A STUDY OF LEADERSHIP BEHAVIOUR AND ITS IMPACT ON TEACHER'S MORALE
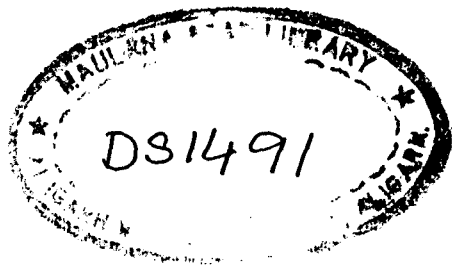
DISSERTATION
Submitted to the Department of Education
Aligarh Muslim University, Aligarh
in Partial Fulfilment of the Requirement for
THE DEGREE OF

MASTER OF EDUCATION

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TO WHOM IT MAY CONCERN:

Thia is to certify that the
dissertation entitled "THE STUDY OF
LEADERSHIP BEHAVIOUR AND ITS IMPACT
ON TEACHER MORALE" is being submitted
by Mrs. Mariya Zain in the partial
fulfilment of the requirement for the
degree of M.Ed. has been conducted
under my supervision and embodies her
own work.

(DR. MEHTAB SINGH)
Reader

ACKNOWLEDGEMENT

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CHAPTER I

LEADERSHIP DEFINED

Leadership has occupied the mind and imagination of man for a long time. Indeed much of the record of human experiences which the civilized world has accumulated concerns leadership. If all the artistic, literary and scholarly works which deal with leadership were brought together we would have a collection of mammoth proportions by any standard. It has been the development of psychology and sociology as human sciences only during the last-half century - with their methodologies and accumulation of knowledge - that has provided us with a promising start in our efforts to understand leadership.

A popular concept of leaders, supported by years of philosophical speculation and research effort us that they are people who are endowed with certain traits of character- istics that especially fit them for their leadership notes. It is generally believed that intelligence, imagination, preservance and emotional stability are among the many personal traits which characterize the individual qualities to exercise leadership. Leadership is a phenomenon of administration. It is, however, not always to be found in connection with administration except as a leadership role is ascribed to an administrative position.

Leadership is a social phenomenon associated with formation and continuance of groups of people in formal or

informal relationship. In groups which are forming, the position of leader is assigned by the group. Even the dictator is given the role of leader initially by a group, though he may endeavour to bring about the desired gift of positions by intimidation, physical force, or persuation. Once the group has assigned him the position of leader, the dictator may try to prevent the group from turning from him to another. He may use intimidation physical force and persuation to maintain his position and drive claimants to it away.

It is an inescapable fact that the nature of leadership is conditioned by the nature of organization and of the society Educational Leadership can't be understood apart from its complex, bureauaratic context and the "power" environment. For although leaders deal directly with individuals, ultimately it is organizations that is group traditions, established relationships and vested interest groups - which are their main concern. Clearly the problems, dilemas, and in conseience of the organization and of the society are the problems of the leader. They constitute the leadership setting.

Nature of Leadership:

Leadership is, inessence, concerned with human energy in organized groups. It is a force which can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts torward common goals.

Symbolic Leadership:

An ancient but common and highly romanticized conception
of leadership views the leader as a person who possesses well
developed and important personality traits. It gave rise
to the aft-quoted remark that "leaders are born and not made".
To become a capable leader these traits are expected.

Accordingly, the leader unifies the activities of others
along certain paths because he possesses these all specified
personality traits.

Physical size is another characteristic thought by too
many to be related to leadership. There is no evidence that
height or birth has anything to do with leadership, but the
myth that they may persist inspite of the evidence to the
country.

"The romantic conception of the leader as an individual
endowed with almost magical attributes can be traced to a
longing for security". The leader become idealized as a
prestige figure with almost unlimited powers and has none
of the fault and shortcomings found in ordinary humans.
He becomes what some have referred to as the "father image"
or the "security symbol". The leader is perceived as King
of Knight on a white horse" and described as being larger
in physical size, stronger, more intelligent, more mature,
more cultured and more impressive than any other of his
followers.

To sumup, symbolic leadership is a creature of the human imagination and ingenvity and is peculiarly well adopted to situations where there is a very remote relation-ship, or very limited social interaction, between the leader and his followers. It is less likely to survive where intimate contacts and a high level of interaction prevail. The followers are activated by need dispositions which they believe can be satisfied by the symbol of leadership created and accepted. There is little evidence to support the trait - based concept of leadership, but emotional predispositions seldom require the support of facts. There is a real danger that this approach to leadership may book fire if the myth created is not supported eventually by significant contributions.

Formal Leadership:

The leader has been visualized, as well as a person encouced in a position recognized in the formal organizational chart as a leadership post. The man and the position become confused.

The terms status leader, titutor leader, hierarchial leader, or formal leader are interchangeable. Whatever the title, it implies that the individual occupying a given status in the organization or holding a specific title of office or placed in a certain position in the hierarchy or granted special authority in the formal chart of organization is automatically considered to be a leader. His recognition

as a leader of this variety is supposed to cease when he vacates status, little position or office.

The manner in which an institution is organized may create some positions where the potential for leadership qualities can be better demonstrated than in others. But the real test of leadership is what happens when the position loaded with leadership potential is occupied by a given personality. Administrative positions in school system are leadership platform of great potential. There is good reason for structuring schools in the manners. Responsibility for stimulating and sustaining the activities of school personnel towards educational goals should be readily identifiable whether this responsibility is or is not executed in an effective manner. Formal or status leadership is an important attribute of organization, for without it the execution of policies would be more difficult and the identification of primary responsibility more confused.

Functional Leadership:

A more promising analysis of leadership can be found resulting from situations where the individual and the groups are in interaction. To begin with, leadership cannot exist in isolation. There is no leader unless there is more than one person in the situation. Leadership is a group phenomenon and emerges as a characteristic of those groups which have been organized. All this gives rise to the title

of functional or operational leadership as a role resulting
from the functioning of organized groups.

Styles of Leadership:

The challenge of leadership is to release the creative
energies of all in the institution toward previous by selected
goals. In other words, it is through leadership that an
institution is propelled and maintained on course. This
activating force can be expressed in many ways. Dynamic
leadership is like a chain reaction; although stemming
originally from one position it may be transferred. As a
host of others and can be found, therefore, in the most
unexpected positions in the hierarchy.

What are the various styles of leadership that can
stimulate the best efforts from others: which of these styles
hold the next promise for efficiency and effectively satisfy-
ing institutional goals?

The techniques of leadership create different climates,
These techniques must be examined not only in forms of the
climate created but also according to the effect on the
problem of the leader in a group situation characterize the
three styles of leadership as (1) autocratic (2) democratic,
and (3) laissez faire. Some writers indicate that a
sematic consistency it appears more appropriate to refer to
these three styles as (1) autocratic (2) democratic, and
(3) anarclic.

Robert G. Owens has given five main leadership styles;
(1) authoritarian (2) democratic, (3) laissez-faire
(4) bureaucratic and (5) charismatic.

In each style, the leader can select from a repertoire
of four key methods to influence on direct the group:

1. Force:

The force available to the leader can come from various
sources. The administrator's official status and position
with the schools' bureaucracy is in itself often powerful
enough to assure compliance by teachers.

2. Paternalism:

This method tends to reduce the visibility of leader's
power. Influence tends to centre around the expectation that
teacher will be loyal to and show respect for the administrator
by complying with his wishes.

3. Bargaining:

This type of leadership suggests a reciprocity arrange-
ment whereby teachers will gain certain satisfactions in
return, for defence to the administrators' leadership.

4. Mutual Means:

This leadership method is one in which both the group
and the teacher have identical objectives.

Autocratic Leadership:

In autocratic leadership 'say' of the leader in all

matters is final. He directs the activity of the group from the first stage to the last stage. He exercises more or less absolute powers. He works according to his own fancies' and whims.

The autocratic style of leadership is characterised by the leader determining policy and dictating assigned task members. The leader is personal in his praise and criticism of individuals, but remains aloof from the group. There are no group - inspired decisions. The leader decrees what shall be done and others have no choice but to accept it. The rational behind this style was stated eloquently by Adolf Hitler.

In the extreme autocratic situation of course, all policy determinators are made by the administrator, few administrators today would want to be identified with this end of the leadership style contimum for long. Nothing is possible unless one will command, a will which has to be obeyed by others, begining at the top and ending only at the very bottom.

We must train our people so that whenever someone has been appointed to command, the others will recognize it as their duty to obey him, for it can happen that or how later they will be called upon to command, and they can do it than only if others in turn obey.

Democratic Leadership:

Democratic leadership implies the decentralisation of authority and power. In democracy educational institutions must be organized from the democratic point of view. This implies that the administration of a school should be done in such a way as helps in the realization of the aims for which the school exists.

The democratic style of leadership is defined by the situation where all policies are derived from group action or decisions, although the leader participates in their formulation. Members decide with whom they would like to work. The group, in effect determines the division of the tasks to be accomplished. The leader is supposedly objective in his praise and criticism and participate in group activities as deemed appropriate.

In democratic leadership planning is done by the whole staff. The educational supervisors discuss problems with teachers and other members of the staff. Supervisors respect teachers' personality. Principal gives credit to his co-workers for success. Faculty meetings are co-operatively planned by the entire staff. The authorities allow teachers to prepare flexible plans. Children are allowed to plan various programmes through their, own representatives. The teachers role is active in planning and executing school plans.

To sum up it may be stressed again that ours as a

democratic country and all the policies must be democratically framed and executed in social, economic, political and educational institutions.

Laissez Faire Leadership:

In "laissez Faire Leadership" the leader tries to excercise a minimum control. The leader is only a stimulation who mainly provides materials and information.

The anarclic or laissez-faire style of leadership grants complete freedom to group or individual decision without leader participation or direction. In this type of a situation a leader merely supplies materials, remaining apart from the group and participating only when asked. He makes no comment and attempt to lend any of his talents to interfere with or participated in the course of events determined by others

In Laissez Faire style of leadership there are also infrequent spontaneous comments on member activities unless questioned, and no attempt to appraise or regulate the course of events.

Bureaucratic and Charismatic style of Leadership:

A bureaucratic leader is one who is the incombent in a bureaucratic office and who exercises leadership. His style is, typically, a combination of autocratic, democratic and laissez-faire. He integrates, blends, balances, and adjusts the components of his style in harmony with the situation, the group and his personal being will largely determine his

impact as a leader in the school. Few administrators can
claim to be charismatic leaders like Gandhi or Joan of Arc,
school administrators are rarely endowed with the personal
charm and inner spiritualness that is usually associated
with charismatic leadership.

Nomothetic, Ideographic and Transection Styles:

The nomothetic leader is described as the individual
who stresses requirement of the institution and conformity
of role behaviour to expectations even at the expense of
the individual personality and the satisfaction of individual
needs. Effectiveness is what the nomothetic leader expects
from the followers.

The ideographic leader is a contrasting style to the
nomothetic. He is most concerned with the individual persona-
lity. The ideographic leader is more concerned with the ego
or personality of other members of the institution than he
is with institutional demands.

The transactional leader represents a compromise between
the extremes of the nomothetic stressing institutional
demands, and the idiographic, emphasizing individual needs.
The transactional leader appreciates the necessity for
achieving institutional goals but at the same time hopes the
individual personality willnot be isolated as the strive
toward these goals.

Dimensions of Leadership:

Numerous studies involving careful observation of leadership behaviour have been reported by various types of organizations: defence , educational, business and others. These studies suggest that the things leaders do - the leadership behaviour, they exhibit - fall into two general categories called dimensions. These are Initiating Structure & consideration.

Initiating Structure includes behaviour in which the supervisor organizes and defines group activities and his relation to the group.

Consideration includes behaviour indicating mutual trust, respect and a certain warmth and rapport between the supervisor and his group: This dimension appears to emphasize a deeper concern for group members, need and includes such behaviour as following subordinates more participation in decision making and encouraging more two-way communication. Halpin has choosen to measure two specific dimensions of leader behaviour: "Initiating Structure" and consideration.

"Initiating structure refers to the leaders behaviour in delineating the relationship between himself and member of the work-group and in endeavouring to establish well defined pattern of organization, channels of communication and methods of procedure. Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth

in the relationship between the leader and members of his staff.

The leader should be strong in initiating structure and should also show high consideration for the members of his work group. These two kinds of behaviour are relatively independent but not necessarily in compatible.

From the consideration dates that have been assembled in numerous studies it can be inferred that initiating structure and considerations are dimensions that are essential to the behaviour of leaders. Superiors put more stress on initiating structure behaviour of the leaders than his subordinates do, where as subordinates are more interested in the consideration behaviour of the leader.

By measuring the behaviour of leaders on the initiating structure and consideration dimensions, we can determine by objective and reliable means how specific leaders differ in leadership style, and whether these differences are related significantly to independent criteria of the leaders effectiveness and efficiency. In sum, the leader Behaviour Description Questionnaire offers a means of defining these leader behaviour dimensions operationally, making it possible for us to submit to empirical test additional specific hypotheses about leader and group behaviour.

The L.B.D.Q. is composed of a series of short, descriptive statements of ways in which leaders may behave. The member of a leaders' group indicates the frequency with which he engages in each form of behaviour by checking one of five

adverbs: always, often, occasionally, seldom or never.
Each of the keys to the dimensions contain 15 items and
each item is scored on a scale from 4 to 0. Consequently,
the theoretical range of scores on each dimensions is from
0 to 60.

The form on which the group members describe their
leader's behaviour is referred to as the "LBDQ - Real, Staff",
with modified instructions, the same instrument may be used
to measure the leaders own leadership ideology. On this
form each item is worded. to indicate how a leader should
behave and the leaders answer the questionnaire accordingly.
This form is designated as the "LBDQ - ideal self". Similarly
the staff member can be asked to describe how they believe
the leader should behave such scores are termed as "LBDQ-Ideal,
staff".

Teacher Morale:

One of the real problems for the personnel management
is to discover the problems in his organization that are
reducing effeciency through lowered morale and lack of
coordination. Usually, the major problems are so apparent
that they obtain consideration. Frequently, numerous smaller
problems or issues are quite destructive in relation to
morale and co-ordination.

Lately, school system have been borrowing a device
called the MORALE STUDY from industry to discover these

problems in their personnel. This device does not provide
a solution to the problems but serves as a means of isola-
ting them so they can be attacked. It has frequently been
said, that morale is a lot of things and it is to the end
of removina the impecinents to morale and co-ordination
that such studies are used. Morale has a quality of
elusiveness.

Morale Defined:

It is difficult to define Morale. Morale is not necessarily
an end in itself, but a means of obtainina a more smoothly
functioning Jet productive institution. Morale cannot be
developed in isolation. It is developed in the usual
functioning of an organisation when the individuals perform
their duties at satisfactory levels of achievement.

Gould's dictionary refers that:

"In its most general usage morale demotes a favourable
attitude on the part of a member or members of a group toward
that group, in particular towards its goals and leadership.
The possiblity remains that this may not always be a
unidimensional attitude- people may like the goals but
dislike the leadership. The same people will have a different
degree of morale depending upon whether they are considered
as members of one or another primary group, social organisation
etc".

Fawcelt, (p-115), states that; morale is the term used

to describe the extent to which an individual has actually identified his own personal hopes, desires and ambitions with the goal of organisation for which he works, high morale indicate the individual's willingness to stay with the organisation, to exert the maximum effort to complete the work assigned to him, to develop skills, attitudes and knowledge that he can be of greater service to the organization and to study the problems of the organization, accomplish its goals; low morale indicates the individual's reluctance to stay with the organization to, exert minimum influence,to complete/task assigned and to work for the improvement of the organization.

The American Association of School Administration, (p-15), refers - "Morale is a disposition on the part of person engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise exists when this disposition is strong, morale is said to be high. It manifests itself in a tendency to subordinate personal consideration to the purpose of enterprise, to work as a member of a team for the accomplishment of common goals, and to derive satisfaction from achievement of organization. When the disposition towards the achievement of common purpose is weak, morale is said to be low".

Ovard, (p-215), points out "In the school setting high morale is achieved when the administrators and teaching and

non-teaching personnel desire to remain with the school over a period of years, put forth maximum efforts in the task assigned to them and are willing to work towards the solution of problems within the school low morale is characterised by abstructive or non-contributing behaviours.

Graff and streel, (p-65), states that, at an earlier time high morale was thought to be achieved in direct relationship to amount of physical and mental comforts the individual was receiving.

Gen. James A. Vlio - "Morale is when a soldier thinks his army the best in the world, his regiment best in the army, his company the best in the regiment, his squad the best in the company and he himself is the best soldier in the autfit.

Accordina to Tead, morale is the group's awareness "of itself as workina entity," and inposition "by itself on itself those standards of individual and group behaviour which it finds necessary to impose in the interests of groups effectiveness in carrying on its work".

Wiles Says, "Morale is the emotional and mental reaction of a person to his job".

Viteles Saya - "Obedience to external circumstances having its source of authority the man or the group constitutes morale". It is the product of "a direction of individual feelings and intellect towards a common objective that serve

the purpose of the entire organisation".

According to Krech and Crutchfield, - "Morale refers to the level of group functioning the unity and solidarity of the group, its Espirit De Corps (ESPIRIT DE CORPS).

"Morale is" says Schneiders, "the general attitude or outlook of an individual or a group towards a specific situation".

Morale is a natural accompaniment of growth and in turn an excellent stimules to growth; it supplies an emotional atmosphere conducive to growth - According to House: Morale is a term to be applied to the relatively complete coordination of the attitudes and activities of the group, and to the resulting consistent, unified and effective behaviour of the group as a corporate whole.

An individual is said to have high morale if he is:

1. Well adjusted or

2. Confident in future or

3. Highly motivated

To some morale means the zeal or enthusiasm with which an individual performs his work, other insists that it is the willingness of a group to work towards a collective purpose. They conceive it to be a group phenomenon on the relation among individuals in a group which result in a willingness to work for a common goal.

Teacher Morale Defined:

Accordina to Good's dictionary teacher morale refers to as:

1. The effective feeling and attitude of a teacher group as related to their duties, responsibilities, goals, supervisor and fellow workers.

2. State of mind of a teacher with respect to his work his very much influenced by such factors as salary, tenure conditions, sick leaves and pension benefits, degree of participation in policy-makina and administration.

In order to develop hiah morale among teachers there must be strong positive feeling, action and belief of individual that the problem at hand is the important problems to be solved. If an individual teacher is to have good morale he must have a feeling of belonging to, or a part of the total school organisation.

According to Guarke, "A teacher's very professional existence depends upon high morale. A professionally alive teacher believes that it is within the scope of responsibility of the principal to raise the level of group operation, to stimulates the attainments of ideas, to promote the unity and solidarity of the teaching corps".

According to Knezwich - "work load, sick leave, provision for subtitute teachers, salaries and retirement

benefits have their effect on whole democratic school administration which attempts to release the abilities of teachers, develop a democratic spirit in supervision and open lives of communication and conducive to the development of morale".

According to Bar, Burton and Bruckner supervison has a very important place, if not the crucial place in developing morale.

According to American Association teacher morale means many different things, to one it is the attitude of an employee that leads him to subordinate his personal desires when the good of the school seems to ask for it, to another, it is disposition on the part of school personnel to behave in ways that contributes to the progress for which the school exists.

Morale may be understood as a function of three variables: belongingness, rationality and identification. Morale cannot be high if one of the factors is at its minimum.

When the needs of the individual and the goals of the system are congurent, there is a feeling of identification with the system. When the needs of the individuals and expectations of the role-set are congruent, there is a feeling of satisfaction and belongingness in the system. When the expectations of the roles and the goals of the system are

congruent, there is a feeling of rationality regarding
the system.

Building Staff Morale:

When we talk about employee morale as it relates to
personnel in a school system, we are describing two possible
conditions. The first is one in which morale is high among
teachers and other school employees.

The people responsible for management in schools must
realize the tremendous potential for gain to education if
they can find ways of attaining high staff morale in school
systems.

The building of morale depends a lot on the principal.

Misner concluded that building of morale is not entirely
confined to the things that the administrator does for the
faculty. How the faculty percieves, what he does, makes
a big difference in how the group feel? "It seems abundantly
clear that the principal is a key person in any attempt to
formulate plans and procedures for attaining and keeping
morale high in a school system. The principal of a school
must himself have high morale.

1. A greater personnel effort and attention on the
   part of the employee.

2. A reduction in numbers of grieviances and matter of
   dissatisfaction.

Burrup discussing about high morale has added that
"the young teachers embarking upon a career in education
is sometimes distressed to find low morale among her teacher
associates. This level of morale is generally thought to
be lower than among the members of their profession. It
is believed that this is true in education because of the
following reasons:

1. Generally unpleasant and unsatisfactory working
   conditions instance.
2. Low salaries and minimum of fringe benefits.
3. Lack of permanent tenure and satisfactory retirement
   privileges.
4. Insufficient and poor quality equipment in many schools.
5. Many poor and over-crowded building and class-rooms.
6. Lack of Prestige of teachers generally.
7. Poor administration, leadership in many schools.

Morale is directly and closely related to effeciency.
The principal should discover a number of working conditions
and relationship which improve employee morale.

The American Association lists ten fundamental principles
which may serve of a guide for an administrator in building
high morale and maintaining it among the staff. These
principles are listed below.

1. Have faith in the intrinsic importance of the work which
   they are doing and its contribution to the aim of orga-

nisation.

2. Have the right and opportunity to contribut their
   ideas to the improvement of the system as far as they
   are able and willing to do so.

3. Know what their responsibilities are (the channel of
   communication should be open at all times for questions
   and directions in regard to duties and responsibilities.

4. Have sufficient confidence in the intigrity and loyalty
   of co-workers and superior officers to contribute to
   effective team work in the prosecution of the common
   task.

5. Feel that their best work will bring its just reward
   thus challenging them to give their best efforts to
   their daily work.

6. Be dealt with as human being eager to find opportunities
   for self realisation.

7. Be given the opportunity to grow and to achieve promotions
   by recognition of achievement.

8. Be consulted before decision are made which effect the
   conditions under which they work.

9. Be given assignment to work in which they have an
   opportunity to succeed.

10. Be conscious of professional leadership which help them
    in meeting new problems dealing with individual, children
    or with community situation.

    Principal directly influences teacher morale if he:

1. Backs up his teachers in conflict with parents

2. Has a good knowledge of current elementary school methods and materials.

3. Gives praise and credit where due.

4. Does not hesitate to assume responsibilities to take a stand; shows initiative.

5. Pays special attention to his teachers physical confort.

6. Works for the good of the school and the children rather than for his own personal glory.

7. Follow up disciplinary cases preferred to the office.

On the other hand, a principals' actions were shown to have a negative effect on teachers' morale if he:

1. Critizes a teacher infront of others; it makes her lose face.

2. Does not seem to trust his teachers; is always snooping around.

3. Allows after school conferences to drag on until unreasonable hours.

4. Is sneaky : hypocritical.

5. Is petty; emphasizes trivia

6. Plays favourites among his teachers.

7. Is stubborn

8. Is a gossip manager

By going through these principles we came to know that professional attitude of teachers will be good if an administrator will follow the above principles including

with the staff especially when instructional problems are
concerned.

Factors Influence in Staff Morale:

Attempts have been made by different authors to locate
the factors which influence teacher morale in a school
system. Davies and Harold suggested the following for
boosting teacher morale:

1. Strike to develop a climate of faith and confidence in
   one another.

2. Authoritarian administration is consistent with current
   concept of democratic administration.

3. Learn and apply the processes of group problem solving.

4. Encourage the group to join in the formulation of its
   own goal.

5. Try to set up goals that are realistic.

6. Be sure that recognition and praise for work done is
   shared by all those who deserve it.

Mocking in his very interesting analysis of morale
states that morale is enhanced by the following factors:

1. Proper time in which to accomplish work.

2. Good physical conditions.

3, confidence in one's skill and ability.

4. Respect and co-operation from the community.

5. Eliminating friction.

6. Appeals to the imagination and imagination.

Rossey in his studies suggests the following conditions which are favourable for improving teacher morale.

1. Teachers' load assignments are fair.

2. There are good physical surroundings.

3. There is some supervision for all.

4. Proper salary, tenure and retirement provisions.

5. Sick leave.

6. Full credit given for all participation and contribution.

Barry studied morale of school administration and found the following factors to be related to their high morale.

1. Recognition for idea in community.

2. Co-operative relationship with school board.

3. Co-operative relationship among administrators within the distt.

4. Responsibility and power in community.

5. Participation with material factors.

Redefer gave the following among the positive morale factors that seem to create job satisfaction.

1. A belief that the board is interested in improving the educational programme.

2. The relationship of the central administration and the principal does not interfere with the educational improvement of the faculty.

3. Requests for transfer are handled in a satisfactory manner.

4. Immediate supervisions do what they can to make working conditions satisfactory.

5. Superiors are competent in their jobs.

6. Teacher committee work operates well.

7. The parents appreciate the work teacher are doing and the parents do not interfere with the work of the teachers.

Thus we can conclude that there are mainly two factors which influence teacher morale. They are material factor and human factor. More emphasis for improvement has been given to the material factor, yet the human factors are probably more significant in a long time range programme of morale improvement.

CHAPTER II

Purpose of the Study & Review of
Related Researches

Importance of Leadership behaviour and Teacher Morale
in our Schools:

Dr. Jaswant Singh has rightly summed up the role of principal in a school. He says, "what the school is and what it does, is determined largely by the intelligence, scholarship, imagination, initiative, personality and social skills of the Headmaster. Teachers' Morale is greatly influenced by the very personality of the Headmaster. The school is as great as the Headmaster, Harrow, Eton, Rug by have been made famous by their great Headmaster".

What the main spring to the watch, the fly wheel to the machine or the engine to the steamship, the headmaster is to the teacher. The development of teacher morale may start with the day the individual is employed. Teachers new to the school system, experience a variety of problems, such as adjusting to the teaching assignment, getting acquanted with the community system and school coming to know colleagues within the building and the systems as a whole. The principal must help such teachers to over come these problems so as to build-up their morale.

The success or failure of the school depends upon its principal. W.H. Ryburn compares the position of the Principal in a school to a captain of a ship. He is responsible for

the smooth running of the school. He is responsible for carrying out policies and programmes of the Department of Education. He is the co-ordinator of educational work. He sets the tone of the school

There is a well known saying that "Principal is the monarch of the school, students constitute his army, the staff forms the body of office in that army, the school building corresponds to state and school management in state Administration. The end of state administration is justice or doing good, so is the end of school management.

Every school needs a leader and that leader is the Principal. Leadership has a great impact on Teacher Morale.

Morale is hard to define but easy to recognize. It consists of the feelings that each staff member has about his relationship with others. Some teachers come to school each day with high hopes and a good feeling about what will probably happen that day. They may find it embarrassing to admit, but they like the kids, they like their colleagues and they enjoy life in their school. They often refuse attractive offers to work in other schools because they find life so rewarding where they are.

Other teachers are really depressed and fearful about their work. They dread Mondays. Kelley has pointed out that such teachers may be products of an unpromising work environment.

Purpose of the Study:

The present attempt to find out the impact of leadership behaviour of the principal on Teachers' morale was the result of the importance of teacher morale in building good standards of our educational institutions which in turn help in the advancement and achievement of a nations.

The present study aims at studying the impact of leadership behaviour on teachers' morale in school affiliated to A.M.U. Aligarh and Central Board.

Statement of the Problem:

Keeping in view the purpose of the study as mentioned above, the following specific problem was selected for the present study:

"A Study of the leadership behaviour of the principal and its impact on teachers' morale in secondary schools of Aligarh affiliated to A.M.U. and Central Board".

Hypothesis:

The present investigation was carried on the hypothesis: "There is close relationship between Teachers' Morale and Leadership behaviour"

This hypothesis has been derived from earlier research

work in the area which is reviewed in this chapter.

Review of the Related Researches:

Related studies not only include dissertations,
thesis but all types of books, encyclopedias, magazines,
journals, reports of surveys, newspapers, year books etc.
The study of these sources help us in knowing what has
already been done in the field, which particular methods
and tools have been used, what are the findings and what
conclusions have been drawn. The study of all these sources
eliminate unnecessary repitition and helps us in solving
our problems.

The success of any educational programme however
well planned it may be, depends upon the teacher personnels
as they are the backbone of educative process. It is
therefore essential and important that the teachers in our
schools are provided with all necessary facilities and good
working conditions. In this respect the administrators with
their good behaviour boost teachers morale so that they may
be able to put in maximum efforts for the education of the
child.

National Education Commission (1946-66) has made an
observation in this regard of all the different factors
which influence the quality of education and its contribution
to national development. The quality, competence and

character of the teachers are undoubtedly the most signi-
ficant.

The behaviour of the principal is thus the determining
factor in the successful running of the school. The
behaviour of the principal and the behaviour of the teachers
are inter-dependent and inter-woven.

Some of the studies done on the leadership behaviour
and Teachers' Morale positives are reproduced below.

Leadership Behaviour:

Sanford (1952), argued that leaders' behaviour is a
function of the leader on the group, the task and outside
pressures on the group, acting together in various under-
signed combinations. Imperical substantiation of the
existence of some combination was provided by Hams and
Fishman (1961).

Lipham (1964), argued that structure or to changing
the goals of the organisation. For his leadership and adminis-
tration are incompatible. Katzt Khan (1966), finds no
difference between leadership and administration. For him
leadership may take place at any point in the organisational
hierarchy. However, leadership at different levels requires
different personality traits and intellectual skills and
demands different behaviour by the leader. At the highest
level the leadership he describes is identical to his

description.

Fielder (1964), argues that a leaders' personal relations with group members is one such inter-personal factor which affects leaders' behaviour.

Schnidt (1962), argues that in addition to leaders' personal relations other factors which are believed to affect leaders' behaviour range from members' need for dependence to members' interest in the group task.

Nelson (1964) conducted a study of men at Antartic scientific stations and concluded that all leaders are high in self confidence, alertness, job motivation and aggressiveness.

Craft (1965), indicates that open minded principals are no better at perceiving other perceptions of their behaviour that were close minded ones. He attributes the absence of difference to the possibility that open minded principals saw teachers as a group holding very different perception of his behaviour thus reducing the possibility of accurate categorization of group perception. The finding would indicate that the task of perceiving one's impact on a group is difficult one.

Brom (1963), administered the LBDQ-12 to 1551 teachers in 170 Canadian schools. A factor analysis of the findings indicated the existence of two crucial dimensions of leaders' behaviour which respond to organisational needs

and behaviour which responds to personal, ideosynesatic needs of members.

Knezevich (1962), argues that a principals' major function is to stimulate teachers and to provide through the use of experts, the consultative services teachers' need.

Hills (1963), in a study of 872 Elementary teachers and 53 elementary principal finds that attempted support behaviour by the leader is not sufficient. He must be successful in obtaining resources from other parts of the systems or in representing his such or denotes to his subordinates.

Quest (1962), argues that the most effective leadership occurs when the leader simultaneously acts as the formal part of higher management and as the informal representative of those at the lower levels to the higher management.

Hermann (1963), hypothesizes that in periods of organisational crisis the number and capacity of communication channels are reduced, authority contacts, standards are modified, and members withdrawal occurs.

Cooper (1966), finds that workers who valued work proficiency were affected by the work level of their leaders, while among these who did not, no relationship obtained.

Barbind (1962), conclude that leaders are choosen by

groups for their ability to help to solve their ability
to help to solve the group task to take change radically
groups, change their leaders when offered the opportunity.

All these studies conclude that for effective leadership good personal relations between the principal and
teachers are very essential - leadership and administration
are incompatible. Leaders behaviour is a function of the
leader, the group, the task and outside pressure on the
group, acting together in various designated combinations.
Open minded principal were no better at perceiving others
perceptions of their behaviour than were closed minded Ones.

Brown (1963) finds two crucial dimensions of
leaders' behaviour which respond to the organisational
needs and personal needs. Leaders were chosen by groups
for their ability to help to solve the group task.

Related researches on Teachers' Morale:

1. Angell R.C., "The Campus" is of the opinion that not
   only does morale refer to the conditions present when
   all members of a college group are working towards
   commonly understood goals, but it also depends upon
   the redirection of activities that are not in sympathy
   with the aims of the group.
   (Appleton - Century, pg. 239, 1928).

2. Hoppe, F., "Success and failure says that in the development of morale the immediate goals are often as important as the more remote goals. (Summary Account in Lwin Kurt, Pynairic theory of personality, MC Graw Hill, 1935).

3. Ellsworth A.S. and Bogardus, E.S. in "Measurement in group work" and Tennings Helen, H. in "Leadership in Isolation", arrived at the result that group morale is inextricably related to leadership (Sociology and Social Research, 23: 62-70) 1938.

4. According to American Commission on Education for morale, Group morale is not the sum total of individual morale; it has an identify of its own.

5. Watson, Goodwin, "The surprising discovery of morale" concluded that morale is related to interpersonal relations and group structure (progress ED 19: 33-41, 1942).

6. Barelas, Alex and Lewin Kurt, "Training in Democratic leadership", Lipitt, Ronald, "from Domination to leadership" are of the opinion that "Training of democratic leadership for leaders will have a marked improvement on the morale of their co-workers. (Journal of abnormal and social psychology, 37115-19, 1942).

7. Chein, Isidor, "The meaning of morale in relation to morale building and morale research", and Haisen, B.C., "Administrative Aspects of teacher morale," Both of them agree that the goals that a college and its constituent group hold for themselves and a sense of advancement towards reaching them are two things which are very important per group morale. (Psychol. R. 50, 311-29, 1943).

8. Allport G.W. "Restoring Morale in Occupied territory" and Chein Isidor are of the opinion that goals provide direction and motivational power (public opinion, Q-7, 606-17, 1943).

9. According to Jennings, "Leadership and Isolation, "New Combs' contribution consists in disclosing that it is the inter personal and network bonds between persons that are the greatest force of altering atti-tudes (Longman pg. 240, 1943).

10. Ferguson, L.W., "The relation of Primary Social Attitude Variables to National Morale", and Katz Daniel "Students Attitudes", found that Morale is expressed in Attitude (American Sociology R.9 pg.194, 1944).

11. "Kleim, D.B. "Mental Hygiene" and Ryan W.C., "Mental Hygiene through education says that, morale is inextri-

cadly related to mental hygiene. (The Psychology
of personal adjustment, Holt, pg. 498, 1944).

12. Mayo Elton, "The Social problems of an industrial
    civilisation," According to him, Morale is the
    maintenance of co-operative living.(Graduate school
    of Business Administration, Division of Research,
    Harward University, pg. 150, 1945).

13. Henkey, J.L., "Leadership or Administration" and
    Hansen B.C., "Administrative aspects of teachers
    Morale, "both of them agree that if morale is to be
    genuinly high vision and purpose must be shared and
    policies must be made by representatives of all groups
    in a college community. (Official Report N.E.A.A.
    A.S.A. pg 98-105, 1946).

14. According to Monroe, Encyclopaedia of Educational
    Research, the following characterisitcs have been
    found to promote high morale.

    a) High group participation

    b) Group Satisfaction

    c) Group cohesion and unity

    d) Group incentives and shared purposes

    e) Harmony in group mores.

    f) A sense of group ego

    g) A group creativity and

    h) Good interpersonal relationships with groups and

good inter groups relations. (Macmillan Co. pg. 1342, 1952).

15. Hall Robert K. and others indicated that the rank order of major annoyances and dis advantages as reported by teachers in Ceylon was: salary too low, unfavourable. Working conditions, little appreciation of real value of teacher social prestige too low, promotion too slow, too much supervision by others who often and not qualified, too many petty restrictions and routine clerical jobs, considerable nervous strain and too little opportunity for creative work (The year book of Education World B.K. pg. 587, 1953).

16. Hunter, Elword, C. "Attitudes and professional relationship of teachers: A study of teacher morale, made a study of teacher morale and found that more than half the teachers is believed that the teachers were not competent in handling a typical student, school discipline was not whole-some, supplies and equipment were inadequate, teaching load was too heavy, there was financial insecurity, recognition and reward for exceptional services was lacking, worth was not properly educated and advancement and promotions were not on merit. (A study of teachers morale, J. Exp. Ed. 23: 345-52, 1955).

17. Synder, W.V. "Recent investigations of mental hygiene in schools, this investigation revealed that teachers felt that their major problems resulted from unsatis- factory policies of school administration, inadequate grievience channels, inadequate supervision and superimposed methods, disproportionate recognition and unsatisfactory personal relations. (Ed. Res. B-24, pg 46-48, 1966).

18. Kothari Pillai in his research for Ph.D. "Organisational climate, teacher morale and school quality, "found the following dimensions of morale;

   a) curricular issues,

   b) school facilities,

   c) services,

   d) community support of Education,

   e) rapport among teachers

   f) teachers' salary

   g) teachers' satisfaction with teaching

   h) teachers' rapport with principal, and

   i) teachers' status and load of work.

   (M.S.U. University of Baroda, 1977)

19. Dekhtawala, P.B., "Teacher Morale in Secondary Schools of Gujarat found that -

   1. There was significant relationship between teachers' morale and achievement of students.

2. The older teachers and married teachers had
   higher morale than their counter part, and
3. No significant relationship between teachers'
   morale and teachers' experience. (M.S.U. 1977)

From theoritical deductions and from the above mentioned
research findings, it would seem that high morale will be
found in the total group and subgroups when they have a
hind-set characterised by an unshaken confidence in a
pattern of values, common purposes, and goals established
by the whole institution community administrators, staff
and students, leadership which is democratic and permits
optimum but not maximum freedom, promotes high morale when
the characteristics of a good group work, such as grou ego,
shared purposes, good personal relations and the like,
prevail a high degree ef morale will exists.

Conclusions drawn from the studies on teachers' morale
are as follows:

1. Group morale is related to leadership (5), (7) democratic
   leadership (6).
2. High morale is the maintenance of cooperative living
   and working together (13), (12) - good interpersonal
   relationship (14).
3. Morale is inextricably related to mental hygiene.
4. Morale is affected by unsatisfactory policies of school
   administration, unsatisfactory personal relations and

unsatisfactory working conditions (15), (17), (18).

5. Significant relationship between teacher morale and students' achievement (19).

CHAPTER III

PLAN AND PROCEDURE OF THE STUDY
_____

The present study has been planned according to comparative survey method of research. Survey is a method in which the general procedure implied are in studies, that have for the chief purpose of the description of a phenomenon in contrast to as certaining what cause than or what the values and significance are.

By adopting the above mentioned method the investigator propose to collect information regarding the principals behaviour in the school and the impression of the teachers about his behaviour. The points of liking and disliking and those activities of the principal which are very much praised by the teachers.

The success of any educational programme however well planned it may be, depend upon the teacher personnel and they are the backbone of all educative processes. It is therefore essential and important that the teachers in our schools are provided with all necessary facilities and good working condition. In this respect the role of the administrator, that is, the principal is very important. The school administrator with the good behaviour boost teacher morale so that they may be able to put in maximum effort for the education of the child.

Sample of the study :-

The investigator in order to find out the behaviour of the principal and its impact on teacher morale, collected data from six schools only because of the limited time at the disposal of investigator out of these six schools three schools are affiliated to Central Board of Secondary Education and the other three schools maintained by A.M.U. Aligarh. The schools that were selected for the study are as follows :-

A. Schools affiliated to the Central Board of Secondary Education.

i) Our Lady of Fatima Higher Secondary School, Aligarh.

ii) Aligarh Public School, Aligarh.

iii) Zakir Hussain Higher Secondary School, Aligarh.

B. Schools affiliated to A.M.U., Aligarh.

i) Abdullah Girls High School, A.M.U., Aligarh.

ii) S.T. High School, A.M.U., Aligarh.

iii) City High School, A.M.U., Aligarh.

Tools Used :-

In order to achieve the purpose of the study, the following tools were used.

i) Leaders Behaviour Description Questionnaire.(LBDQ)

ii) Teachers Morale Scale developed by Dr. Mehtab Singh, Reader, Department of Education, Aligarh Muslim University, Aligarh.

Description of the Tools Used :-

1)   Leaders Behaviour Descriptiom questionnaire.

It was developed by the personnel research board at the olio state university. John K. Henphill and coons constructed the original form of this questionnaire, and Halpin and winner in reporting the development of an Air Force adoption of this instrument - identified initiating structive and consideration as two fundamental divisions of leaders behaviour.

The LBDQ is composed of a series of short, descriptive statement always in which leaders may behave. The members of a leaders group indicate the frequency with which he engages in each of behaviour by checking one of five adverb, always, often, occasionally, seldom and never. Fifteen questions were of the initiating structure and fifteen of consideration. Each item scored on a scale from 4 to 0. Item No. 3, 7, 20, 22, 23, 24 are scored negatively that is from 0 to 4. Consequently the theoritical range of score on each dimension is from 0 to 60. The items are as given in Appendix "A".

TEACHER MORALE SCALE

The teacher morale scale is composed of 34 short descriptive statement related to the day to day activities of the principal :- the schools which affect the teacher morale. Responses of the teachers are recorded on a 3 point

Scale that is 'very often', 'often' and 'rarely'. Each item is scored from 3 to 1.

Reliability and Validity of Scales:

Both the questionnaire (LBDQ) and teacher morale scale have high reliability and validity.

Administration of the Questionnaire and Scales:

Before administering the questionnaire and the scale instructions were given to teacher orally as well as written on the questionnaire and the scale. These instructions are given in Appendix ----

For administering the questionnaire and the scales, the investigator took recommendation letter from the Chairman, Department of Education, A.M.U. Aligarh in order to take the permission of the principals of all selected schools.

Teachers were contacted individually and the purpose of the study was also explained to them. Instructions for filling the questionnaire and scale were given orally and explained through examples to the teacher that how to put a tick mark against different alternatives. They were also told that their view point would be kept confidential and so they should give their free and frank opinion about different items. Each teacher was given a copy of the questionnaire and scale during the school hours with the request that they should return it duly filled in a day or two. The investigator visited all

selected schools a number of times to collect the filled questionnaires. It took a lot of time and energy, but it was encouraging to note that 117 LBDQ and 165 Teachers' Morale Scale were got back properly filled.

Scoring of the Questionnaire and the Scale:

The following procedure was adopted for the tabulation of the data:-

i)   The frequencies of different responses were recorded on 3 point scale in case of teachers'morale scale and a 5 point scale in case of LBDQ.

ii) The responses were converted into scores for each statement by assigning 3 marks, for 'very often', two for 'often' and one mark for 'rarely' in case of teacher's morale scale. In case of LBDQ responses were converted into scores for each statement by assigning four marks for 'always', three for 'often', two marks for 'occasion-ally', one for seldom', and (0) zero for 'never', as used by Halpin in the development of LBDQ. Questionnaire number 3, 7, 20, 22, 23, 24 are scored negatively i.e. there were scored from 0 to 4.

iii) Arithmetic mean for each school was calculated on teacher morale scale and LBDQ.

iv) Standard deviation for each school was also calculated both on teacher morale scale and LBDQ.

v)   Significance of difference between the means of all

the school were calculated.

Statistical Treatment of the Data:

With the help of means and standard deviations, the significance of difference between the means were calculated. The results thus obtained were tested for their significance, the level of significance being kept at .01, 0.2 and .05. The formula for computing 't' is given below:

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{x^2}{N} - \left(\frac{x}{N}\right)^2}$$

$$S.\sum.D = \sqrt{\frac{1^2}{N_1} + \frac{2^2}{N_2}}$$

$$t = \frac{M_1 - M_2}{S.\sum.D.}$$

Where,

$\sum x$ = Sum of Scores

S.D = Standard Deviation

N_1 = Number of case of one group

N_2 = Number of cases of other group

σ_1 = Standard Deviation of one group

σ_2 = Standard Deviation of the other group

.$\sum$.D. = Standard error of the Deviation

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Plan and procedure of the study was discussed by the investigator in the previous chapter. The present chapter is devoted to presentation, interpretation and analysis of the data. The following tables have been proposed for this purpose.

i) Table No. 1-6 have been prepared school ise showing the scores of all teachers individually on LBDQ. This helped in calculating the arithmetic mean both for initiating structure and consideration for each school; On the basis of the scores and arithmetic means standard deviations were also calculated.

ii) Table No.7 gives a complete picture of arithmetic mean and standard deviation on both initiating structure and consideration for all the schools taken in this study.

iii) Table No.8-13 have been prepared in order to find out the significance of difference between the arithmetic means of all the schools both on initiating structure and consideration.

iv) Table No. 14-15 gives us the combined mean and standard deviation of A.M.U. Schools and Central Board Schools both on initiating structure and consideration.

v) Table No.16 gives us the significance of difference

between means both on initiating structure and consideration for the schools affiliated to Central Board and A.M.U. Aligarh.

vi) Table No. 17-22 have been prepared schoolwise showing the scores of all the teachers together with arithmetic mean and standard deviation for each school on Teachers morale scale.

vii) Table No.23 gives us a complete picture regarding Mean and standard deviation of all the schools selected for the study.

viii) Table No. 24-36 gives us the significance between Means of all the schools on Teacher Morale Scale.

TABLE NO. 1

Our Lady of Fatima Hr. Sec. School, Aligarh

(Number of teachers who duly filled the questionnaire = 20)

Scores of initiating	Structure	Scores on	Consideration
x	x^2	x	x^2
50	2500	33	1089
45	2025	39	1521
59	3481	47	2209
42	1764	44	1936
46	2116	43	1849
50	2500	37	1369
43	1849	40	1600
35	1225	43	1849
56	3136	44	1936
35	1225	45	2025
50	2500	26	676
58	3364	45	2025
47	2209	38	1444
45	2025	36	1296
58	3364	47	2209
45	2025	46	2116
50	2500	41	1681
48	2304	23	529
56	3136	44	1936
44	1936	39	1521
$\sum x = 948$	$\sum x^2 = 45812$	$\sum x = 800$	$\sum x^2 = 32816$

$$M_1 = \frac{948}{20} = 47.4 \qquad M_2 = \frac{800}{20} = 40$$

$$\sigma_1 = \sqrt{\frac{45812}{20} - \frac{948}{20}^2} \qquad \sigma_2 = \sqrt{\frac{32816}{20} - 40^2}$$

$$= \sqrt{2290.6 - (47.4)^2} \qquad = \sqrt{1640.8 - 1600}$$

$$= \sqrt{2290.6 - (47.4)^2} \qquad = \sqrt{40.8}$$

$$= \sqrt{43.84} \qquad = 6.38$$

$$= 6.621$$

TABLE NO. 2

Aligarh Public School, Aligarh

Number of Teachers who filled the questionnaire = 19

Scores on Initiating	Structure	Scores on	Consideration
x	x^2	x	x^2
39	1521	35	1225
52	2704	49	2401
54	2916	38	1444
51	2601	48	2304
42	1761	49	2401
45	2025	35	1225
56	3136	42	1764
49	2401	45	2025
52	2704	42	1764
54	2916	33	2809
40	1600	32	1024
46	2116	52	2704
55	3025	5	2601
54	2916	37	1369
49	2401	50	2500
47	2209	51	2601
63	2809	44	1936
51	2601	57	3249
48	2304	53	2809
$\sum x = 937$	$\sum x^2 = 46669$	$\sum x = 863$	$\sum x^2 = 40155$

$$M_1 = \frac{937}{19} = 49.315 \qquad M_2 = \frac{863}{19} = 45.421$$

$$\sigma_1 = \sqrt{\frac{46669}{19} - (49.315)^2} \qquad \sigma_2 = \sqrt{\frac{40155}{19} - (45.421)^2}$$

$$= \sqrt{2456.263 - 2432.047} \qquad = \sqrt{2113.421 - 2063.071}$$

$$= \sqrt{24.216} \qquad\qquad = \sqrt{50.35}$$

$$= 4.920 \qquad\qquad = 7.095$$

TABLE NO. 3

Zakir Husain Model Hr. Sec. School, Aligarh.

Number of teachers who duly filled the ques-
tionnairs = 20

Scores on Initiating	Structure	Scores on	Consideration
x	x^2	x	x^2
44	1936	41	1681
55	3025	48	2004
54	2916	56	2304
50	2500	45	3136
56	3136	48	2025
56	3136	49	2304
38	1444	30	900
52	2704	47	2209
51	2601	57	3249
49	2401	46	2116
49	2401	28	784
50	2500	46	2116
41	1681	31	961
48	2304	50	2500
56	3136	50	2401
55	3025	52	2500
51	2601	54	2704
55	3025	54	2916
56	3136	40	1600
51	2601	54	2916
$\Sigma x = 1017$	$\Sigma x^2 = 52209$	$\Sigma x = 926$	$\Sigma x^2 = 44238$

$$M_1 = \frac{1017}{20} = 50.85 \qquad M_2 = \frac{926}{20} = 46.3$$

$$\sigma_1 = \sqrt{\frac{52209}{20} - (50.85)^2} \qquad \sigma_2 = \sqrt{\frac{44238}{20} - (46.3)^2}$$

$$= \sqrt{261.45 - 2585.722} \qquad = \sqrt{2211.9 - 2143.69}$$

$$= \sqrt{24.728} \qquad = \sqrt{8.25}$$

$$= 4.972$$

TABLE NO. 4

S.T. High School, A.M.U. Aligarh

Number of teachers who duly filled
the questionnaire = 19

Scores on Initiating	Structure	Schores on	Consideration
x	x^2	x	x^2
47	2209	40	1600
48	2304	44	1936
47	2209	42	1764
49	2401	50	2500
51	2601	36	1296
53	2809	46	2116
47	2209	39	1521
51	2601	47	2209
44	1936	38	1444
55	3025	46	2116
52	2704	16	256
49	2401	17	209
44	1936	48	2304
55	3025	48	2304
48	2304	46	2116
36	1296	45	2025
43	1849	48	2304
43	1849	42	1764
36	1296	39	1521
$\Sigma x = 898$	$\Sigma x^2 = 43012$	$\Sigma x = 777$	$\Sigma x^2 = 33365$

$$M_1 = \frac{898}{19} \qquad\qquad M_2 = \frac{777}{19}$$

$$= 47.263 \qquad\qquad = 40.894$$

$$\sigma_1 = \sqrt{\frac{43012}{19} - \left(\frac{898}{19}\right)^2} \qquad \sigma_2 = \sqrt{\frac{33385}{19} - \left(\frac{777}{19}\right)^2}$$

$$= \sqrt{2263.789 - (898)^2} \qquad\qquad = \sqrt{1757.105 - (40.894)^2}$$

$$= \sqrt{2263.789 - 2233.806} \qquad\qquad = \sqrt{1757.105 - 1672.379}$$

$$= \sqrt{29.988} \qquad\qquad\qquad = \sqrt{84.725}$$

$$= 5.475 \qquad\qquad\qquad = 9.204$$

TABLE NO. 5

City High School, A.M.U. Aligarh

Number of teachers who duly filled
the questionnaire = 20

Scores on Initiating	Structure	Scores on	Consideration
x	x^2	x	x^2
43	1849	40	1600
49	2401	51	2601
47	2209	43	1849
45	2025	44	1936
48	2304	47	2209
49	2401	36	1296
48	2304	40	1600
41	1681	45	2025
50	2500	45	2025
50	2500	26	676
43	1849	31	961
40	1600	24	576
37	1369	38	1444
44	1936	41	1681
53	2809	54	2916
55	3025	43	1949
45	2025	52	2704
31	961	19	361
47	2209	43	1849
46	2116	39	1521
$\Sigma x = 911$	$\Sigma x^2 = 42073$	$\Sigma x = 801$	$\Sigma x^2 = 33679$

$$M_1 = \frac{991}{20}$$

$$= 45.55$$

$$\sigma_1 = \sqrt{\frac{42073}{20} - \frac{911}{20}^2}$$

$$= \sqrt{2103.65 - (45.55)^2}$$

$$= \sqrt{2103.65 - 2074.802}$$

$$= \sqrt{28.848}$$

$$= 5.371$$

$$M_2 = \frac{801}{20}$$

$$= 40.05$$

$$\sigma_2 = \sqrt{\frac{33679}{20} - \frac{801}{20}^2}$$

$$= \sqrt{1683.95 - (40.05)^2}$$

$$= \sqrt{1683.95 - 1604.002}$$

$$= \sqrt{79.947}$$

$$= 8.941$$

TABLE NO. 6

Abdullah Girls' High School, A.M.U. Aligarh

Number of teachers who duly filled the questionnaire = 19

Scores on Initiating	Structure	Scores on	Consideration
x	x^2	x	x^2
51	2601	41	1681
49	2401	43	1849
57	3249	39	1521
46	2116	48	2304
39	1521	41	1681
53	2803	50	2500
57	3249	48	2304
47	2209	41	1861
49	2401	52	2704
40	1600	49	2401
46 46	2116	33	1089
48	2304	42	1764
56	3136	38	1444
46	2116	50	2500
57	3249	50	2500
51	2601	49	2401
48	2304	37	1369
51	2601	50	2500
48	2304	51	2601
$\sum x = 939$	$\sum x^2 = 46887$	$\sum x = 852$	$\sum x^2 = 38794$

$$M_1 = \frac{939}{19}$$

$$= 49.421$$

$$\sigma_1 = \sqrt{\frac{46887}{19} - \frac{939}{19}^2}$$

$$= \sqrt{2467.736 - (49.42)^2}$$

$$= \sqrt{2467.736 - 2442.440}$$

$$= \sqrt{25.296}$$

$$= 5.029$$

$$M_2 = \frac{852}{19}$$

$$= 44.842$$

$$\sigma_2 = \sqrt{\frac{38794}{19} - \frac{852}{19}^2}$$

$$= \sqrt{2041.789 - 44.842^2}$$

$$= \sqrt{2041.789 - 2010.814}$$

$$= \sqrt{30.975}$$

$$= 5.565$$

TABLE NO. 7

List of Computed Mean and S.D. of different Schools on Leadership Behaviour

Name of School	No. of Teachers who duly filled the question-naire	Initiating Structure		Consideration	
		Mean	S.D	Mean	S.D.
1. Our Lady of Fatima Hr. Sec. School, Aligarh	20	47.4	6.621	40	6.38
2. Aligarh Public School, Aligarh	19	49.315	4.920	45.421	7.095
3. S.T. High School, A.M.U. Aligarh	19	47.263	5.47	40.894	9.204
4. Zakir Husain Model Hr, Sec. School, Aligarh.	20	50.85	4.972	46.3	8.25
5. City High School, A.M.U. Aligarh	20	45.55	5.371	40.05	8.941
6. Abdullah Girls' School, A.M.U. Aligarh	19	49.421	5.029	44.842	5.565

Z.H. Highest on initiating structure and consideration

City High School Lowest in initiating structure & consideration.

Aligarh Public & Girls' School have approve same initiating structure & consideration but a list lower than Z.H.

TABLE NO. 8

Computation of Significance of difference between the
means in the schools affiliated to C.B.S.E.

a) Our Lady of Fatima Hr. Sec. School Vs Aligarh Public
School

Initiating Structure	Consideration

$$\text{S.E.D. } 1.2 = \sqrt{\frac{\sigma_1^2}{N1} + \frac{\sigma_2^2}{N2}}$$

$$= \sqrt{\frac{(6.621)^2}{20} + \frac{(4.920)^2}{19}}$$

$$= \sqrt{\frac{43.837}{20} + \frac{24.206}{19}}$$

$$= \sqrt{3.465}$$

$$= 1.861$$

$$t = \frac{M_1 - M_2}{\text{S.E.D.}}$$

$$\frac{49.315 - 47.4}{1.861}$$

$$= 1.020$$

df (degree of freedom)

$$= 20+19-2$$

$$= 37$$

This value of 't' is not
significance

$$\text{S.E.D. } 1.2 = \sqrt{\left(\frac{6.38}{19}\right)^2 + \left(\frac{7.095}{19}\right)^2}$$

$$= \sqrt{\frac{40.704}{20} + \frac{50.339}{19}}$$

$$= \sqrt{2.035 + 2.649}$$

$$= \sqrt{2.164}$$

$$t = -0$$

$$\frac{45.421 - 41}{2.164}$$

$$= 2.505$$

df = 37

Significant at
.02 level

TABLE NO. 9

b) <u>Our Lady of Fatima Hr. Sec. School Vs Zakir Husain Model Hr. Sec. School.</u>

<u>Initiating Structure</u>   <u>Consideration</u>

$$\frac{SED}{1.3} \sqrt{\frac{(6.621)^2}{20} + \frac{(5.475)^2}{20}}$$

$$\frac{SED}{1.3} \sqrt{\frac{(6.38)^2}{20} + \frac{(9.204)^2}{20}}$$

$$= \sqrt{\frac{43.837}{20} + \frac{1.498}{20}}$$

$$= \sqrt{\frac{40.704}{20} + \frac{84.713}{20}}$$

$$= \sqrt{2.191 + 1.498}$$

$$= \sqrt{2.035 + 4.235}$$

$$= \sqrt{3.690} = .1921$$

$$= \sqrt{6.270} = 2.504$$

$$t = \frac{50.85 - 47.4}{1.921}$$

$$t = \frac{46.3 - 40}{2.504}$$

$$= \frac{345}{1.921} = 1.795$$

$$= \frac{6.3}{2.504} = 2.515$$

df = 38   df = 38

Not significant   Significant at .02 level

TABLE NO. 10

Aligarh Public School Vs Zakir Husain Model Hr. Sec. School, Aligarh.

Initiating Structure	Consideration

$$\frac{SED}{2.3} = \sqrt{\frac{(4.920)^2}{20} + \frac{(5.475)^2}{20}}$$

$$\frac{SED}{2.3} = \sqrt{\frac{(7.095)^2}{19} + \frac{(9.204)^2}{20}}$$

$$= \sqrt{\frac{24.206}{19} + \frac{29.975}{20}}$$

$$= \sqrt{\frac{50.339}{19} + \frac{84.713}{20}}$$

$$= \sqrt{1.274 + 1.489}$$

$$= \sqrt{2.649 + 4.235}$$

$$= \sqrt{2.772}$$

$$= \sqrt{6.885}$$

$$= \sqrt{1.665}$$

$$= 2.623$$

$$t = \frac{50.85 - 49.315}{1.665}$$

$$t = \frac{46.3 - 45.421}{2.623}$$

$$= \frac{1.535}{1.665} = .92$$

$$= .335$$

df = 37   df = 37

Not significant   Not significant

TABLE NO. 11

Computation of Significance of difference between to means in the schools, affiliated to A.M.U. Aligarh.

Initiating Structure	Consideration

$$\frac{SED}{1.2} = \sqrt{\frac{(5.475)^2}{19} + \frac{(5.371)^2}{20}}$$

$$SED \sqrt{\frac{(9.204)^2}{19} + \frac{(8.941)^2}{20}}$$

$$= \sqrt{\frac{29.975}{19} + \frac{28.847}{20}}$$

$$= \sqrt{\frac{84.471}{19} + \frac{79.941}{20}}$$

$$= \sqrt{1.577 + 1.442}$$

$$= \sqrt{4.458 + 3.997}$$

$$= \sqrt{3.019} = 1.737$$

$$= \sqrt{8.455} = 2.907$$

$$t = \frac{47.263 - 45.55}{1.737}$$

$$t = \frac{40.894 - 40.05}{2.907}$$

$$= \frac{1.713}{1.737} = .986$$

$$= \frac{844}{2.907} = .290$$

$$df = 37$$

$$df = 37$$

Not significant   Not significant

TABLE NO. 12

b) <u>S.T. High School Vs Abdullah Girls' High School</u>

<u>Initiating Structure</u>

$$\frac{SED}{1.3} = \sqrt{\frac{(5.475)^2}{19} + \frac{(5.029)^2}{19}}$$

$$= \sqrt{\frac{29.975}{19} + \frac{25.290}{19}}$$

$$= \sqrt{1.577 + 1.331}$$

$$= \sqrt{2.908} = 1.706$$

$$t = \frac{49.421 - 47.263}{1.705}$$

$$= \frac{2.158}{1.705}$$

$$= 1.265$$

df = 36

Not significant

<u>Consideration</u>

$$\frac{SED}{1.3} = \sqrt{\frac{(9.204)^2}{19} + \frac{(5.565)^2}{19}}$$

$$= \sqrt{\frac{84.713}{19} + \frac{30.963}{19}}$$

$$= \sqrt{4.458 + 1.629}$$

$$= \sqrt{6.087} = 2.467$$

$$t = \frac{44.842 - 40.894}{2.467}$$

$$= \frac{3.948}{2.467}$$

$$= 1.600$$

df = 36

Not significant

TABLE NO. 13

c) City High School Vs Abdullah Girls High School

Initiating Structure   Consideration

$$\frac{SED}{2.3} = \sqrt{\frac{(5.371)^2}{20} + \frac{(5.029)^2}{19}}$$ $$\frac{SED}{2.3} = \sqrt{\frac{(8.941)^2}{20} + \frac{(5.565)^2}{19}}$$

$$= \sqrt{\frac{28.847}{20} + \frac{25.290}{19}}$$ $$= \sqrt{\frac{79.941}{20} + \frac{30.969}{19}}$$

$$= \sqrt{1.442 + 1.331}$$ $$= \sqrt{3.997 + 1.629}$$

$$= 1.665$$ $$= \sqrt{5.626} = 2.372$$

$$t = \frac{49.421 - 45.55}{1.665}$$ $$t = \frac{44.842 - 40.05}{2.372}$$

$$= \frac{3.871}{1.665} = 2.324$$ $$= \frac{4.792}{2.372} = 2.020$$

df = 37   df = 37

Significant at .05 level   Significant at .05 level

<u>TABLE NO. 14</u>

<u>Calculation of Continued Mean and S.D of A.M.U. Schools</u>

<u>Schools affiliated to A.M.U. Aligarh,</u>

Name of Schools	No.of teachers who duly filled the questionnaire	Scores on initiating Structure		Scores on Consideration	
		Total of Scores	Total of Sqs of the scores	Total of Scores	Total of Sqs of the scores
1. S.T. High School A.M.U. Aligarh	19	898	43012	777	33385
2. City High School A.M.U. Aligarh.	20	911	42073	801	33676
3. Abdullah Girls' School, AMU. Aligarh	19	939	46887	852	38794
Total =	58	$\Sigma x = 2748$	$\Sigma x^2 = 131972$	$\Sigma x = 2430$	$\Sigma x^2 = 105858$

$$M_1 = \frac{2748}{58} = 47.379 \qquad M_2 = \frac{2430}{58} = 41.896$$

$$\sigma_1 = \sqrt{131972 - (47.379)^2} \qquad \sigma_2 = \sqrt{\frac{105858}{58} - (41.896)^2}$$

$$= \sqrt{2275.379 - 2244.799} \qquad\qquad = \sqrt{1825.137 - 1755.320}$$

$$= \sqrt{30.580} \qquad\qquad\qquad\qquad = \sqrt{69.817}$$

$$= 5.529 \qquad\qquad\qquad\qquad\qquad = 8.355$$

TABLE NO. 15

Calculation of Continued Mean and S.D. of Central Board School

Schools affiliated to Central Board of Secondary Education

Name of the Schools	No.of teachers who duly filled the questionnaire	Scores on initiating Structure		Scores on Consideration	
		Total of the Scores	Total of the sqs of the scores	Total of the scores	Total of the sqs of the Scores
1.Our Lady of Fatima Hr. Sec. School, Aligarh.	20	948	45812	800	32816
2.Aligarh Public School, Aligarh.	19	937	46669	863	40155
3.Zakir Husain Model Hr. Sec. School, Aligarh.	20	1017	52209	926	44238
TOTAL =	59	Σx=2902	Σx^2=144690	Σx= 2589	Σx^2=117209

$$M_1 = \frac{2902}{59} = 49.186$$

$$M_2 = \frac{2589}{59} = 43.881$$

$$\sigma_1 = \sqrt{\frac{144690}{59} - (49.186)^2}$$

$$= \sqrt{2452.372 - 2419.305}$$

$$= \sqrt{33.067}$$

$$= 5.750$$

$$\sigma_2 = \sqrt{\frac{117209}{59} - (43.881)^2}$$

$$= \sqrt{1986.593 - 1925.542}$$

$$= \sqrt{61.050}$$

$$= 7.813$$

TABLE NO. 16

Computation of Significance of difference between the means in the schools, affiliated to C.B.S.E., A.M.U. Aligarh.

Schools affilitated to B.B.S.E. Vs A.M.U. Aligarh

Initiating Structure	Consideration

$$\frac{SED}{1.2} = \sqrt{\frac{(5.750)^2}{59} + \frac{(5.529)^2}{58}} \qquad \frac{SED}{1.2} = \sqrt{\frac{(7.813)^2}{59} + \frac{(8.355)^2}{58}}$$

$$= \sqrt{\frac{33.062}{59} + \frac{30.569}{58}} \qquad = \sqrt{\frac{61.042}{59} + \frac{69.806}{58}}$$

$$= \sqrt{.560 + .527} \qquad = \sqrt{1.034 + 1.203}$$

$$= \sqrt{1.087} = 1.042 \qquad = \sqrt{2.238} = 1.496$$

$$t = \frac{49.186 - 47.379}{1.042} \qquad t = \frac{43.881 - 41.896}{1.496}$$

$$= \frac{1.807}{1.042} = 1.734 \qquad = \frac{1.985}{1.496} = 1.32$$

$$df = 115 \qquad \qquad df = 115$$

Significant at .02 level   Not significant

Findings from Table 1-16

1. More Initiating structure and more considered
    in Aligarh Public School as compared to Lady
    Fatima - though the defference is not signifi-
    cant on initiating structure yet on consideration
    the difference is significant at .02 level.

2. More initiating structure and more consideration
    in Z.H. School as compared to Lady Fatima -
    though the difference is not significant on
    initiating structure, it is significant at
    .02 level on consideration.

3. More initiating structure and consideration in
    A.M.U. Girls School as compared to City School.

4. More initiating structure in Central Board Schools
    as compared to A.M.U. School - No difference in
    consideration.

TABLE NO. 17

Calculation of Mean and Standard Deviation of
Our Lady of Fatima, Sec. School on Teachers'
Morale.

x	x^2	x	x^2
57	3249	61	3721
60	3600	59	3481
60	3600	66	4356
61	3721	55	3025
61	3721	62	3844
61	3721	67	4489
57	3249	62	3844
61	3721	53	2809
69	4761	71	5041
67	4489	60	3600
61	3721	62	3844
50	2500	75	5625
59	3481		

$\leq$x = 1537

$\leq$x^2 = 97213

N = 25

$$M = \frac{x}{N} = \frac{1537}{25} = 61.48$$

$$SD = \sqrt{\frac{\leq x^2}{N} - \frac{(\leq x)^2}{N}}$$

$$= \sqrt{\frac{97213}{25} - (61.48)^2}$$

$$= \sqrt{388852 - 3779.79}$$

$$= \sqrt{108.73}$$

$$= 10.42$$

TABLE NO. 18

Calculation of Mean and Standard Deviation of public
School on Teachers' Morale.

x	x^2	x	x^2
69	4761	64	4096
74	5476	73	5329
56	3136	74	5476
64	4096	57	3249
65	4225	72	5184
66	4356	65	4225
67	4096	75	5625
67	4489	61	3721
60	3600	70	4900
60	3600	75	5625
67	4489	72	5184
75	5625	67	4489
57	3249		

$\Sigma x = 1669$

$\Sigma x^2 = 112301$

N = 25

$M = \dfrac{\Sigma x}{N} = \dfrac{1669}{25} = 66.76$

$S.D = \sqrt{\dfrac{\Sigma x^2}{N} - \left(\dfrac{\Sigma x}{N}\right)^2}$

$= \sqrt{\dfrac{112301}{25} - (66.76)^2}$

$= \sqrt{4492.04 - 4456.89}$

$= \sqrt{35.15}$

$= 5.92$

TABLE NO. 19

Calculation of Mean and standard Deviation of Zakir Husain School on Teacher's morale.

x	x^2	x	x^2
78	6084	68	4624
65	4225	71	5041
78	6084	72	5184
64	4096	79	6241
74	5476	65	4225
66	4356	66	4356
70	4900	73	5329
60	3600	66	4356
80	6400	63	3969
63	3969	79	6241
80	6400	74	5476
61	3721	72	5184
68	4624	68	4624
67	4489	76	5776
69	4761	63	3969

$\Sigma x = 2098$

$\Sigma x^2 = 147780$

$N = 30$

$$M = \frac{\Sigma x}{N} = \frac{2098}{30} = 69.9$$

$$S.D. \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

$$= \sqrt{\frac{147780}{30} - (69.9)^2}$$

$$= \sqrt{4926 - 4886.01}$$

$$= \sqrt{39.99} \qquad = 6.32$$

TABLE NO. 20

Calculation of Mean and Standard Deviation of S.T. School on Teachers' Morale.

x	x^2	x	x^2
69	4761	54	2916
50	2500	58	3364
56	3136	66	4356
67	4489	58	3364
64	4096	62	3844
70	4900	63	3969
72	5184	54	2916
54	2916	67	4489
50	2500	66	4356
65	4225	71	5041
64	4096	56	3136
69	4761	52	2704
64	4096	60	3600
65	4225	66	4356
65	4225	59	3481

$\Sigma x = 1856$

$\Sigma x^2 = 116002$

$N = 30$

$$M = \frac{\Sigma x}{N} = \frac{1856}{30} = 61.85$$

$$S.D. = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

$$= \sqrt{\frac{166002}{30} - (61.85)^2}$$

$$= \sqrt{3866.73 - 3825.42}$$

$$= \sqrt{41.31}$$

$$= 6.42$$

TABLE NO. 21

Calculation of Mean and Standard Deviation of City School on Teachers' Morale.

x	x^2	x	x^2
52	2704	65	4225
56	3136	64	4096
64	4096	56	3136
60	3600	59	3481
56	3136	62	3844
64	4096	63	3969
53	2809	67	4489
65	4225	56	3136
56	3136	59	3481
60	3600	53	2809
63	3969	66	4356
50	2500	67	4489
56	3136		

$$\Sigma x = 1492$$

$$\Sigma x^2 = 89654$$

$$N = 25$$

$$M = \frac{\Sigma x}{N} = \frac{1492}{25} = 59.68$$

$$S.D. = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

$$= \sqrt{\frac{89654}{25} - (59.68)^2}$$

$$= \sqrt{3586.16 - 3561.70}$$

$$= \sqrt{24.46}$$

$$= 4.94$$

TABLE NO. 22

Calculation of Mean and Standard Deviation of Abdullah
Girls' High School (Iniv. School on Teachers' Morale.

x	x^2	x	x^2
75	2025	67	4489
68	4624	54	2916
48	2304	53	2809
64	4096	68	4624
72	5184	78	6084
63	3969	54	2916
85	7225	67	4489
64	4096	68	4624
82	6724	74	5476
47	2209	58	3364
76	5776	76	5776
61	3721	62	3844
68	4624		

$\Sigma x = 1652$

$\Sigma x^2 = 111588$

$N = 25$

$M = \dfrac{\Sigma x}{N} = \dfrac{1652}{25} = 66.08$

$S.D = \sqrt{\dfrac{\Sigma x^2}{N} - \dfrac{(\Sigma x)^2}{N}}$

$= \sqrt{\dfrac{11588}{25} - (66.08)^2}$

$= \sqrt{4463.52 - 436656}$

$= \sqrt{96.96}$

$= 9.84$

TABLE NO. 23

List of Computed Mean and S.D. of Schools on Teachers Morale

S.No.	Name of School	No.of Teachers	Mean	S.D.
1.	Lady Fatima	25	61.48	10.42
2.	Aligarh Public	25	66.76	5.92
3.	Zakir Husain	30	69.9	6.32
4.	S.T. School	30	61.85	6.42
5.	City School	30	59.68	4.94
6.	Girls' School	25	66.08	9.84

TABLE NO. 24

Significance between Means of Lady Fatima and Aligarh
Public School on Teachers Morale:

Lady Fatima	Sligarh Public
M = 61.48	M = 66.76
N = 25	N = 25
S.D.= 10.42	S.D = 5.92

$$\text{Combined S.D} = \sqrt{\frac{SD_1^2}{N-1} + \frac{SD_2^2}{N-1}}$$

$$C\sigma = \sqrt{\frac{108.57}{24} + \frac{35.04}{24}}$$

$$C\sigma = \sqrt{4.52 + 1.46}$$

$$C\sigma = \sqrt{5.98} = 2.44$$

Mean difference = 66.76 - 61.48 = 5.28

$$t = \frac{5.28}{2.44} = 2.16$$

df = 48

Significant at 0.05 level

The teachers' morale is significantly higher in Aligarh
Public School as compared to Lady Fatima.

TABLE NO. 25

Lady Fatima	Zakir Husain
M = 61.48	M = 69.9
N = 25	N = 30
SD = 10.42	SD = 6.32

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N-1} + \frac{SD_2^2}{N_2-1}}$$

$$C\sigma = \sqrt{\frac{108.57}{24} + \frac{39.94}{29}}$$

$$C\sigma = \sqrt{4.52 + 1.37}$$

$$C\sigma = \sqrt{5.89} = 2.42$$

Mean difference = 69.9 - 61.48 = 8.42

$$t = \frac{8.42}{2.42} = 3.47$$

df = 53

Significant at .01 level

There is significantly higher Teachers' Morale in Zakir Husain School as compared to Lady Fatima.

TABLE NO. 26

Aligarh Public	Zakir Husain
M = 66.76	M = 69.9
N = 25	N = 30
SD = 5.92	SD = 632

$$\text{Combined SD} = \sqrt{\frac{SD_1{}^2 + SD_2{}^2}{N_1{-}1{-}N_2{-}1}} = \sqrt{\frac{5.92}{24} + \frac{6.32}{29}} = \sqrt{0.25 + 0.22}$$

$$= \sqrt{.467} = .68$$

Mean difference = 69.9 - 66.76 = 3.14

$$t = \frac{3.14}{.68} = 4.6$$

df = 53

Highly significant

There is significantly higher Teachers' Morale in Zakir Husain School as compared to Aligarh Public School
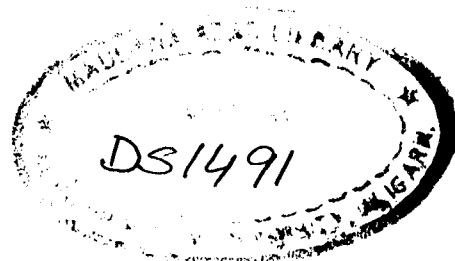
TABLE NO. 27

Lady Fatima	City School
M = 61.48	M = 59.68
N = 25	N = 30
SD = 10.42	S.D = 4.94

$$\text{Combined SD} = \sqrt{\frac{SD_1{}^2}{N-1} + \frac{SD_2{}^2}{N_2-1}}$$

$$C\sigma = \sqrt{\frac{108.57}{24} + \frac{24.40}{39}}$$

$$C\sigma = \sqrt{4.52 + .62}$$

$$C\sigma = \sqrt{5.14} = 2.26$$

Mean difference = 61.48- 59.68 = 1.8

$$t = \frac{1.8}{2.26} = .79$$

df = 53

Insignificant

    Though the average Morale in Lady of Fatima is bit higher than Morale in City School, This difference is not found to be significant.

TABLE NO. 28

Lady Fatima	Girls' School
M = 61.48	M = 66.08
N = 25	N = 25
SD = 10.42	SD = 9.84

$$\text{Combined } S^D = \sqrt{\frac{SD_1^{\,2}}{N_1-1} + \frac{SD_2^{\,2}}{N_2-1}}$$

$$C\sigma = \sqrt{\frac{108.57}{24} + \frac{96.82}{24}}$$

$$C\sigma = \sqrt{4.52 + 4.03}$$

$$C\sigma = \sqrt{8.55}$$

$$C\sigma = 2.92$$

Mean difference = 66.08 - 61.48 = 4.6

$$t = \frac{4.6}{2.92} = 1.57$$

sd = 48

Not Significant

No significant difference in Teachers' Morale in Lady Fatima and A.M.U. Girls' School.

TABLE NO. 29

Significance between Means of -----

Aligarh Public	S.T. School
M = 66.76	M = 61.85
N = 25	N = 30
SD = 5.92	SD = 6.42

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N_1-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{5.92}{24} + \frac{6.42}{29}} - \sqrt{0.25 + 0.22}$$

$$= \sqrt{.47} = 0.68$$

Mean difference = 66.76 - 61.85 = 4.9

$$t = \frac{4.9}{0.68} = 7.22$$

df = 53

Highly Significant

Significantly higher Teachers' Morale in Aligarh Public School as compared to A.M.U. S.T. School.

TABLE NO. 30

Aligarh Public	City School
M = 66.76	M = 59.68
N = 25	N = 30
SD = 5.92	SD = 4.94

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N_1-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{5.92}{24} + \frac{4.94}{29}} = \sqrt{0.25 + 0.17}$$

$$= \sqrt{0.42} = 0.64$$

Mean difference = 66.76 - 59.68 = 7.08

$$t = \frac{7.08}{0.64} = 11.06$$

df = 53

Highly Significant

Significantly Higher Teachers' Morale in Aligarh Public School as compared to A.M.U. City School.

TABLE NO. 31

Zakir Husain	S.T. School
M = 69.9	M = 61.85
N = 30	N = 30
SD = 6.32	SD = 6.42

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{M-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{6.32}{29} = \frac{6.42}{29}} = \sqrt{0.22 + 0.22}$$

$$= \sqrt{0.44} = 0.66$$

Mean difference = 69.9 - 61.85 = 8.05

$$t = \frac{8.05}{6.66} = 12.19$$

df = 58

Highly Significant

Teachers' Morale is significantly low in A.M.U. S.T. School as compared to Z.H. School.

TABLE NO. 32

Zakir Husain	City School
M = 69.9	M = 59.68
N = 30	N = 30
SD = 6.32	SD = 4.94

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N_1-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{6.32}{29} + \frac{4.94}{29}} = \sqrt{0.22 + 0.17}$$

$$= \sqrt{0.39} = .62$$

Mean difference = 69.9 - 59.68 = 10.22

$$t = \frac{10.22}{.62} = 16.48$$

df = 58

Highly Significant

Significantly higher Teachers' Morale in Z.H. School as compared to A.M.U. City School.

TABLE NO. 33

Zakir Husain

M = 69.9
N = 30
SD = 6.32

Girls' School

M = 66.08
N = 25
SD = 9.48

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{M-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{6.32}{29} + \frac{9.48}{24}} = \sqrt{0.22 + 0.39}$$

$$= \sqrt{0.61} = 0.78$$

Mean difference = 69.9 - 66.08 = 3.82

$$t = \frac{3.82}{.78} = 4.89$$

$$df = 53$$

highly significant

Significantly higher teacher morale in Z.H. School as compared to A.M.U. Girls' School.

TABLE NO. 34

S.T. School	City School
M = 61.85	M = 59.68
N = 30	N = 30
SD = 6.42	SD = 4.94

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{M-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{6.42}{29} + \frac{4.94}{29}} \sqrt{0.22 + 0.17}$$

$$= \sqrt{0.39} = .62$$

Mean difference 61.85 - 59.68 = 2.17

$$t = \frac{2.17}{.62} = 3.5$$

df = 58

Significant at .01 level

Significantly higher Teacher Morale in A.M.U. S.T. School as compared to A.M.U. City School.

TABLE NO. 35

<table>
<tr><td>S.T. School</td><td>Girls' School</td></tr>
<tr><td>M = 61.85</td><td>M = 66.08</td></tr>
<tr><td>N = 30</td><td>N = 25</td></tr>
<tr><td>SD = 6.42</td><td>SD = 9.84</td></tr>
</table>

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N_1-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{6.42}{29} + \frac{9.84}{29}} = \sqrt{0.22 + 0.41}$$

$$= \sqrt{0.63} = 0.79$$

Mean difference   66.08 - 61.85 = 4.23

$$t = \frac{4.23}{.79} = 5.35$$

df = 53

Highly Significant

Significantly lower Teacher's Morale in A.M.U. S.T. School as compared to A.M.U. Girls' School.

TABLE NO. 36

City School	Girls' School
M = 59.68	M = 66.08
N = 30	N = 25
SD = 4.94	SD = 9.84

$$\text{Combined SD} = \sqrt{\frac{SD_1^2}{N_1-1} + \frac{SD_2^2}{N_2-1}} = \sqrt{\frac{4.94}{29} + \frac{9.84}{24}} = \sqrt{0.17 + 0.41}$$

$$= \sqrt{0.58} = 0.76$$

Mean difference = 66.08 - 59.68 = 6.4

$$t = \frac{6.4}{0.76} = 8.42$$

df = 53

Highly Significant

Significantly higher teachers' morale in A.M.U. Girls' School as compared to A.M.U. City School.

Findings:

1. Out of the three Central Board Schools the Teachers' Morale is highest in Z.H. School and lowest in Our Lady of Fatima School.

2. Teachers' Morale is significantly higher in Aligarh Public School as compared to A.M.U. S.T. School.

3. Teachers' Morale is significantly higher in Aligarh Public School as compared to City School.

4. Teachers' morale is significantly high in Z.H. School as compared to A.M.U. S.T. School.

5. Higher Teachers' Morale in Z.H. School, as compared to A.M.U. City School.

6. Higher Teachers' Morale in Z.H. School as compared to A.M.U. Girls School.

7. Better Teachers' Morale in S.T. School as compared to City School.

8. Better Teachers' Morale A.M.U Girls' School as compared to S.T. School.

9. Better Teachers' Morale in A.M.U. Girls'School as compared to A.M.U. City School.

10. Out of the three A.M.U. Schools, the Teachers' Morale is highest in Girls Schools and lowest in City School.

CHAPTER V

SUMMARY AND CONCLUSION

As mention previously the advancement and achievement may be judged from the standards of its educational institutions which are an important asset of the Nation. Many things can make or mar the smooth and effecient functioning of a school but principals behaviour and teachers morale appears to be most contributory. The central Advisory Board of Education has rightly states "No scheme of educational reconstructions will produce the desired results unless is is administered with vision and effeciency.

Teacher morale refers to, the extend to which an individual teacher has actually identified his own personal hopes, desires and ambitions with the goal of the school for which he works.

Purpose of the Study:

The purpose of the present study is to find out the impact of principals behaviour on the teacher morale in our schools.

Statement of the Problem:

A study of the leadership behaviour and its impact on the teacher morale: Secondary Schools.

Hypothesis:

The study was carried out by keeping in view the

hypothesis that there will be significant impact of the principals behaviour on teachers' morale.

Sample of the Study:

For the study six Secondary Schools were selected out of which three are affiliated to Central Board and three maintained by A.M.U. Aligarh.

Tools Used:

The following tools were used for the study

i) Leadership behaviour Description Questionnaire" (LDBQ).

ii) Teachers morale scale developed by Dr. M. Singh, Reader Deptt. of Education, A.M.U. Aligarh.

Conclusions:

The statistical findings in Chapter IV brings us the following conclusions.

1. Teachers' morale is significant higher in Aligarh Public School as compared to Lady of Fatima (Table 24). Regarding leadership behaviour, there is more initiating structure and more consideration in Aligarh Public School as compared to our Lady of Fatima (Table No.8)

2. There is significantly higher teachers' morale in Zakir Husain School as compared Lady of Fatima (Table 25). As regards leadership behaviour there is more initiating structure and significantly more consideration in Zakir Husain School as compared to Lady of Fatima (Table 9).

3. Significantly more initiating structure and consideration in A.M.U. Girls School as compared to A.M.U. City School (Table 13). There is significantly better teacher morale in A.M.U. Girls School as compared to A.M.U. City School (Table 38).

4. Out of the three Central Board Schools the teachers' morale is higher in Zakir Husain School and Lowest in our Lady of Fatima. Similarly there is highest initiating structure and consideration in Zakir Husain and lowest initiating structure and consideration in our Lady of Fatima.

5. Out of the three A.M.U. Schools the Teachers' morale is highest in Girls School and lowest in City School same is true in case of initiating structure and consideration.

From the above findings and the findings in Chapter IV we conclude that where the principal's behaviour is on higher side on initiating structure and consideration, the teachers' morale is also high. This is evident from our findings in point, 1 to 5. If we have a look at Table No.7 and Table No.23 and compare them we also conclude that in these schools where the Teachers' morale is on higher side the principal's behaviour on initiating structure and consideration is also high and where the morale is on lower side the score on initiating structure and consideration is also on lower side.

Thus we conclude that the principals' behaviour certain have an impact on the teachers' morale so far better teacher morale and consequently better teaching and better students achievement, the principal must score high are both 'initiating structure' and 'consideration' - that is the principal try hard to establish well defined pattern of organisation channels of communication and methods of procedure and has relationship with the staff must be based on relationship with the staff must be based on friendship, mutual trust, respect and warmth.

Suggestions for Further Study:

This project being carried out in a limited time, the investigator feels that proper justice has not been done to the problem. Researches with larger samples, than are taken in this study, are to be carried out to arrive at still better results.

The following general suggestions will prove to be very useful for administration of questionnaires in future.

1. The questionnaire and the scale should be translated into mother tongue for pupil where standard of English is not very high. This will help in felting good responses.

2. The investigator found that some of the teachers were afraid of filling the questionnaire because of fear of their principal.

Assurance should be given to the teachers that the research being carried on is not some kind of spying upon them or censoring their work. The results what ever they may be will not be used to cost expresion on some persons but to use it for only academic purposes.

3. The responses should not be rushed through or given formally. They should be considered opinions of the respondents. For this purpose more time should be given to the respondents.

4. Tabulation should be checked and rechecked.

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DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH

Dear Friend :

Enclosed is a teacher morale scale. Kindly go
through all the items carefully and in the light of your
own school situation, rate each item on the basis of its
occurrence.

In the scale, if you think that a particular
behaviour of the principal occurs very often. Kindly put
a tick mark (✓) against the same in the columns 'Very Often'.
Similarly if you think that a particular form of behaviour
occurs often or rarely, put a tick mark under the respective
column.

Kindly give your free and frank opinion in respect
of each item of the scale. I am collecting this data for my
M.Ed. Research Project and it will be kept confidential and
will not be used for any other purpose.

Hoping to get cooperation from you and thanking you.

Sincerely yours

(MRS. MARIYA ZAIN)

TEACHER MORALE SCALE

(Infered through Principal's Administrative Behaviour)

By

MEHTAB SINGH
Department of Education
Aligarh Muslim University
Aligarh.

		Very Often	Often	Rarely
1.	The principal does not work for his fame but for the good of school and children.	( )	( )	( )
2.	The principal works with confidence and is not shy to take up his responsibilities.	( )	( )	( )
3.	The principal tells the faults and weaknesses of one teacher to the other.	( )	( )	( )
4.	Whenever necessary, the principal appreciates the work of the teacher.	( )	( )	( )
5.	The principal is a well mannered person.	( )	( )	( )
6.	The principals is kind with children.	( )	( )	( )
7.	The principal supports his teachers in case of any differences with parents.	( )	( )	( )
8.	The principal puts the teachers to shame by criticising them in front of others.	( )	( )	( )
9.	The principal does not believe his teachers and is always doubtfull about them.	( )	( )	( )
10.	The principal takes action and follows disciplinary cases sent to the office.	( )	( )	( )

		Very Often	Often	Rarely
11.	The principal is tactful.	( )	( )	( )
12.	The principal can change his views and act upon the suggestions given by the teachers.	( )	( )	( )
13.	The personal troubles of the principal come in the way of the management of the school.	( )	( )	( )
14.	The teachers never come to know what principal feels about their work.	( )	( )	( )
15.	It is difficult to meet the principal.	( )	( )	( )
16.	The principal blames teachers when things go wrong.	( )	( )	( )
17.	The principal allows parents to say their problems and has sympathetic attitude towards them.	( )	( )	( )
18.	The principal is well familiar with current elementary school methods and materials.	( )	( )	( )
19.	The principal emphasises unimportant matters.	( )	( )	( )
20.	The principal acts by the pressure of threats by a group.	( )	( )	( )
21.	The principal brings any chance which affects the teachers after consulting them.	( )	( )	( )
22.	The principal has good common sense and what he says acts upon it.	( )	( )	( )
23.	The principal makes efforts to reduce the burden of clerical work of the teachers.	( )	( )	( )
24.	The principal has a superiority complex that he knows every thing correctly.	( )	( )	( )

		Very Often	Often	Rarely
25.	The principal never gives chance to the teachers to discuss their problems.	( )	( )	( )
26.	The principal is aware that the supply of the books and other teaching aids is proper or not.	( )	( )	( )
27.	The principal gives advance notice to the teachers before holding a meeting.	( )	( )	( )
28.	The principal is very moody and looses his temper very easily.	( )	( )	( )
29.	The principal uses many classroom visits for the purpose of formal observation without announcement.	( )	( )	( )
30.	The principal pays attention for the promotion of professional growth among the staff.	( )	( )	( )
31.	The principal never enjoys among people; an antisocial being.	( )	( )	( )
32.	The principal often calls such meetings which are not necessary.	( )	( )	( )
33.	The principal is known to be greedy.	( )	( )	( )
34.	The children do not like the principal and are frightened in his presence.	( )	( )	( )

*: ——————— : *

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH

Dear Friends :

Enclosed is a 'Leaders Behaviour Description Questionnaire'. Kindly go through it carefully and give your opinion in the following manner :

In the questionnaire (LBDQ) if you think that a given behaviour of the Principal you find always in your school, kindly put a tick mark (✓) against the same in column under 'Always'. If in your opinion you find that type of behaviour 'often', put a tick mark against that under the column 'Often', and if you think it is 'occasionally', 'Seldom' or 'Never', put a tick mark under the respective columns.

Kindly give your free and frank opinion in respect of each statement of the questionnaire. I am collecting this data for my M.Ed. Research Project and your opinion will be kept strictly confidential and we would not use it for any other purpose.

Hoping to get cooperation from you and thanking you.

Yours Sincerely

(MRS. MARIYA ZAIN)

Leaders' Behaviour Description Questionnaire By Helpin & Winner

(Modified Form)

	Always	Often	Occasionally	Seldom	Never
1. Principal makes his attitudes clear to the staff.					
2. Principal tries out his new ideas with the staff.					
3. Principal rules with iron hand.					
4. Principal criticises poor work.					
5. Principal speaks in a manner not to be questioned.					
6. Principal assigns staff members to particular tasks.					
7. Principal works without a plan.					
8. Principal maintains definite standards of performance.					
9. Principal emphasises the meeting of dead lines.					
10. Principal encourage the use of uniform procedure.					
11. Principal makes sure that his part in the organisation is understood by all members.					
12. Principal asks the staff members to follow standard rules and regulations.					
13. Principal lets staff members knew that is expected of them.					

	Always	Often	Occasionally	Seldom	Never
14. Principal sees to it that staff members are working upto capacity.	___	___	___	___	___
15. Principal sees to it that the work of staff members is coordinated.	___	___	___	___	___
16. Principal does personal favour for staff members	___	___	___	___	___
17. Principal does little things to make it pleasent to be a member of the staff.	___	___	___	___	___
18. Principal is easy to understand.	___	___	___	___	___
19. Principal finds time to listen to staff members.	___	___	___	___	___
20. Principal keeps to himself.	___	___	___	___	___
21. Principal looks out for the personal welfare of individual staff members.	___	___	___	___	___
22. Principal refuses to explain his action.	___	___	___	___	___
23. Principal acts without consulting the staff.	___	___	___	___	___
24. Principal is slow to accept new ideas.	___	___	___	___	___
25. Principal treats all staff members as his equal.	___	___	___	___	___
26. Principal is willing to make changes.	___	___	___	___	___
27. Principal is friendly and approachable.	___	___	___	___	___
28. Principal makes staff members feel at ease when talking with them.	___	___	___	___	___

	Always	Often	Occasionally	Seldom	Never
29. Principal puts suggestions made by staff into operation.	———	———	———	———	———
30. Principal gets staff approval on important matters before going ahead.	———	———	———	———	———

: ——————————— :