and closed climates it is foundt that the task and person oriented leadership styles are significantly responsible for developing closed climate.

(h) While comparing the controlled and paternal climates, it is found that both task and person oriented leadership styles are significantly responsible for developing controlled climate.

- (i) While comparing the paternal and closed climates it is found that the person oriented leadership style is significantly responsible for developing closed climate.

(IX) Principals Perception of Task and Person Oriented Leadership Styles with respect to the Four Patterns of Leadership Behaviours

- (a) While comparing the HH and HL patterns of leadership behaviour it is found that the person oriented leadership style is significantly responsible for developing HL pattern of leadership behaviour.
- (b) While comparing the HL and LL patterns of leadership behaviour it is found that the person oriented leadership style is significantly responsible for developing HL pattern of leadership behaviour.

(XI) Perceptual Differences in Task and Person Oriented Leadership Styles with respect to the Six Types of Climates :

- (a) While comparing the six climate types, the perceptual difference between the teachers and principals is more in autonomous climate and less in controlled climate with respect to task oriented leadership style.

- (b) While comparing the six climate types, the perceptual difference between the teachers and principals is more in closed climate and less in autonomous climate with respect to person oriented leadership style.

(XI) Perceptual Differences in Task and Person Oriented Leadership Styles with respect to the Four Patterns of Leadership Behaviours

- (a) While comparing the four patterns of leadership behaviour, the highest perceptual difference with respect to task oriented leadership style is found in LL pattern and the lowest perceptual difference is found in HL pattern.
- (b) While comparing the four patterns of leadership behaviour the highest perceptual difference with respect to person oriented leadership style is found in HL pattern and the lowest difference is found in LL pattern.
- (c) The teachers perceive LL pattern as more task oriented and HL pattern as less person oriented. The principals perceive LL pattern as less task oriented and HL pattern as more person oriented.

Discussion based on the findings, follow in the subsequent section.

5.3 Discussion of Results - Organizational Climate

The present findings confirms that there is a wide range of school climate in Madras city schools. Many schools have open climate, while many of them also have a closed climate. There are other schools which cannot be categorised accurately

as being closed and which are far from the open. Thus, although the climate in some schools is wholesome, the climate in many schools is unwholesome. In every school the organizational climate can undoubtedly be improved. Improving organizational climate is possible if some of the behaviour dimensions of the teachers and principals are taken care of. Systematic change in the behaviour patterns may bring about desirable results. The primary figure in the system of the school is the principal. Thus the surest way to change the climate of a school is through the change in the behaviour of the principal. In addition to delegated authority the principal symbolizes apparent figure to many members of the staff. Thus, power to affect the school goes far beyond the actual delegated legal authority. Here comes the human dimensions of the principal's behaviour that is thrust and consideration. Thrust is on the part of the principal will provide motivation for the other members to work hard on their own to achieve the goals.

By the same token a teacher also is the important figure in the school system who directly affects the climate of a classroom, over and above the school climate. Sometimes an individual teacher is strong enough, can develop wholesome climate in a classroom eventhough overall climate in school is not wholesome, because of the authority with which a school principal is endowed legally and psychologically. However, the emotional climate created by most teachers is affected by the

climate in the school as a whole. It takes a rare teacher to feel joyous and energetic in a school in which the principal lacks respect for teachers and takes administrative actions which are generally upsetting to them, which Halpin (1969) rightly pointed out as hindrance.

In the present study the investigator focusses on the issue of attaching responsibilities on others and perceiving others as responsible for certain goal achievement in school organization. The teachers perceived the principals as more responsible in respect of 'providing thrust' and principals perceived teachers as responsible for esprit and intimacy. Congruence area in the perception of the principal and teachers is small. This affects the climate to a large extent. Is there any way to reduce the perceptual differences and enlarge the congruence area of their perception? It has been found that more and more discussion can help in clarifying the expectations of each other. The more participation of the teachers in decision making, the more clear will be their perception of the 'reality goals'. This will lead to the improvement in the behaviour and performance of the teachers in increasing the team spirit.

It is very difficult to bring about a change in any social system because there are few elements of danger involved in any strange strategies. Inertia among the members of the group may lead to resistance for change. However, the change in the behaviour of others can be brought about sometimes by the change

in one's ownself. If the principals want to change the behaviour of the teachers, he should first check and change himself and his own behaviour. Likewise if the teachers want to change the behaviour of the principals they also should check themselves and change their behaviour accordingly in a positive way. Ultimately mutual dialogue and discussion in which new information is shared can lead them to make real choices. An outcome of real choice is a new level of commitment and hope. Thus improving organizational climate is a complex task, but is not myth.

#### Leadership Behaviour

Effective or desirable leader behaviour is characterised by five scores on both initiation structure and consideration. To avoid being crowded by time, many principals delegate to the teachers a large share of authority and responsibility. This transfer of authority is in itself, an essential aspect of initiation structure in the interaction of group members. Many research findings confirm these subjective impression that too many principals allow their major responsibilities to become obscured by trivia, with a result that they abdicate the leadership role and allow themselves to degenerate into mere functionaries. Routine and perfunctory activities have a specious attractiveness. But one must avoid mistake of confusing sheer routine activity with the productivity and creativity required for effective leadership.

On the one hand the principals demonstrate good leaders behaviour in their high consideration for members of their staff; on the other, they fail to initiate structure to an extent which is probably desirable. One may speculate about possible reasons for this. Many times while discussing with the principals, it has been found that principals have a tendency to view initiation structure and consideration as incompatible forms of leader behaviour. It has been found that majority of them associate initiation of structure with being undemocratic.

However, the evidence from these inquiries shows that effective leadership is characterized by high initiation structure and high consideration. These two dimensions of leader behaviour represent fundamental and pertinent aspects of leadership skill. The LBDQ - Real provides an objective and reliable method of describing the leader's behaviour on these two dimensions. It should be possible to train leaders in the skills that compose these dimensions, but the methods for accomplishing this training have yet to be developed.

Here, the investigator likes to quote the two important findings arrived at as a result of the Ohio State Leadership Group (1971) studies on initiation structure and consideration:

(1) The more the subordinates are dependent upon the leader for provision of values or needed services, the higher the positive relationships will be between leader - behaviour measures and subordinate satisfaction in performance. (2) The

more the leader is able to provide subordinates with values, needed or expected services, the higher the positive relationships will be between leader behaviour measures and subordinate satisfaction and performance.

### Leadership Styles

Researches dealing with leadership styles in education settings have identified two key dimensions of leadership. The leadership style is defined by the extent to which the leader seems to show concern towards getting work done or accomplishing task and the extent to which he seems to show concern for the needs or feelings of people and his relationships with them. In the present investigation these two styles of leadership namely task oriented and person oriented have been studied by the researcher. The principals perceive themselves to be high on person oriented style and the teachers perceive their principals to be high on task oriented style. This finding supports the earlier discussion regarding the perceptual difference between principal and teachers. Principal has the high positive self concept regarding person oriented style but low concept on the dimension task oriented style. Teachers perceive their



principals to be high on task and low on person oriented leadership styles. This clearly shows imbalance and incongruency in the area of common perception between the two groups.

It has been found that the scores on both the dimensions if they are found high, then the leadership style is more effective. The tendency remains as one responds to such questions to put oneself higher on one dimension and lower on the other as they think that these two dimensions are incompatible. Even one might find it helpful to have others who know of his work or who are the targets of his leadership, describe him on the same questionnaire differently, than one's ownself. One should not feel surprised about it. This is a normal tendency. Many disagreements exist over which of the leadership style is best. Researches in education seem to suggest that the integrated style characterised by high TO and high PO is the best. However, a new trend in the studies of effective leadership style suggest to understand the leadership style within the context of the leadership situation. More complex models of leadership styles have been developed by Reddin (1970).

Another important outlook in relation to person oriented and task oriented styles with respect to authority relationships in schools is worth mentioning here. Formal authority in a school is associated with the role or position

one occupies in any organization and is sometimes referred to as hierarchical, legal, position or office authority. This authority is defined as the bureaucratic structure rather than by the person who occupies a given role. Generally profiles rely on formal authority by using school rules, regulations and policies or by 'pulling rank'. Even teachers are habituated to exemplify formal authority in class rooms because 'the teacher says so.' Functional authority refers to authority which an individual who occupies a given role or position brings to the position. His competence, ability or expertise in functioning on the job and his interpersonal skills in working with others within the job context are examples of functional authority.

The dedicated style (TO high and PO low) is one which relies heavily on the formal authority which exists within the position one occupies. The principal has a right to decide on a change announce it to his faculty and implement it because he is 'boss' or the head of the school. The separated style (TO low and PO low) is also heavily dependent upon formal authority. The emphasis is not on position or 'boss' power but on legal authority. The principal who strictly enforces the sign - in - sign - out system might do so because he perceives himself as obligated to enforce the school rules and not because he really want to. Legal authority is very objective and the separated style permits principal and teacher to blame the impersonal system for any inconvenience they incur as rules

are enforced. Similarly teachers like to use legal authority in disciplining children because it permits them to act 'objectively' and 'impersonally'.

Expression of functional authority by principals usually results in their reliance on related and integrated (TO low - PO high and TO high - PO high) leadership styles. Successful related styles rely heavily on the interpersonal skills which the individual brings to his position; successful integrated styles require substantial competence and expertise in educational matters as well as interpersonal skills. These relationships are shown in Figure 5.1.

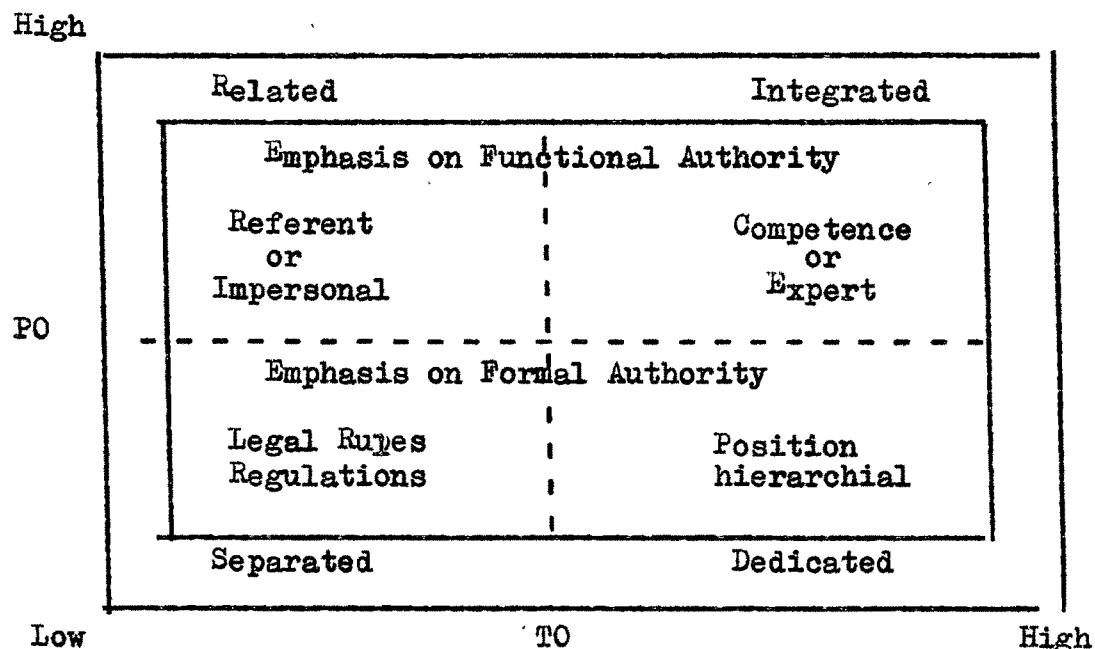


FIGURE 5.1 : Authority bases for the Basic Leadership Styles

One important difference of formal authority and functional authority is that the principal always has the former, while often the teachers have the later. Formally the principal is responsible for introducing an innovative educational programme in various class rooms, but functionally the teachers have the understanding and ability for accomplishing this task. Principals who are anxious about authority relationships, protocol and status systems might be inclined to override the functional authority of teachers in order to preserve formal authority relationships and assume the major leadership role.

Lastly when the principal finds himself in the situation where he has both formal and functional authority, he is fortunate indeed. This seems to be an ideal setting for effective use of the integrated style. When he is only formal authority he should be prepared to let the locus of leadership shift to where functional authority exists. He might even use his formal authority to legitimize the functional authority which others have by giving them 'ad hoc' formal responsibility.

#### Training and Development

##### Background

Since perception is personal, it is obviously most difficult to understand other persons reality. One cannot

perceive the situation in which another person's behaviour occurred in the same way that he sees it - cannot have the same perception as the behavior. A particular behaviour can never have the same meaning for an observer as it has for the person observed because it has been found that people create their own meanings for the same behaviour. This is one of the significant reasons why problems in the interpersonal relations develop.

In the school situation principal and teachers interpersonal relations face the same challenge. As a leader of the institution the school principal sets ideals, goals and expectations. Similarly teachers as members of the system also establish ideals, goals and expectations with respect to leader behaviour. Again congruency area with this respect is found very small. The difference becomes larger when reality or the actual behaviour is being perceived.

In the present study this perceptual differences between ideal self and real self and ideal staff and real staff have shown the complexity of inter-relations between the principal and teachers. However, wide gap of perception may be there. Various research studies have concluded that one can increase the understanding of other person's realities in a number of ways. Empathy is one condition or process in which an individual identifies himself imaginatively with another person's thoughts and feelings without becoming emotional so that his judgement is affected.

Another technique has been introduced which is known as 'on the job training programme for development.' It is of two types namely (i) informative and (ii) behaviour. Informative programmes are provided in the form of lectures, talks, discussions or conferences and sometimes by films and T.V. While behavioural programmes are in the form of case studies, role playing simulations, programme instruction and sensitivity training.

To send all the principals for the same type of training - this regards the fact that different type of principal work in different settings with different types of teachers. Giving every one the same training may help some and hinder others. Fiedler (1967) has argued that one way to solve this problem is to use a new type of training; teach the principal how to diagnose his home style in the situation and then allow him to learn how to change the situation. Another way to bring about change in the person is to know how to change a situation. Researches in this area may yield interesting results.

However, the training is basically learning. The principal as well as teachers need to learn on the job regarding various aspects of school development and improvement. More significant is to bring about change in the desirable way by appropriate attitudes or skill development. Thus, training can be seen as an attempt by the organization to change the behaviour of its members through the learning process in order to increase

effectiveness. Principals and staff can think of institutional development programme together. More and more sharing discussions and techniques adopted to identify the interpersonal roles will help both the groups to develop high level of motivation and job satisfaction. Quality of performance also will positively improve and the climate consisting of freedom, trust, warmth and understanding may generate which is more open. The exchange of ideas may flow up and down freely in the school system. This automatically will reduce the differences in perceiving the ideal and reality between self and staff. This is not an easy task. It involves many changes and modifications of school structure and procedures and interpersonal leadership.

Most of the trust of the discussion is mainly on two points:

- (i) How to make people more motivated ?
- (ii) How to make interpersonal relations and communications more effective ?

If the principal and teachers will go on identifying the roles in relation to the above mentioned two tasks they may be able to identify the desirable roles.

Leadership patterns perceived by the various group over a period of time will clarify the nature of congruency in the role perception. It will help in understanding the ideals, values and expectations perceived by various members and will clarify the needed strategies for bringing about change in the

desirable direction. With this assumptions, in the subsequent some specific programmes for principal's development are presented.

### Training for the School Principals

The institutional administrative behaviour has to be made less committed to the hierarchical status, better communication channel should be established. There should be internal academic autonomy and democratization for teachers and more thoughtful and considerable human relationship should be practised by those who wield authority. Principals leadership behaviour should be characterised less by hindrance, production emphasis and more by Thrust and consideration. The present traditional and authoritarian attitude and perceptions which many principals have should be adequately modified. This cannot be achieved through the Educational Office. The change should come from within.

The government should establish a Staff Training College for Educational Administrators on a permanent basis. There is one such training college in Delhi called the National Institute for Educational Planning and Administration (NIEPA). If such a training college is a practical proposition for Madras, its scope should also include principals of Higher Secondary Schools and High Schools. This college would provide short and long term training programmes for educational



administrators with different focusses and focal points.

The resource persons should be skilled in teaching. To minimise problems like ego, prestige and age the participants should be from the same strata. The projective materials used in the course should lead first and foremost to self renewal of the principals and teachers and then <sup>to</sup> the institutional renewal. The resource person should work as a team by helping assisting and supplementing one another. The courses should lay emphasis on the human aspect rather than the contact aspect. The government should pay all the allowances for the participants of this course and can even give incentives to those who have attended the course.

The duration to be effective should be not less than a month, but preferably the long summer vacation. These courses should leave a lasting impression on the participants and when they return to their institutions, they must be completely aware of their roles as motivators and change agents so as to bring about renewal in <sup>in</sup> themselves and their schools.

The following are some of the programmes which could help in minimising the perceptual gap between the teachers and principals.

(a) Theory Courses : The theory courses should suggest ways and means to improve instruction in educational leadership, group dynamics, organization of group work, human relations and so on. Refresher courses should also be given once in three years.

- (b) Experts Talks : Experts talks could be arranged in increasing teacher - principal relationship, organizational and conduct of staff meetings, human relations for better understanding etc.
- (c) Case Studies : Case Studies of some institutions to identify the inputs like teacher behaviour and leader behaviour could be done.
- (d) Seminars : They can be on how to secure teachers' co-operation and participation in instructional improvement, setting up norms for qualitative teaching and learning etc.

These courses should be given to principals as well as teachers. Teachers are the key to all reforms, innovations and change in instruction. But they have to be brought under the stimulating and inspiring influence of instructional leaders. Individual growth of teachers is related to the nature and quality of organizational life permitted in the school. The leadership style of the principal, the distribution of power and authority, organizational structure and procedures, the general level of spirit and support which exists among teachers and the degree of commitment and motivation to work can be serious impediments or powerful facilitators of staff growth and development. In the following section a few suggestions for further research are given.

#### 5.4 Suggestions for Further Research

The studies completed so far are perception studies, wherein perceptions of teachers and leaders are only taken into consideration. As it is realized that climate is built up by the interactions of the community as well as administrative staff too, a study can be undertaken including the perceptions of all of them, that is students, parents and administrative staff with teachers and leaders. The perceptions of all of them may give an interesting picture of climate of that institution and also the behaviour pattern of the leaders.

Studies are conducted taking samples from Gujarat, Rajasthan, Punjab, Tamil Nadu etc. If such studies are conducted in the remaining parts of the country also we may have a global picture of the leader behaviour and climate prevailing in Indian Institutions.

Longitudinal Studies : Under different conditions the perceptions of the persons do differ. If a longitudinal study is taken up wherein the climate of the same institution is studied over a period of time, full inference<sup>s</sup> may be got. Intervention studies can be taken to change the status of behaviour, through plan inputs.

### 5.5 Concluding Remarks

The thrust of this study is its emphasis upon the human dimension in educational administration. However, if individual students are to learn to cope in the modern world and are to become competent citizens, both the task and the human dimensions of the school and its administration must receive attention. That these two dimensions inextricably interrelated, is illustrated whenever a person tries to identify his own motivations. Motivation to a human attribute, yet a person must be motivated to do something, and that something is in the nature of a task. Whenever a school tries to help a student to identify career goals, both staff purposes and the tasks to be performed are involved. If the task dimensions is neglected, performance goals are likely to be low, and if human dimension is neglected, standardization and coercion are likely to be employed in such a manner that motivation and growth are sullied.

The challenge to every administrator, and the great opportunity, is to provide for educational experiences through administration which takes account of both the task and the human dimension of the educational organization. Such educational experiences can help to assure that the human foundations of our society will not disintegrate, but rather will support a humane technological society in which men and

women can live with zest and hope, more capable of fulfilling their vast potential for functioning in a manner which is satisfying and productive, both for themselves and for the whole society.

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