



Relationship Between Leadership Behaviour and Institutional Organizational Climate

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ABSTRACT

The objective of the present study is to study the relationship between institutional organizational climate and various leadership behaviour is primary, upper primary and secondary schools. In the sample 100 primary, upper primary and secondary school teachers of Allahabad district were selected. Leadership Style Scale (LSS) and Institutional Organizational Climate Scale (IOCS) both developed by K.S. Misra were used to collect the data. The result indicated that transformational leadership behaviour has strong positive relationship with institutional organizational climate in primary and secondary schools. The result also revealed that toxic leadership behaviour has negative relationship with organizational climate in secondary schools while it has positive relationship with organizational climate in upper primary schools.

KEYWORDS

institutional organizational climate, transformational leadership, transactional leadership, toxic leadership.

The success of an organization is reliant on the leader's ability to optimize human resources. In spite of the similarities in the organizational and administrative in the organizational and administrative structures of schools, studies have shown that schools are different, one from the other in the way they function as well as the effects they have on the lives of children. According to Dunklee (2000) the differences the students' behaviour and academic outcomes are influenced by the head teacher. The activities of the school are determined by what the head teacher does. He/she influences everyone's behaviour; he/she communicates a powerful message about how the school should operate daily. Ramsay (1999) contends that, in an organization like school, students and staff tend to live up to the image of the head teacher. Head teachers differ in the styles they use to carry out all these tasks. There are many types of leadership behaviour. Some head teachers show transformational leadership behaviour while some head teachers show transactional leadership behaviour. According to Misra (2014) transformational leaders enhance the motivation, morale and performance of followers through a variety of mechanisms. They connect the followers' sense of identity and self to the mission and the collective identity of the organization. They become a role model for followers that inspire them, challenge followers to take greater ownership for their work and understand the strengths and weaknesses of followers. According to Burns (1978) the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. The other type of leadership is transactional leadership. According to Misra (2014) the transactional leaders is given power to perform certain tasks and reward or punish for the team's performance. It emphasizes on basic management process of controlling, organizing and short-term planning. It involves motivating and directing followers primarily through appealing to their self-interest. It gives the opportunity to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange of any organizational reward or any other external motivator. Transactional leaders communicate with their subordinates, explain how a task must be done and let them know that there will be rewards for work done well (Avolio et al., 1991). Many leaders can be labelled as toxic leaders. Misra (2014) found that such leaders have responsibility over a group of people or an organization and abuse the leader-follower relationship by leaving the organization in a worse-off condition than when they first found them. It is a dysfunctional leadership style exhibited by a person who is immune, short tempered, rigid, callous, manipulative, discriminatory, corrupt or aggressive.

The organizational climate is called as a set of properties of work environment perceived directly or indirectly by the employees that is assumed to be a major force in influencing employee behaviour. It is a system of shared assumptions values and belief that governs how people behave in organizations and how an organization provides boundaries and guidelines that help members of the organization know the correct way to perform their jobs. Schools are the most crucial social organization which create leaders for society; therefore the school leaders must inspire students to become worthy in their future endeavour.

Salamat et al., (2013) studied the teachers' leadership behaviour and its impact on organizational climate and job performance. The findings revealed that the job performance of secondary school teacher is directly influenced by organizational climate of the schools. Shailly (2012) studies the relationship between principals' leadership style and organizational climate of Delhi based schools. She found that government school principal's leadership styles were low in relation to public school principal's leadership styles. The organizational climate of public school is also found better than the private schools. Tajasom and Ahmad (2011) explored the effect of leadership style on school climate from the perspective of teachers in Malaysia. The findings showed that transformational leadership has an effect on four aspects of climate (affiliation, innovation, professional interest and resource adequacy), while transactional leadership affect only participatory decision-making. Haakonsson et al. (2008) conducted an investigation into how misalignments between organisational climate and leadership style can result in negative performance. The research finding showed that misalignments between organisational climate and leadership behaviour are problematic for business performance. If there are misfits, either the organizational climate or the leadership style needs to change. Pradeep et al. (2011) examined in their study the relationship between effective leadership style and employee performance. This study revealed that leadership was positively linked with employee performance for both transformational behaviour and transactional contingent reward leadership behaviour. Parcha et al. (2012) conducted a study to determine which leadership style can increase the performance of employees of some selected private schools in Pakistan, demonstrated that transactional and transformational leadership styles are both positively related with employee performance. However, transactional leadership was found to be more significantly related to employee performance than transformational leadership style.

In the light of above discussion researcher has made an at-

tempt to study the relationship between leadership behaviour and institutional organizational climate in primary, upper primary and secondary schools.

Objectives :

The study has aimed to achieve the following objectives :

To study the relationship between institutional organizational climate and various leadership behaviour in primary schools.

To study the relationship between institutional organizational climate and various leadership behaviour in upper primary schools.

To study the relationship between institutional organizational climate and various leadership behaviour in secondary schools.

Methodology :

Survey method of descriptive research has been used to conduct the present study. The population for the present study comprises of primary, upper primary and secondary school teachers of Allahabad district. 100 primary, upper primary and secondary school teachers of Allahabad district have been selected as sample subjects. The tools which were used in the present study for collecting the data are as follows :

1. Leadership Style Scale (LSS)

Leadership Style Scale has been developed by K.S. Misra. The tool measures the three types of leadership behaviour viz. Transformational, Transactional and Toxic leadership behaviour. It consists of 84 items. There are 28 items for each of the three types of leadership behaviour. A five point scale response format has been used which are as strongly agree, agree, undecided, disagree and strongly disagree.

2. Institutional Organizational Climate Scale (IOCS)

IOCS has been developed by K.S. Misra. There are 60 items in the Scale. It is a liker type five point scale which measures the responses in the format has been used which are as strongly agree, agree, undecided, disagree and strongly disagree. It has six dimensions viz. Open, Favouritism, Humane, Task orientation, Hindrance & Control.

The obtained data have been analysed by using product moment coefficient of correlation and null hypothesis have been tested at .05/.01 level. Results have been shown in table 1 to 3.

Results and Discussion :

H₀ :1 There is no significant relationship between institutional organizational climate and various leadership behaviour in primary schools.

Table-1
Correlation between institutional organizational climate and various leadership behaviour in primary schools.

Level	N	Transformational	Transactional	Toxic
Primary	36	.368*	.329	.068

* significant at .05 level

Observation of table-1 shows that the value of correlation between organizational climate and transformational type of leadership behaviour in primary schools is .368 which significant at .05 level, it means that organizational climate is positively related to transformational type of leadership behaviour in primary schools. Therefore it can be said that with the increase of transformational type of leadership behaviour, the organizational climate of primary schools also become more conducive. Value of coefficient of correlation between institutional organizational climate and transactional & toxic type of leadership behaviour in primary schools have been found to be .329 and .068 respectively which are not significant at .05 level. It means that organizational climate is not related to transactional and toxic type of leadership behaviour in primary

schools. This result of the present study is supported by the result obtained by Pradeep et. al (2011). This may be due to the reason that transformational leaders have charismatic communication style. So, they can communicate & implement their vision resulting the improvement in organizational climate.

Table-2
Correlation between institutional organisational climate and various leadership behaviour in upper primary schools.

Level	N	Transformational	Transactional	Toxic
Upper Primary	14	-.151	-.159	.561*

* significant at .05 level

Observation of table-2 shows that the value of correlation between organizational climate and toxic type of leadership behaviour in upper primary schools in .561 which is significant at .05 level. It means that organizational climate is positively related to toxic type of leadership behaviour in upper primary schools. Table-2 also shows that the value of correlation coefficient between institutional organizational climate and transformational type of leadership behaviour is -.151 and coefficient of correlation between institutional organizational climate and transactional leadership behaviour is -.159 in upper primary schools which are not significant at .05 level.

Table-3
Correlation between institutional organisational climate and various leadership behaviour in secondary schools.

Level	N	Transformational	Transactional	Toxic
Secondary	49	.602**	.262	-.314*

** significant at .01 level

*significant at .05 level

Observation of the table-3 shows that the value of correlation between organizational climate and transformational type of leadership behaviour in secondary schools is .602 which is significant at .01 level. It means that organizational climate is positively related to transformational leadership behaviour in secondary schools. This finding is supported by the studies of Tajasom & Ahmad (2011) and Pradeep et. al. (2011). This may be due to the reason that transformational leaders give empathy and support, keep communication open and places challenges before the followers. They respect and celebrate the individual contribution that each follower make to the team. They are also inspirational motivators. Table 3 also shows that the value of coefficient of correlation between organizational climate and toxic leadership behaviour in secondary schools is -.314 which is significant at .05 level. It means that organizational climate is negatively related to toxic leadership behaviour. Therefore it can be said that if toxic type of leadership behaviour is decreased in the secondary schools, the organizational climate becomes better.

Conclusion :

This research has provided insights regarding the relationship between leadership behaviour and institutional organizational climate. The study demonstrated that transformational leadership behaviour has a strong positive relationship with institutional organizational climate in primary and secondary schools. It also demonstrated that transactional leadership behaviour has a positive relationship but not strong as transformational but there is a positive relationship between toxic leadership behaviour and organizational climate in upper primary schools. On the basis of findings of this study it can be recommended that :

School head teachers should apply the mix of both transformational and transactional leadership style but with due consideration to the situation.

It is a need to time that in upper primary schools, head teachers should be given a leadership style training so that they can apply an appropriate leadership behaviour to improve and enhance the organizational climate of their schools.

Efforts should be made by the policy makers to understand the critical factors that affect the organizational climate of the institution and try to improve it.

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