

CHAPTER II

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REVIEW OF RELATED LITERATURE AND
RESEARCH

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'There is one foolish notion that should be discarded now : the belief that different ways of knowing can be ranked according to the realness of the date with which they deal. When confronted with different 'knowings' the naive person is tempted to ask 'which is more real ?' 'Which is really the truth ?' This question is just as rhetorical, first as futile today as it once was in the month of Pontius Pilate. Here indeed is the pivot of my thesis : the reality of the scientific way of knowing is no more nor less real than any other way of knowing. The theoretically oriented scientist can make accurate predictions about uniformities in human behaviour, but the very fact that he is dealing with a probability model makes his predictions those of an entirely different order from those made by either the clinically oriented scientist, the superintendent operating within the complex milieu of his job, or the poet and the play wright. We fall into a trap the moment we assume that one type of knowing is better than another. The most we can say is that each knowing differs from the other but that the complete human being - to be completely human - must be sensitive to his full heritage of knowing.'

- Andrew Halpin , 1969

2.1 Introduction

The theme of the present study centres round certain related facts - perception of teachers, perception of principals, interpersonal relations and organizational climate. Many researches have been done in these areas. The purpose of this chapter is to survey and review the researches done in these areas with a view to find out what has been so far investigated and what is yet to be investigated. This is likely to help in formulating the objectives, areas, tools and methodology of the present investigation.

The purpose of the present study is to study the 'Role perception of teachers and principals in relation to the organizational climate of the school.' Obviously, the researches that will be reviewed here would be from areas of (a) Leadership behaviour (b) Organizational climate and (c) Task and Person Oriented Leadership Styles.

Every organization has its own climate. This is also true about schools, as schools are institutions with maximum human interactions. Climate is a new emerging concept. Till recently, our educational system was accustomed to think of structural organization and bureaucratic decision-making. Only in the sixties the administrative potentiality of organizational climate has come to be realized. In India still in many organizations, the term in its socio-psychological significance

is not understood.

When a person visits some schools, he becomes aware of the fact that schools differ from each other in their feel. Some show warmth and welcome to members, while others express the feeling of suspicion or indifference. The schools give difference appearance. In one particular school the teachers and the principal are working with confident and find pleasure in the work and that pleasure is transmitted to the student who began to feel the schools to be a happy experience. In the other school the discontent of the teacher is on the surface. A third school is marked neither by joy nor despair but by hollow rituals. Here, the teacher, the principal and the students are working in an artificial situation. These remarkable differences show that there are some climate differences which lead to better teaching and learning conditions in some schools in comparison to others.

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 institutions 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 leader (Principal) and the group (Teachers). It is the nature, extent and quality of this interaction that creates

a climate in the institution which either facilitates or hinders the attainment of its goals through its programmes. The interaction that takes place in a school is within its physical, sociological and managerial frame work.

The growing literature in this area shows that there are several possible variables contributing to the school climate such as the objectives of the school, the past traditions or ethos established in the school, the nature, purpose and interest of the management committee, character, abilities and attitude of the leader, the teachers that compose the staff, the financial condition of the school, the nearness or the distance of the local community from the school, the physical plant of the school its location environment, etc., which affect the climate of the school.

Halpin (1966) has taken the climate as the starting point and has shown the impact on principals, teachers and the students. In the school with inspiring climate, teachers and principal are zestful, enthusiastic and confident. They work with great pleasure and this pleasure is shared by the students to achieve higher target of their achievement. Poor leadership of the school principal gets transmitted to the students who, in their own frustration gives a negative feed-back to the teachers who also become disheartened and frustrated. In some schools, the behaviour of the principal, teachers and the

students is quite different. They are all busy with the matters of their own interests. The school works, but then the machinery goes out of gear in such a school. This means poor co-ordination in the working of the school. Halpin thus initiated a new thinking by giving a new perspective on school climate.

Nelson (1960) has classified the organizational climate into four types, viz. (i) the bureaucratic (ii) the autocratic, (iii) idiocratic and (iv) democratic. However, Halpin and Croft have identified in the research referred to earlier, six categories of climate with 'openness' at one end of the continuum and the 'closedness' at the other end.

2.2 Organizational Climate - Foreign Studies

The U.S.A. is the homeland of the new concept of organizational climate of schools. A number of researches have been done on organizational climate and their dimensions. Some important relationships have been also investigated between school climate and some factors like personality attributes of teachers, teachers' occupational status, size of the school, school location and the socio-economic status of school community by researchers. Some of these studies have been related here, since they are important to administrators who make decisions about factors relating to organizational climate.

(a) Climate and Dimensions :

Halpin and Croft's (1963) study of the organizational climates of schools has earned distinction as a pioneering study in the field. The study was based on a random sample of 71 elementary schools. They developed the O C D Q. The total number of respondents to the O C D Q was 1,151. While choosing the sample, the investigators deliberately excluded urban core schools, concentrating on schools in communities where the population of Negroes was low. The data were collected in 1960 and 1961, when the issues of teacher, military and race problems were backstage. The O C D Q developed by the investigators has 64 Likert type items assigned to eight sub-tests. The investigators obtained a score for each of the 71 sampled schools. The technique of Factorial Analysis was resorted to identify clusters of schools which helped them to identify further six climates. These six climates, could be arranged along a continuum defined at one end by 'open' climate and at the other end by 'closed' climate. The research resulted in the development of a tool as well as procedures for identifying six major types of organizational climate in continuum viz., open, autonomous, controlled, familiar, paternal and closed.

Halpin and Croft (1963) observed that teachers in elementary schools with open climate were enjoying a very high rate of job satisfaction.

Sargent (1967) made a study of the organizational climate of high schools based on a sample of 33 high schools, drawn from seven country areas surrounding and including St. Paul and Minneapolis in Minnesota State of the U.S.A. The participating principals were 33 and gave their responses on 'Sixteen Personality Factor Questionnaire and Alpert's study of Values and the OCDQ. In all 24 schools teachers served as respondents to the OCDQ. The schools were both from country areas and metropolitan areas. It was found from the study that

(1) A principal's personality relates somewhat to certain climate dimensions. Of the total 22 characteristics of a principal's personality measured by the two personality tests, four correlated highly with certain high school climate dimensions. Eighteen characteristics did not show this strong relationship to any climate dimensions.

(2) On the basis of the study, the investigator concluded that the extent of openness of a high school climate cannot be predicted from a knowledge of the principal's personality factors.

(3) The study also showed that principals and teachers do not agree with their estimates of the various dimensions of organizational climate in their schools.

(4) The evidence in the study indicated that school departments do not differ in their high school climate dimensions.

(5) It was further found that teachers belonging to open climate schools were found to be more favourable in their evaluation of their schools effectiveness than the teachers belonging to closed climate schools. In other words, the extent of school openness was found strongly related to the evaluation teachers gave to their school efforts in educating their youths. The more open the climate, the greater was the percentage of positive responses from the teachers.

(6) The study also demonstrated that teachers in open climate school express greater satisfaction with their work than do their counterparts in closed climate schools.

(7) The study did not support the thesis that the size of the school has any relationship to the extent of its openness and schools with large school staff and small school staff are equally likely to have climates as either open or closed.

Hingland (1968) confirmed that teachers in open climate schools tended to exhibit higher job satisfaction than teachers in closed climate.

Wiggins (1969) studied the principals behaviour and school climate. His findings were : (1) closed climate did not change when principals were replaced. (2) The principals behaviour became more significantly related to the organizational climate as the length of his incumbence increased. (3) Generally the data had shown no significant relationship

between principal's behavioural characteristics and organizational climate.

Robinson (1970) reported that organizational climate was a structural variable which directly affects the daily work of the teachers and to a lesser degree the performance of the pupils.

Tripaks (1970) found that open climate schools have teachers with high job satisfaction and that closed climate teachers have less job satisfaction.

In Coetzee's (1972) study, the problem was to determine whether different organizational climates occur in differently designed schools. This study compared the organizational climate often selected open space elementary schools with that of the selected locationally matched and traditionally constructed elementary schools in the state of Tennessee.

Ten such schools were selected, in order to determine the organizational climate in these schools, Halpin and Croft's 64 itemed OCDQ was administered to all 424 teachers and administrators in these twenty schools. Of these, 393 (i.e. 90.33%) unable questionnaires were returned. | ?

Finally when the data could be compared in respect of the eight sub-tests of the OCDQ for each matched pair of schools and the two school types (open space and traditionally structured) the differences were tested for significance of the 0.01 and 0.05 levels of significance.

From the assessment of the analysed data, it was concluded that open space schools as a group did not evidence a climate that consistently tended towards openness and that, this was also reflected in each of the subtests with respect to the group and leader characteristics. The findings revealed that

- (1) Of the 10 open space schools, six tended towards closedness of climate and four towards openness of climate. The traditional school evidenced 50% of each kind of climate.
- (2) When measured against Halpin and Croft's prototypic climate profiles, the open space schools as a group tended towards closedness of climate, while the traditionally structured schools tended towards openness of climate.
- (3) When compared to traditionally structured schools with respect to the group's characteristics, the open space schools as a group exhibited higher 'disengagement', higher 'hindrance', lower 'esprit' and higher 'intimacy'. These differences however were not found to be statistically significant.
- (4) When compared to traditionally structured schools with respect to the leaders characteristics, the open space school as a group exhibited higher 'aloofness', lower 'production emphasis', lower 'thrust' and higher 'consideration'. These differences were however not found to be statistically significant.

Borrevik (1972) constructed an organizational climate Description Questionnaire for academic departments in colleges and universities. The purpose of this investigation was to construct OCDQ - HE, that will permit postrayal of the

organizational climate of academic departments within colleges and universities. This investigation was modelled after Halpin and Croft's study of elementary school climate.

The findings of the investigation were :

- (a) The OCDQ - HE is a valid instrument to assess the organizational climate of academic departments. The replication was of same basic design as used in the elementary school investigation in the 1960s and of the same type of Halpin's description of the nature of organizational climate in educational organization.
- (b) Four out of five sub-tests (social needs, social control, esprit, student involvement and detachment) dimensions were similar to those found in the elementary school study.

The OCDQ - HE is still in reudimentary form.

Arthur Clarke Smith (1973) studied 'the Relationship of School Organizational Climate and Student Morale in Selected Schools'. He concluded that there was a predictive relationship between school climate subscores and student morale scores.

Perculis, Louis Peter (1973) in their studies 'A Study of the Relationship Between School Climate and Teacher Morale', found that the closed climate teachers have significantly lower morale than open climate school teachers. They also stated that high dogmatic teachers have significantly lower morale than low dogmatic teachers.

Grassic and Carss (1973) studied the 'Organizational Climate of High Schools.' It was an Australian study. A modification of the Halpin and Croft 'Organizational Climate Descriptive Questionnaire' was used in 20 high schools and it was found that those in managerial positions tend to be more pacimistic about the climate of their schools than others. Manual training teachers felt no staff impedance but were unconvinced that the staff could work hard as a team. Authors explain the differing perceptions as functions of the pressures acting on occupants at the several levels of the schools heirarchy. The results suggested that more of the schools have closed climates than 'open' ones but that schools' size does not appear to be a factor in this.

Murphy, Martin (1974) established in his study that the morale of teachers is affected by school administration. According to him school administration is related to the morale of teachers.

Arling (1974) found that the greater the social involvement, the higher the morale irrespective of age. Those who had social contact could visit and participate in more daily activities and had higher morale. The poorest and the most incapacitated of the widows had lower morale because they had less contact with the family and neighbours and fewer daily activities.

Vick (1975) in his study of the relationship between the principals' management style and school climate found that a

significant relationship existed between the extent of the principal's teacher-centred management style and the extent of openness of organizational climate as perceived by teachers. No significant relationship was found between the principal's perception of the degree of professionalism of the typical teacher and the extent of the teacher centred management style of the principal. However, a significant relationship was found between teacher professionalism scores and climate. Significant relationship were found between each of the management style subdivisions and each of the climate subdivisions and between the subdivisions within management style and within climate.

Pugliese Raymond Walter (1975) feels that dissatisfaction among teachers varied according to organizational affiliation, teaching level, sex, age, experience, degree held, salary and future teaching also.

Earl Milton (1976) made a study of organizational behaviour of elementary school principals as perceived by teachers at the Florida State University using the OCDQ developed by Halpin and Croft. The objectives of the study were :

- (a) To determine if there were differences in the behaviours of Principals as perceived by teachers;
- (b) To determine what differences in behaviour were exhibited by the consideration oriented principals.
- (c) To determine how each principal, whether his belief is Aloof or Considerate, fulfills his role as instructional leader.

Conclusions :

- (a) The consideration oriented principal communicated better with his faculty.
- (b) He showed greater concern for teachers' problems.
- (c) He was more readily available to the staff.
- (d) He worked longer hours (0 to 20 hours per day).
- (e) He went out of his way for his staff.
- (f) The climate of his school was classified as open.
- (g) More than half (60%) of the principals were perceived by teachers positively as having consideration or thrust behaviour.

Christ (1977) in his doctoral thesis on analysis of organizational climate and principal's leader behaviour in class III secondary schools of Nebraska categorised the 91 schools he surveyed as high, moderate and low on both dimensions of principal's leadership behaviour. These categories permitted classification of schools into 9 groups, i.e. high initiative structure, high consideration through low initiation to low consideration.

His findings are (1) the effective (consideration) behaviour of the principal had a meaningful impact upon the psychological climate that existed within the schools. (2) As consideration behaviour of the principal increased regardless of the amount of structure initiated, teachers perceived increased levels of motivation and energy, higher stress for personal achievement

and a higher recognition for good quality work. (3) As principal's consideration moved from low to medium to high, teachers perceived less organizational constraint and restrictiveness. (4) Teachers in schools led by principals who were medium or high in consideration perceived environments which were high in press for personal dignity, organizational effectiveness, development and task effectiveness. (5) Moderate consideration was associated with a higher press for structure, procedural orderliness and a press to confirm. (6) Low principal structure was associated with environments characterised by the higher support for inter-personal and intellectual forms of activity as well as the lowest inhibition of personal expression.

From the findings of this study, a tentative inference is that leader behaviour and organizational climate may have a direct relationship which would permit the prediction of either, from knowledge of the other.

He, however, cautions that future studies should seek to identify whether this predictive relationship is present.

Wills (1977) made a study of the relationship between the school, the principal and administrative style, for his doctorate at the University of Oregon.

The purpose of the study was to determine the strength of the effect that the school and the characteristics of the principal have on the administrative behaviour. The Getzel and Guba model of behaviour served as a guiding frame work for the

study.

The major question of the study was which is the stronger determinant of administrative behaviour - the person or the situation ? The findings of the study indicate that it all depends. It depends on the size of the staff involved, the personality type of the principals involved, the facilities, the expectations of the staff and administration and other factors. These factors all interact in an intricate and enigmatic way to bring about administrative behaviour. Administrative behaviour is, therefore, a complex combination of a number of determining factors which is often unpredictable from one situation to another.

MacGee (1977) undertook the study of relationships between bureaucratic structure and organizational climate in schools as perceived by teachers in selected elementary schools for his Ph.D.

The purpose of this study was to examine relationships between bureaucratic structure and organizational climate in schools as seen by teachers in selected elementary schools.

OCDQ was used to measure climate. Some of the major conclusions of the study were : (1) The perceived closed organizational climate in the schools may be reflective of the pressures and trends confronting them. (2) Teachers perception may be reflective of the pressure placed on principals to maintain the statusquo during turbulent times. (3) As schools become larger, climate tended

to be more closed. (4) A trend that older teachers who have been in their present position longer was found in the more closed urban schools. (5) Trends indicated that teachers perceive rules, regulations and procedures as inhibiting the principal to facilitate the task accomplishment by teachers and the ability to motivate the teachers by setting a good example. (6) Trends indicated that principals may be able to control the functional consequences of the rules. (7) Teachers in the more closed schools viewed structure as being more of a constraint on organizational climate.

Richard Andrulis (1980) published that out of 80 items, 74 showed significant correlation between teacher morale, P.T.O scores and organizational climate index scores. He has also reported more aggressive and more independent teachers who were less structured in their activities appear to be less satisfied with factors constituting to the concept of school morale.

2.3 Organizational Climate - Indian Studies

In India the pioneering work was done by Sharma in 1968. He investigated the organizational climate of government and private secondary schools of Churu District in the state of Rajasthan. The researches could find a no significant difference between the organizational climate of government secondary schools and private secondary schools. However, on the scores of some sub-tests he could discover significant difference for

instance, on the sub-test 'Esprit' of the OCDQ, he found significant difference at 0.05 level. Mean scores on 'Esprit' were high for government schools as compared to the similar scores in the case of private secondary schools. Sharma (1973) has summarised the findings of his research in the following words.

'Mean difference in the case of disengagement between the means of private boys' secondary schools and private girls' secondary schools was found to be significant at 0.01 level. There was significant difference (0.05 level) between government boys' schools and private boys' schools on the dimension 'Esprit'.

Bayati (1970) also investigated the organizational climates of schools in Rajasthan state. He attempted to discover the difference in climate between urban and rural schools of Rajasthan. He found more 'open' and 'autonomous' types of schools in urban areas and more 'controlled' and 'paternal' types of schools in rural areas. His conclusion is that variables like 'Esprit', 'Thrust', 'Consideration and the like can enhance the achievement index of the school. On the other hand, variables like 'aloofness' affect the school achievement index adversely.

An inter-state comparative study of organizational climate of schools of the Rajasthan and Gujarat states done

by Sharma, Buch and Rai was published in 1973. A test of significance using students 't' scores was employed to identify significant differences between the dimension means. The levels of significance accepted in the study were 0.01, 0.05 and 0.10. Some of the general findings of the comparative study are as under :

1. In Rajasthan, in open type schools, the principals emphasized more on production emphasis than their counterparts in Gujarat.
2. The results of familiar type climate schools revealed that the teachers in Gujarat enjoyed higher social satisfaction than the teachers in Rajasthan while the latter drew more job satisfaction than the former from the production oriented behaviour of the principals having modest consideration on their part. However, comparatively, the teachers of Rajasthan enjoyed higher social satisfaction than was the position in the case of the teachers of Gujarat.
3. In the case of paternal type of climate schools of Rajasthan, teachers enjoyed higher social satisfaction than the Gujarat teachers of the corresponding climate type schools, but the latter were motivated to work harder by their heads through examples than what happened in this respect in Rajasthan schools.
4. In respect of closed climate, the study revealed that the Rajasthan schools had a higher rate of focus on production emphasis as compared to the Gujarat schools. However, on the remaining five dimensions, there was no significant difference in this type of climate, between the secondary schools of the two states.

5. The school principals of autonomous climate schools of Rajasthan were found to be more considerate and less autocratic than their counterparts in Gujarat.
6. In the case of schools having controlled climate, teachers of both Rajasthan and Gujarat Schools enjoyed the same degree of social satisfaction, but job satisfaction was found to be of greater degree in Gujarat teachers than the Rajasthan teachers.

(b) Delhi State Study :

There is only one study reporting about the study of organizational climates of secondary schools of Delhi State by Mehra in 1968, the same year Sharma attempted his first study on organizational climate of secondary schools. But Mehra's study was done on a foreign soil as a part of a doctoral study in the California University Berkeley. The investigator adapted the OCDQ for use on her sample of 65 secondary schools of the state of Delhi. It may be noted that the Delhi study, in many important details, replicated Halpin and Croft's study. Like Halpin and Croft she also subjected her data, using a standardised R-Analysis Technique, to factorial analysis, and compared her results also with those of the original researcher. Her results also produced eight sub-tests which were internally consistent. She labelled them differently from Halpin and Croft's nomenclature viz., disengagement, aviscidity, esprit, intimacy, controls, hindrance, thrust, and task orientation. The Indian investigator replaced Halpin and Croft's dimension of hindrance

in perceived teacher's behaviour by aviscidify and injected hindrance in perceived principal's behaviour. She also introduced the new climate dimensions of controls and task orientation in perceived principal's behaviour. Thus, Mehra's sub-tests differed some what from the original sub-tests of the OCDQ. Mehra's study confirmed Halpin and Croft's study in the identification of the three general factors of organizational climates viz., social needs, esprit and social controls. The very same six climate categories identified by the original investigators were also to be found in the Delhi study, but their orders changed slightly.

Halpin and Croft's Order :

Open, autonomous, controlled, familiar, paternal and closed..

Mehra's order :

Open, controlled, autonomous, paternal, familiar and closed.

Apart from this overt differences, Mehra's study can be said to have confirmed generally the pattern of Halpin and Croft's study.

Lulla's (1971) study pointed that the Headmasters in closed climate schools were rated very low as far as their professional and personal skills were concerned.

(c) Tamil Nadu Study :

Pillai (1973) did a doctoral study at the Centre of Advanced Study in Education of the M.S. University of Baroda in 1973 on organizational climate, teacher morale and school quality on a sample of 190 high schools of Tamil Nadu. The objectives of this study were to investigate the relationship of organizational climate with pupil performance, with innovativeness of schools, and also the relationship between staff morale with school pupil's performance and staff morale with the innovativeness of schools.

The study was based on a random sample of 190 secondary schools of the two revenue districts of the state of Tamil Nadu, of which 160 or 60 percent of the total secondary schools of the district belonged to the four educational districts of the Madurai district and the remaining 30 schools were randomly drawn from the district of Coimbatore. The sampled schools belonged to all categories, urban and rural government and private, municipal and district board and boys and co-educational. They were also of different sizes - small, medium, and large. As regards the sample of respondent teachers, it included 66 percent of the total teachers in position. All the principals of the selected schools also participated in the study.

The tool used by the researcher was the same as used in the studies reviewed earlier viz., the OCDQ of Halpin and

Croft. It revealed the fact that the Indian studies on organizational climate of schools either had found the OCDQ as suitable and applicable to schools in Indian settings or they just adopted it without giving much thoughts to its relevance in Indian situation.

The Tamil Nadu study was largely a replica of Halpin and Croft in design, employment of tools, the statistical procedures of analysis and interpretation and in identifying the organizational climates of the sampled schools.

Like other Indian studies, the Tamil Nadu study also showed that the schools were distributed over all the six climate types - the distribution was thickest at both the ends. The open climate schools on one end comprised of 30 percent and the closed climate schools on the other and formed 25.8 percent. The distribution of schools in percentages climatewise in a continuum was as under :

Open	Autono- mous	Controlled	Familiar	Paternal	Closed
30.0%	14.2%	11.1%	4.2%	14.7%	25.8%

Rank of different climate schools in Halpin and Crofts', Mehra's, Sharma, Buch and Rai's and Pillai Studies

Climate Type	Ranking			
	Halpin & Croft's study	Sharma, Buch Rai's study	Mehra's study	Pillai's study
Open	1	2	3	1
Autonomous	5	5	4	4
Controlled	3	3	4	6
Familiar	6	6	6	4
Paternal	3	4	3	3
Closed	2	1	1	2

The comparative study of rank order of the distribution of schools over different climate types shows that 'open' climate and 'closed' climate at both the ends of a continuum have the maximum distribution. The 'closed' type is more frequently perceived in Indian schools. 'Paternal' type comes next in order to 'open' and 'closed' types. 'Autonomous' and 'controlled' types have a rank position next to 'paternal' type. In Indian setting, sixth or the bottom rank goes to the 'familiar' type of organizational climate.

The Gujarat schools also resembled schools studied in other Indian studies in Rank 1 and 2, for 'closed' and 'open' climates respectively. The third rank in Indian studies was assigned to 'Paternal' climate category whereas in the Gujarat study, it went to the 'controlled' climate variety, and the 'paternal'

climate category earned the fourth rank. In Indian studies, 'Autonomous' climate variety had third rank while it occupied the fifth rank in the Gujarat studies. The last position in all Indian studies and the Gujarat study went to the 'Familiar' type of climate.

The dimension means yielded by the Gujarat study were as under :

Dimensions	Open	Autonomous	controlled	Familiar	Paternal	Closed
Disengagement	40.41	46.00	41.58	57.90	58.87	60.30
Hindrance	43.14	38.16	53.38	49.40	45.87	58.09
Esprit	56.45	53.67	53.53	49.10	47.00	44.00
Intimacy	52.64	57.42	43.10	61.90	44.12	50.52
Aloofness	42.09	57.58	55.53	42.40	43.43	55.60
Production Emphasis	51.82	45.06	59.79	38.80	54.31	46.39
Thrust	56.73	51.91	48.40	49.40	53.00	41.09
Consideration	55.63	49.41	47.63	58.40	53.06	44.00

In the open climate type of schools in Gujarat the mean was highest in dimension 'Thrust' and lowest in the dimension 'Disengagement'. It was also high in dimensions 'Esprit' and 'Consideration'.

In the autonomous type of school climate the mean was highest in the dimension 'Aloofness' and 'Intimacy'. It was quite high in 'Esprit' also. Hindrance dimension has the lowest mean.

In the controlled climate group of schools, the highest mean was for the dimension 'Production Emphasis'. The dimensions 'Aloofness' and also 'Hindrance' as well as 'Esprit' fetched a high mean. The lowest mean went to 'Disengagement' dimension.

In the category of 'Familiar' climate schools, the highest mean went to the 'Intimacy' dimension, the next best high mean to 'Consideration' and 'Disengagement' and the lowest to 'Production Emphasis'.

The 'Paternal' climate group reported, on the whole high means in most of the dimensions. The highest mean was for the dimension 'Disengagement' and the lowest for the dimension 'Intimacy'.

In the last category of climate in the continuum, viz., the 'closed' type, the dimension mean was the highest for 'Disengagement' and the lowest for 'Thrust', 'Hindrance' and 'Aloofness' had also high dimension means.

It would thus be seen that the evidence provided by the study, shows that the teachers of Gujarat High schools perceived their schools as having bipolar distribution on the climate continuum 'closed' to 'open'. The 'closed' climate schools occurred most followed by 'open' and then 'controlled' categories.

Kumar (1972) used the term 'social climate'. He studied the prevailing social climate in high schools of Gujarat on a sample

of 70 high schools from Gujarat which included non-Government and co-educational high schools. He also used Halpin and Croft's OCDQ. He took it for granted that this tool is applicable to high schools in Gujarat with its administrative political, and socio-economic setting. He also identified six climate groups from among his sampled schools on the lines identical with Halpin and Croft. The investigator's major interest in the study was on studying the characteristics of pupils in different climate schools. Thus Kumar's main concern was not on perceived behaviour of school teachers and their principal but on the different effects that different climate produces on certain aspects of student behaviours like personal adjustment. One of his conclusions is as follows :

'The behavioural characteristics of teachers and principals in an open climate school get transmitted over to the students, who in turn, tend to show better personal adjustment than their counterparts in other climates, through constant positive interactions with a better adjusted group of teachers i.e. teachers and the principal during the school period'. (p.239). Thus, Kumar's study has a value in understanding the effectiveness of the 'open' climate in schools for proper development of personality and adjustment of high school pupils.

Patel's (1974) study was based on 162 high schools of south Gujarat which formed 41.8 percent of the total schools in the region and 9.0 percent of the total schools in Gujarat State.

The sample was stratified and proportionate. Patel used OCDQ and statistical procedures identical with those used by Halpin and Croft. Patel's study was thus largely a replica of Halpin and Croft's study. His one major objective was to investigate the organizational climate of the sampled high schools. The investigator divided the sample into three categories, viz., most progressive schools (38), less progressive schools (52) and the least progressive schools (72) using some stipulated objective criteria. Some of the hypothesis formulated by the investigator included these (1) Organizational climate of the three types of high schools would differ from one another, and (2) the organizational climate of highly progressive high schools would be more conducive to growth and development in comparison to the climate of less progressive high schools.

The study has yielded some useful findings on the theme. They are (1) the mean scores of climate vary in the expected direction confirming thereby the hypothesis that organizational climate of the schools will vary as a function of the progressiveness characteristics of the schools. Organizational climate of most progressive schools was found to be more conducive to growth and development of the schools in comparison to less progressive schools.

Rank Order of Climate Schools in Patel's Study

<u>Climate</u>	<u>Total No.</u>	<u>Rank</u>
Paternal	35	1
Closed	32	2
Controlled	27	3
Familiar	26	4
Open	21	5
Autonomous	21	5

Mehre (1976) found significant positive relationship between the administrative experience of the principal and climate type in the colleges of Education in Maharashtra.

Mahant (1978) while elucidating the principal's behaviour in a school organization came to the conclusion that closedness of organizational climate is generated by high aloofness, high production emphasis, low thrust and low consideration, if by suitable approach or techniques, school principals are helped to modify their leadership or administrative behaviour in such a way that they become less impersonal and divert their attitudes and zeal for guiding and controlling the activities of teachers, it would result in greater collaboration among teachers in the quality improvement programme of their school.

S.Gakhar and Tripathi (1983) have done 'A Comparative Study of Organizational Climate on Government and Non-government

Schools' in Chandigarh. The hypothesis and the results of the study are given below :

Hypotheses :

1. Differences in organizational climate exist between government and non-government schools.
2. Differences in organizational climate exist within the government schools as well as within the non-government schools.

Results :

Results confirm differences exist in the perception of teachers on various dimensions between government and non-government schools.

Summary of results of comparisons between different schools on organizational climate leads to infer that organizational climate differs from school to school on each variable and that there is no uniformity of organizational climate in different categories of schools. Schools not only vary in terms of their types than government and non-government types but even within each type, the perception of teachers in respect of organizational climate differs significantly on some of its dimensions. Such findings are in tune with those reported by Halpin (1963), Andrew (1965), Mehra (1967) and Sodhi (1980).

The few Indian studies on organizational climate of secondary schools have some important implications for the present research study.

Lobo (1983) from her study has concluded that the Principals who ranked themselves high on administrative strategies have mostly paternal and open climate. According to her findings, schools that were characterised by an Open and Autonomous climates had scored high on esprit and thrust. This result was in keeping with all previous studies done on organizational climate.

Pengphol (1983) in his study done in Central Thailand focussed following points regarding the organizational climate :

1. The majority of schools (49%) belonged to the intermediate type and the least 16% open climate. The closed climate schools were 35%.
2. The open climate schools have higher mean scores on dimensions esprit, intimacy, thrust and consideration.
3. The intermediate climate schools also tend to be strong on dimensions esprit, intimacy, thrust and consideration.
4. In the closed climate schools, the highest mean scores were on disengagement, hindrance, aloofness, production emphasis and esprit.

The table No.2.1 focusses a comparative study of organizational climate in various studies in CASE.

Comparative Study of Climate Types in Various Studies in CASE

In almost all the research institutions in Gujarat State, a trend was found towards closedness. The same is true in case of some other states in India. Climate studies are done on the samples from Rajasthan, Tamilnadu, Punjab, Maharashtra also. In

Table :2.1: Comparative Study of Climate Types in Various Studies in CASE

Sr. No.	Name	Sample	Open		Intermediate		Closed	
			Open	Autonomous	Controlled	Familiar	Paternal	Closed
1.	Kumar, 1972	High Schools, Gujarat State	22.85	10.00	21.43	8.57	15.70	21.45
2.	Shelat, 1975	Secondary Schools, Baroda	19.00	15.00	17.00	7.00	14.00	28.00
3.	Gandhi, 1978	High School from 4 different regions of Gujarat	29.00		35.00		36.00	
4.	Darji, 1975	Secondary Schools of Panchmahal District	17.00	10.00	16.00	10.00	12.00	35.00
5.	Pandya, 1975	Schools of Kheda and Panchmahals District	15.70	17.80	13.30	14.20	14.60	24.60
6.	Tikmani, 1976	Primary Teachers Colleges in Gujarat State	15.00	32.00	15.00	3.00	15.00	20.00
7.	Chokshi, 1976	Primary Teachers Education Colleges in Gujarat	6.60		40.00		53.40	
8.	Franklin, 1975	B.Ed. Colleges in Gujarat	22.75	14.25	8.57	8.57	8.57	37.29
9.	Mehta, 1977	Affiliated Colleges in Gujarat University	27.87		48.36		23.77	
10.	Sahastrabudhe, 1975	All faculties of the M.S. University of Baroda	46.60		40.00		13.40	
11.	Sharma, 1975	Secondary Schools, Rajasthan	11.55	20.00	12.63	20.00	27.36	8.42

(Continued...)

(Table 2.1 continued)

Sr. No.	Name	Sample	Open		Intermediate		Closed	
			Open	Autonomous	Controlled	Familial	Paternal	Closed
12.	Pillai, 1973	Secondary Schools, Tamil Nadu	30.00	14.20	11.05	4.21	14.70	25.80
13.	Gupta, 1976	Colleges of Education, Punjab	5.90	17.64	5.90	11.29	29.00	29.00
14.	Pengnu, 1976	Secondary Schools, Thailand	30.00		55.00		15.00	
15.	Chokshi, 1976	Elementary Education, Colleges, Philippines	60.00		40.00		0.00	
16.	Mehare, 1976	Colleges of Education, Maharashtra	26.90	15.40	7.70	7.70	7.70	34.60
17.	Patel, 1976	Valsad, Surat and Panchmahal District	13.00	13.00	16.66	16.00	21.60	19.70
18.	Rai, 1972	Baroda, Broach, Surat and Bulsar District	16.36	12.73	18.18	12.73	14.55	25.45
19.	Pengphol, 1983	Primary Schools in Central Thailand	16.00		49.00		35.00	

these studies top manifestations of the closed climate is found to a greater extent than that of openness.

Studies done by Sharma (1972), Kumar (1972), Patel (1973), Pandya (1975), Shelat (1975), Gandhi (1977), Pillai (1973), Darji (1975), Gupta (1976), Chokshi (1976) also found the above mentioned trend. As Chokshi had done a comparative study of colleges of elementary education of Gujarat and Phillipines, he could clearly show the difference between the trend in Gujarat and Phillipines.

The difference in the trend might be due to the very difference in the social system. In India, the society is traditional even today. It does believe in authoritarian view and control system of education. This must have an effect on the school system which is a miniature society, forcing it towards closedness. In Phillipines, the social system is not so. In only one study by Seema Sahasrabudhe an opposite trend was observed wherein the sample studied was the various departments of the M.S. University of Baroda. Other studies done at the higher education level also showed the same trend as that was found in schools. The difference may be thought of due to the difference between the nature of the M.S. University of Baroda and other higher education institutions. M.S. University of Baroda is distinctly different from Gujarat University being a unitary autonomous body.

The few Indian studies on organizational climate of secondary schools have some important implications for the present research study. (1) The OCDQ tool of Halpin and Croft could be used to measure organizational climate in Indian secondary schools. (2) Though Mehra (1968) and Sharma (1973) have either designated differently some of the climate dimensions or suggested modifications and supplementation, most of the Indian researches reviewed here, follow the climate dimension pattern evolved by Halpin and Croft. It is therefore justifiable to present investigator to follow the pattern set by the originator.

In the subsequent section some of the foreign studies of the leadership behaviour is reviewed.

2.4 Leadership Behaviour : Foreign Studies

So far, several studies have been done on different aspects of leadership behaviour. Some selected foreign studies are reviewed below which reflect the current outlook of leadership behaviour.

Becker (1953) studied the relationship of teacher and leadership behaviour in 60 Chicago teachers and found that the principal was expected to support and protect the teacher.

Mackenzie, Corey and associates (1954) based the items of effective instructional leadership on the assumption that leadership is best which results in the greatest good for the greatest number of teachers.

Halpin A.W. (1955) in his theory 'The Leader Behaviour and Leader Ideology of Educational Administrators and Air Craft Commanders,' reported that the educational administrators tended to show greater consideration and less of initiation structure than commanders. Halpin A.W. (1956) also pointed out in his theory 'The Leadership Behaviour of School Superintendents' that the effective leader is one who scores high on both initiating structure and consideration.

Martin Silverman (1957) pointed out statistically that the principal's personality and human relations had more effect on teachers morale than all other characteristics combined.

The ASCQ yearbook (1960) concludes that instructional leadership is responsible for discovering ways to help teachers feel secured and accepted in their being different in their individual searching for ideas and ways of teaching in their efforts to fulfil their potentialities.

T.A. Mahoney, T.H. Jerdee and A.N. Nash (1960) conducted a study at the University of Minnesota. They found that among 468 administrators in thirteen companies certain traits could be attributed to successful administrators. They were more intelligent, were better educated, had a stronger power need, preferred independent activity, intense thought and some risk, enjoyed relationship with people and disliked detail work.

Macdonald (1964) sets three premises before leaders who seek to improve teaching learning in their schools, viz., (a) teaching is a complex integration of behaviour and single behaviour chains cannot profitably be grafted on to the teachers behavioural system ; (b) it is morally wrong to set out to change teacher behaviour unless the change sought has been rationally selected by the teacher from among a range of known alternatives; and (c) learning is an individual matter and how something is learned is determined primarily by the internal structure needs, perceptions, readiness, motivation etc., of the individual not by the external conditions of an outside person desiring change. He further concludes that an interpersonal climate which encourages change can arise when the threats of failures, condemnation and negative judgement are removed and challenging and stimulating environment is created.

Amidson and Powell (1966) have discovered the following five principles for making instructional leadership effective and productive. They are (a) The instructional leader must be given a tool for assessing his own behaviour on the teachers ; (b) he must have a tool available to describe objectively what his ~~colleagues~~ do in class room; (c) feedback is essential to the improvement of both teaching and leadership skills, (d) both teachers and instructional leaders must be free to experiment with those skills which they wish to improve; and (e) the direction of improvement must be arrived at by the teacher with

the help of his instructional leader or leaders.

Sargent (1967) in his study has divided principals into two groups : (1) hindering principals (2) facilitating principals. According to him 'a school' where teachers perceive the principal as facilitating rather than hindering their work, is likely to have principal who is outgoing, warm-hearted, kind and ready to co-operate. Conversely the schools where the principals are hindering their work, are likely to have principals who are typically reserved, detached, critically precise, cool and aloof.

Lucis and Maneil (1969) reveal that good instructional leaders recognise that changes are more readily accepted when educational programmes are altered gradually and systematically thus, enabling individuals to see more clearly their roles and understand their own strengths and weaknesses in innovation. They strive to make school objectives on explicit, definite and operational that exact planning of inservice training in instruction and assessment is possible.

Wigging T.W.S. (1972) research was on 'A Comparative Study of Principals Behaviour and School Climate'. In this theory a significant relationship was revealed between the principals interpersonal orientation and the school climate which remained stable for a period of eight months.

Anthony Kochenashi's (1973) study revealed a positive relationship between leadership behaviour and staff morale. This relationship was particularly strong and significant when looking at the 'Consideration Dimension' of leadership behaviour. The relationship, was less strong for the 'Initiating Structure' dimension of leadership behaviour.

Claypool and Ray Clifford (1973) submitted his thesis on 'A Study of Organizational Climate, Leadership Behaviour and Their Relationships.' They stated that there was a difference at .01 level of significance between behaviour dimensions of initiating and consideration in the school administration.

Dimpsey C.N. (1973) in his dissertation 'Patterns of Effective and Ineffective Behaviour of Elementary School Principals' as perceived by a selected group of class room teachers in Virginia, noted important points ^{ing} regards the results of effective behaviour that (1) The instructional programme improved (2) Teacher morale improved (3) Teachers believed that they were more secured than formerly and (4) Students morale improved. The second important result given by him was with ineffective behaviour such as (1) low teacher morale (2) poor discipline in the school continued (3) Instructional effectiveness decreased (4) Teachers resented the principal.

Preston (1973) tried to make a comparative analysis of learning climate and leader behaviour of 'open space schools'.

The study was intended to investigate : (1) The learning climate of open space schools and traditional schools, and (2) the leader behaviour dimensions of the principals in open space schools and traditional schools.

In comparing teacher responses of perceptions of their principals' leader behaviour effectiveness, it was found that there was a significant difference. The teachers of the traditional schools perceived their principals to be more effective.

In comparing the 'initiating structure' and 'consideration' scores of principals in open space and traditional schools, it was found that there was a significant difference. Both groups of teachers perceived their principals to be more effective in 'consideration'.

The significant difference in total leader effectiveness scores in favour of the principals was due to : (1) the teachers' perception of the principal may be different due to different settings (2) the lack of congruency in personality characters of the principals and teachers in the open space schools. (3) a conflict in role expectations as perceived by different groups.

Both groups perceived their principals to be more effective on 'consideration' dimension of leadership behaviour due to : (i) the nature of the two dimensions (ii) the openness of the

learning climate, and (iii) the effectiveness of the principals as perceived by their subordinates.

Jackelley (1974) after summarising the leadership traits most frequently noted in ten studies, found support for the characteristics of intelligence, initiative, extroversion, enthusiasm, sympathy, sense of humour and self confidence.

2.5 Leadership Behaviour - Indian Studies

A number of studies were done regarding the leadership behaviour in India and a few of them are discussed below.

Mahajan (1970) in his study, has reported that many Headmasters of schools have failed in their academic leadership and as a consequence in the administrative leadership trains also.

Organizational climate of schools has been a vital correlate of leadership in schools. Indian studies by Sharma (1972), Patel (1974), Darji (1975) and Shelat (1975) have thrown significant light on school climate as a meaningful correlate of school leadership. The major trend of studies on climate on Gujarat secondary schools is that high schools manifest all types of climate, and the leadership behaviour pattern changes accordingly. There is significant relationship between the HH, LL, HL and LH patterns of leadership behaviour and the types of school climate.

The studies also reveal that high schools in Gujarat have mostly the autonomous and paternal types of climates and open

climate schools are found more in urban areas than in rural areas. The implications of the studies is that more of the HH pattern of leadership is to be found in urban schools and more of the LL pattern of leadership is to be found in rural schools. The similar cycle of leadership pattern is manifested in small sized schools and the large sized schools.

A study done by Sharma (1972) found that Principals effectiveness as rated by teachers and the teacher's satisfaction were positively related to schools' organizational climate. In another prediction study (1972) he revealed that headmaster's leadership behaviour and their effectiveness were significant predictors of organizational climate.

In association with Perham, Sharma attempted to study (1972) the effect of different types of school climates on the 'consideration' behaviour of their school's principals. They found significant differences in this regard. The 'f' ratio was significant at .01 level.

Buch and Rai (1972) found from their comparative study of organizational climates of secondary schools that there are significant differences on the dimensions hindrance and consideration. Open climate schools in Rajasthan differed from similar types of schools of Gujarat. Gujarat schools were found to have higher mean score on 'hindrance' than those of Rajasthan schools. The controlled climate in schools of Rajasthan score better in 'production emphasis'. The familiar climate showed difference in

their mean scores on hindrance, intimacy and production emphasis. The closed climate in schools of both states showed significant difference in their mean scores on the sub-tests of intimacy and production emphasis.

Patel B.N. (1974) submitted his thesis on 'A Study of Leadership for Improving Instruction in High Schools of Selected Districts in Gujarat'. He studied 162 schools sampled from Bulsar, Surat and Panchmahals District. The following points were noted by him :

1. In open climate schools, the principals demonstrate effective leadership.
2. In autonomous climate, the principal is a perfectly democratic leader.
3. In controlled climate schools, the leadership is determined and firm. He sees that teachers work hard and fulfil their ~~test~~ achievement.
4. In familiar climate, the principal makes little attempt to provide leadership opportunities to teachers.
5. In the paternal climate schools, the leadership of the principal further deteriorates. He works hard.
6. In closed climate, he does not provide motivation to teachers.
7. There is inter relationship among organizational climate, leadership and teacher morale.
8. There is a significant relationship between qualitative categories of schools and organizational climate.

Darji (1975) submitted a dissertation for Ph.D. on 'A Study of Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahal District'. The objective of the study was to measure the inter relationship among leadership behaviour of the principals of secondary schools and organizational climate. His investigation covered hundred randomly selected high schools of Panchmahal District of Gujarat. His study has shown that the principals are ill-equipped to play the role of ^{leaders and} seldom exposed to professional training in this respect. He stresses the need for the head of a school to reconsider the decision-making structure and the communication pattern of the internal organizational functioning of his school so that he can better allocate roles and facilitates to his colleagues, thus a co-operative and internally motivated attempt takes place in the school to provide a better deal to the community of students.

His major findings are :

1. Consideration qualities of the head differ according to the nature of the perceived roles in relation to the organizational set up of the schools.
2. Pupil performance is significantly better in open and autonomous climate school than that of schools to adopt new practices in larger numbers and in shorter time.
3. Out of the eight dimensions of the climate, four viz., esprit, thrust, disengagement and hindrance are significantly related to pupils' performance.

Desai (1976) reached the conclusion that the basic socio-structural backgrounds and even previous or current political affiliations of principals and teachers colour their leadership acts, instructional acts, communication and human relations with colleagues, students and members of the local community.

Das (1983) studied the relationship between the principal's administrative behaviour and teachers' attitude toward work and work setting of the institution. The following are her findings :

1. There is a positive and significant relationship between principal's administrative behaviour and teacher's attitude toward work and work setting of the institution.
2. Principals' administrative behaviour is positively related to teacher's attitude toward administrative policies and support.
3. Teacher's attitude toward administrative policies and support and student evaluation practices is equally related to principals administrative behaviour on frequency and effectiveness ratings.
4. The teachers in schools having principals with high level of administrative behaviour manifest more favourable attitude toward work and work setting of the institution.
5. The attitude of teachers in the schools having principals with high level of administrative behaviour is more favourable toward staff relation, educational effectiveness and student evaluation practices.

The Table No. 2.2 focusses a comparative study of leadership behaviour patterns in various studies in CASE.

Table :2.2: A Comparative Study of Leadership Behaviour Patterns in Various Studies in CASE

S.No.	Name	Sample	HH	HL	LH	LL
1.	Shelat, 1975	Secondary schools, Baroda	35.00	17.00	11.00	37.00
2.	Darji, 1975	Secondary schools, Panchmahal Dist.	49.00	9.00	6.00	36.00
3.	Pandya, 1975	Schools from Kheda and Panchmahals District	23.16	22.81	35.08	18.95
4.	Chokshi, 1976	Primary Teachers Education Colleges, Gujarat	6.30	40.00	30.00	23.70
5.	Franklin, 1975	B.Ed. Colleges, Gujarat	40.00	17.14	11.42	31.44
6.	Gupta, 1976	Education College, Punjab	35.30	23.53	-	41.10
7.	Pengnu, 1976	Secondary Schools, Thailand	28.33	18.33	6.66	46.66
8.	Chokshi, 1976	Elementary Teachers Education Colleges, Philippines	45.00	39.00	13.70	2.30
9.	Mehare, 1976	Colleges of Education, Maharashtra	30.60	7.70	7.70	54.00
10.	Rajeevalochana, 1981	Secondary Schools of Tamil Nadu	64.5	6.5	5.3	23.7
11.	Pengphol, 1983	Primary schools in Central Thailand	42.0	10.0	8.0	40.0

The Table No. 2.2 shows that most of the schools fall towards the two extreme ends of leadership behaviour patterns, that is HH and LL. The studies of Shelat (1975), Darji (1975), Franklin (1975), Gupta (1976), Pengnu (1976), Mehare (1976), Rajeevalochana (1981) and Pengphol (1983) supports this point.

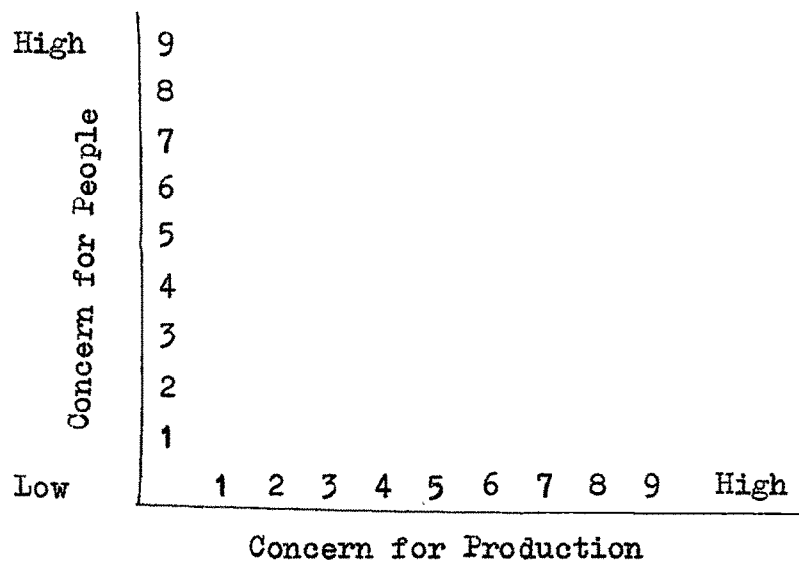
From the study of Rajeevalochana, it is obvious that most of the schools in Tamil Nadu have HH pattern of leadership behaviour.

The next section deals with the review of task and person oriented leadership styles.

2.6 Task and Person Oriented Leadership Styles : Foreign Study

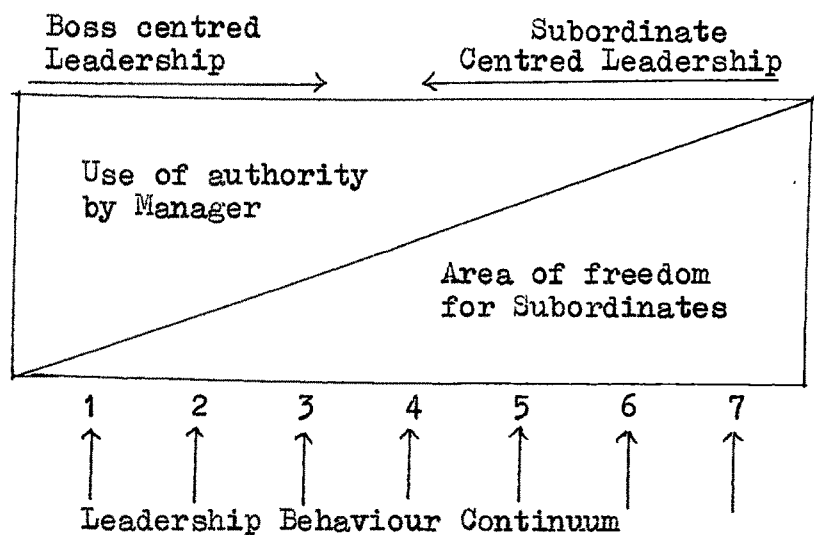
So far there is no study done in task and person oriented leadership styles in India. But one allied study was done abroad by R. Blake and S. Mouton (1964) called 'Production Oriented Vs People Oriented'.

They developed a managerial grid using terminology similar to that of Likert. The vertical axis represents 'concern for people' and the horizontal axis 'Concern for production'. Given nine possible choices along each axis there are 81 different positions in which a leader's style may fall. The grid does not show results produced, but rather the dominating factors in managerial thinking in regard to getting results.



Robert Tannenbaum and Warren H. Schmidt (1958) gave the following model :

Autocratic and Democratic Continuum Model



1. Administrator makes decision and announces it.
2. Administrator 'sells' decision.
3. Administrator presents ideas and invites questions.
4. Administrator presents tentative decision subject to change.
5. Administrator presents problem, gets suggestions, makes decision.
6. Administrator defines limits, asks group to make decision.
7. Administrator permits subordinates to function within limits defined by superior.

In the above figure, there is a relationship between the degree of authority used and the amount of freedom available to subordinates in reaching decisions. This continuum is seen as a zerosum game as one gains, the other loses and vice versa. However, much of the research using this model has been concentrated on the extreme positions.

Alan C. Filley and Robert J. House (1969) concluded that a democratic approach tends to increase job satisfaction. However, they noted, there is no basis for concluding that a democratic leadership style is preferable to an autocratic one for achievement of tasks. Apparently, the data can be interpreted as saying that people like democracy but that it does not necessarily lead to greater productivity.

Such a conclusion was also drawn by Morse and Reimer (1956) in an experiment attempting to relate leadership style to cost reduction effectiveness. They found under-democratic supervision,

average effectiveness improved 10% whereas with an autocratic style, effectiveness increased 14%. The autocratic style, based on performance criteria was judged clearly superior by the researches. Interestingly, on satisfaction criteria democratic groups improved significantly, while satisfaction declined under autocracy. A contingency approach would recognize that neither extreme is effective in all situations.

2.7 Conclusion

In this chapter, the researcher has discussed the foreign and Indian studies related to organizational climate, leadership behaviour and ^{and} Task person oriented leadership styles. r. The next chapter deals with the plan and procedure for this study.
