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**A STUDY OF LEADERSHIP BEHAVIOUR OF PRINCIPALS IN THE COLLEGES OF C.C.S. UNIVERSITY, MEERUT AND ITS PSYCHO-SOCIAL CORRELATES**

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Meerut**INTRODUCTION**

Leadership occupies an important place in a group. It is a hard fact that leadership is needed in every social circle. There may be a small social group or a bigger group of people. We need somebody who should lead all and show them the way. So far as smooth running of the institution is concerned leadership is must. This need is urgent and critical especially in the colleges of Meerut. The total colleges are a big asset in the hands of the principal. The success of any programme in the college would depend on the principal to the large extent. He/She plays a vital role in shouldering the responsibilities of his college. His leadership quality is an important factor to make his institution as an example or a show piece in the society. He is the key person for better shifting and development of his institutional climate and inter-personal relationship.

Leadership is an interactive process. It is the interaction between the leaders and the other members of the group. Thus, leadership is found in some kind of group and the leader-functions in relation to his followers. It is the activity of influencing people to strive willingly for group objective. Leadership is operating when one try to influence the behaviour of another individual or group. Dealing appropriately with the people in the group is leadership. In the modern society thousands of individuals are appointed or elected or selected to shoulder the roles and responsibilities or leadership in factories and farms, in organizations and administration, in schools and colleges etc.

**DEFINITION OF LEADERSHIP**

**According to Keith Davis**, 'Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.'

**THEORIES OF LEADERSHIP**

The researches carried out by many behavioural scientists to find out what makes a leader effective have resulted in various theories of leadership. In this section, however, we shall discuss only three categories of theories of leadership:

- Trait theory.
- Behavioural theory.
- Situational theory.

**TRAIT THEORY**

The trait theory seeks to determine the personal characteristics or traits of a successful leader. A successful leader is supposed to have the following traits: good personality, intellectual ability, initiative, imagination, emotional stability, desire to accept responsibility, flexibility, honesty, sincerity, integrity, ability to make quick decisions, courage, reliability, persuasive power, etc. To determine the personality traits of a successful leader, studies were conducted by selecting successful leaders and find out their traits. It was presumed that persons possessing these traits could become successful leaders.

**BEHAVIOURAL THEORY OF LEADERSHIP**

In this approach, the emphasis is on the actual behaviour and action of the leaders and not on their traits or characteristics. In other words, this approach emphasises that strong leadership is the result of effective role behaviour. This approach states that the leader uses three skills to lead his followers. These skills are: technical, human and conceptual.

This approach assumes that a particular behaviour of a manager will make him a good leader while its opposite would discard him as a leader. Determining goals, motivating employees for achieving the goals, effective communication ability to interact effectively, building team spirit, etc. are the functional behaviour of a successful leader.

### SITUATIONAL THEORY

According to this theory, leadership is affected by a situation from which a leader emerges and in which he works. In other words, the situation- the group, the problem and its environment-will affect the type of leadership. An important aspect of this theory is the interaction between the group and its leader and the people tend to follow the person who is capable of fulfilling their desires.

The leader recognises his followers' desires and follows such methods which satisfy them. The main trust of the situational theory is that the leadership style may be effective under one situation and ineffective under the other. In other words, situational theory emphasises that there is no one best style of leadership universally applicable to all situations and that the leader has to change his style of leadership from situation to situation. If the leader adopts the same style under all situations, he may not be successful.

### OBJECTIVES OF THE STUDY

- To study the leadership behaviour of principals in the colleges as perceived by teachers.
- To find out the relationship between age and leadership behaviour of principals in the colleges.
- To examine the relationship between sex and leadership behaviour of principals.
- To study the relationship between the teaching experience and leadership behaviour of principals.
- To study the relationship between administrative experience and controlling capacity of principals.
- To investigate the relationship between leadership behaviour of principals and their family background.

### HYPOTHESIS OF THE STUDY

- The principals of the colleges are normally disturbed on leadership behaviour.
- There is a significant relationship between personality and leadership behaviour of principals.
- There is a significant relationship between age and leadership behaviour of principals.
- There is a significant relationship between administrative experience and leadership behaviour of controlling capacity of principals.
- There is a significant relationship between leadership behaviour of principals and their family background.

### POPULATION AND SAMPLE OF THE STUDY

The population for the present study consisted of 100 colleges affiliated to C.C.S.University, Meerut.

| No. of Schools | Colleges |               |       |               | Total |
|----------------|----------|---------------|-------|---------------|-------|
|                | Urban    |               | Rural |               |       |
| 100            | 50       |               | 50    |               | 100   |
|                | Aided    | Self Financed | Aided | Self Financed |       |
|                | 25       | 25            | 25    | 25            |       |

### TOOLS USED FOR THE COLLECTION OF DATA

- 1- Leadership behaviour Description Questionnaire by R.M.Stogdill.
- 2- The Sixteen Personality Factors Questionnaire by R.B.Cattell.
- 3- Self developed questionnaire of back ground information Form.

### MAIN FINDINGS

The Principals of the colleges included the present study on the average, often act as representatives of their groups, reconcile conflicting demands and reduce disorder to system, use persuasion and argument effectively, define their own role and left followers know what is expected from them, allow their followers scope for initiative, decision and action, actively exercise the leadership role rather than

surrendering leadership on others; regarding the comfort, well being, status and contribution so of their followers; apply pressure for productive output; exhibit fore-sight and predict out comes accurately; maintain a closely knit organization and resolve inter-personal conflicts and lastly, maintain cordial relations with superior. But, on the average principals occasionally are able to tolerate uncertainly and postponement without being upset.

### **LEADERSHIP BEHAVIOUR OF PRINCIPALS AND PERSONALITY FACTORS**

Out of 16 personality factors, there are six factors viz- intelligence, emotional stability, conscious, apprehensibility and control came out to be significant and positive and two factors viz- venture and tension came out to be significant and negative relationship with total leadership behaviour of Principals. It revealed that the Principals who are high intelligent, emotionally natured, consignations, apprehensive and controlled show more better leadership behaviour than the principals who are low intelligence, emotionally less matured, expedient, self-assured and undisciplined. The Principals who are venturesome tense and frustrated show less good leadership behaviour than shy, relaxed and unrestricted Principals.

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