

Relationship between the Organizational Climate and Leadership Behavior of Principals at the Level of Secondary Schools

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Abstract

This paper deals with the study of relationship between the organizational climate and leadership behavior of principals at the level of secondary schools. In order to test the significance of relationship between leadership behavior of Principal and organizational climate coefficient of correlation between the organizational climate and leadership behavior among the urban and rural schools is calculated. The result arrived at and the conclusions drawn from the present study indicate that organizational climate and leadership behavior are inter-twined. Systematic efforts should be made to boost up the leadership behavior to improve the total school climate.

INTRODUCTION

In school, the organizational climate is the resultant accumulated effect of the ways in which the principal interacts with the teacher and teacher interacts among themselves and with principal. These variables have also their impact on the climate as they reflected in the interaction process that goes on in the school and relationship that assure within school community. But for purpose of the present study, the organization climate of school (school climate) has been studied as the relationship between the leadership behavior of principal.

A school may be thought of as a co-operative enterprise in which those in which those who are in school organization play a vital and important role. However, the principal is formally entrusted with responsibility of coordinating and integrating the various school programmes. An accomplishing school is a place full of human interaction. These interactions include principal-teacher, teacher-teacher, teacher-student and also parent-teacher-principal. The relationship which a principal develops with staff members helps in attainment of educational goals. Teacher's perceptions of their schools are studied as a means of contributing to the understanding of schools functions, generally secondary school teacher associate with principals who facilitate the work of the teacher in their schools by being supportive, considerate industrious and communicative.

SIGNIFICANCE OF THE PROBLEM

In the whole administrative process the principal is an important element. Therefore the behavior of the principal, which creates an effect on whole school is worth investigating.

OBJECTIVE

To find out the relationship between organizational climate and leadership behavior of principals of secondary schools.

HYPOTHESIS

1. Leadership behavior of principal and organizational climate will not be significantly related to each other in rural secondary schools.
2. Leadership behaviors of the principal and organizational climate will not be significantly related to each other in urban secondary school.

METHOD The study being a descriptive survey of correlational nature, the investigator surveyed the sample schools, and administered the tools to collect relevant data from the teacher of these secondary school of Allahabad.

POPULATION

All secondary schools of the district constituted the population for the studies.

SAMPLE

It was felt necessary to select a part of the population which can represent the whole population. Therefore, it was decided to select a representative sample of 10% secondary schools of Allahabad district. Ten percent of the total number of such schools, by using random sampling technique with equal allocation of rural- urban was selected for the sample.

PROCEDURE

According to the objectives of the study measurement of organizational climate and leadership behavior, research tools were used:

Hindi adaptation of Leadership Behavior Description / Questionnaire (**Halpin and Winter, 1966**) by **Saroj Pandey**.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

The objective of the study was to investigate into the relationship of leadership behavior of principal and organizational climate of the secondary schools. In pursuance of behavior of principal, hypothesis were formulated between organizational climate and leadership behavior of principal.

In order to test the hypothesis no. 2 in which the attempt has been made to find out the relationship between leadership behavior of principal and organizational climate in rural secondary schools of the district. Coefficient of correlation between the organizational climate and leadership behavior were found out. The calculated value of the product moment Coefficient of correlation between the organizational climate and leadership behavior is found to be 0.01 ($r = 0.01$; $p < 0.01$) which is less than the tabulated value of 0.208 needed for significance at 0.01 level. It is evident that the obtained relationship seemed to be chance product. Therefore, the null hypothesis was sustained. It seemed reasonable to conclude that leadership behavior of Principal and organizational climate were not related in the rural secondary schools of the Allahabad district.

In order to test the significance of relationship between leadership behavior of Principal and organizational climate of urban secondary schools of the district, coefficient of correlation between the organizational climate and leadership behavior in urban areas is found to be 0.064. The obtained value of correlation is less than the tabulated value needed for significance at 0.05 levels (0.304). The null hypothesis

could not be rejected. On the basis of the result, it could be concluded that there was no significant relationship between leadership behavior of Principal and organizational climate of urban secondary schools of the district.

EDUCATIONAL IMPLICATIONS

The result arrived at and the conclusions drawn from the present study indicate that organizational climate and leadership behavior are inter-twined. On the basis of the findings of the study, the investigator would like to place few suggestions for consideration. To improve the present situation to a greater extent, systematic efforts should be made to boost up the leadership behavior to improve the total school climate.

The principals need to abandon the coercive and authoritarian style of functioning. Rather they should create a democratic and co-operative climate within the school.

The finding of the present study also point to the fact that there is very little co-operation between principals and staff members. Each seems to be going on his/her way. Teachers appear to have little faith on their principals which results in low relationship between leadership behavior and organizational climate.

The best way to improve the organizational climate of schools, the principals should make close interpersonal relations with their staff members, and try to improve the climate of schools. There should be some well planned and tailored in service educational programmes for principals which would result in better understanding of principals by their staff.

The organizational climate have been totally depends on principal and their teacher's staff. Principal should be helped to realize that they cannot motivate their teacher to work unless they themselves set a good example. They may be trained to recognize the individuality of their staff members, to strive to develop mutual respect, thrust goodwill and faith among their staff members. This might gradually end the present state of confusion, non-cooperation and distrust prevailing in the school, thereby enabling the teachers and principals to work with a group spirit which lead to openness of the climate.

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