1.0 INTRODUCTION

“Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations carry them above the conflicts that tear a society apart, and unite them in the pursuit of objectives worthy of their best efforts.”


“Globalization, new technology, and changing social patterns have significantly disrupted the education sector over the past decade. National education systems have scrambled to respond to these shifts, which are likely to increase in the future. In that context, transformation is the new normal for education systems.” (Moujaes, et. al. 2012).

Education is the core of various global research scenarios in the 21st century. With the impact of various factors such as technology, politics, global economy, etc. the role of teachers, managers and administrators is rapidly changing in the present context. Apart from all these factors, leadership influences the educational management and organization as a whole to a large extent. Leadership of any organization can lead it to the heights of success with the continuous improvements in the performance and motivation of the individuals and groups. “Looking at the leaders who work with teachers provides a view on leadership and the link to teacher efficacy & school environment and what role they have to play in student achievement and development” (Luft, 2012).

The theoretical and conceptual framework for this study is developed from in-depth review of literature exploring and examining the notions of Transformational & Transactional Leadership, Consciousness and Learning Organization.

1.1 TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP

“Burns (1978) was the first author to introduce the concept of transforming leadership, and to contrast ‘transforming’ and ‘transactional’ leadership in his research on political leaders; but now this theory is widely used in psychology and management.” (Bass & Riggio, 2006 as cited in Muenjohn, 2012). Bass introduced the term "transformational" in place of "transforming". The theories and models of transformational leadership were given by Burns (1978) and Bass (1985). However, “Transformational and charismatic leaders
existed before the theories were proposed, and these leaders will continue to exist in the future” (Antonakis & Day, 2012).

Transactional leadership involves an exchange of wages or prestige between leaders and followers for successful accomplishment of the task. Transactional leadership encompasses contingent reward and management-by-exception. In contrast, transformational leaders motivate the followers to achieve a better performance beyond the expectations by transforming their attitudes, beliefs, and values as opposed to simply gaining observance.

Bass (1985) identified the sub dimensions of transformational leadership including charisma (renamed to idealized influence), inspirational motivation, intellectual stimulation, and individualized consideration. According to Bernard M. Bass, the behaviours of transformational and transactional leadership are not separated, however a leader may show a varying amount and intensities of the behaviours or both at the same time as well.

Burns (1978) defined transformational leadership as a process where leaders and followers engage in a mutual process of 'raising one another to higher levels of morality and motivation.' According to Burns, Transformational leadership is a process in which leaders try to raise the consciousness of followers by appealing to higher ideals and moral values. Over the last thirty years, transformational leadership has become one of the most prominent theories of organizational behaviour.

“In contrast to leadership based on individual gain and the exchange of rewards for effort, transformational leaders direct and inspire employee effort by raising their awareness of the importance of organizational values and outcomes. In doing so, such leaders activate the higher order needs of their employees and encourage them to transcend their own self interest for the sake of the organization and its clientele. Research has not only validated the existence of transformational leadership but also has consistently linked the practice of these transformational leadership behaviours with employee performance and satisfaction” (Bass and Riggio, (2006), as cited in Muenjohn, 2007).
Those leaders who are more satisfying to their followers and who are more effective as leaders are more transformational and less transactional (Bass & Avolio, 1991, as cited in Bass 1999).

**Transformational Leadership** comprises of four dimensions: (Bass & Avolio, 2004 as cited in Liaz, 2012). The work of Muenjohn (2007) & Riaz (2012) is compiled to explain these dimensions:

1. **Idealised influence**: It refers to leaders who encourage the followers to share their visions & goals. It also refers to the level of trust and admiration that leaders get from their followers. Idealised influence further has two parts:

   a. **Idealised influence (Attributed)**: This includes the exceptional qualities that are identified by the followers in the leader which induce respect, faith, trust and pride for the leader. According to Bass & Avolio (2004), “This dimension of transformational leadership refers to the ability of the leader to instil pride in the followers and to develop the confidence in them with respect.” (as cited in Liaz, 2012).

   a. **Idealised influence (Behaviour)**: According to Bass & Avolio (2004), “In this dimension the leader shares a common vision and mission with the followers. It refers to the ability of the leader to have a purpose, keeping the moral and ethical conditions in mind” (as cited in Liaz, 2012).

2. **Inspirational Motivation**: According to Bass & Avolio (2004), “This dimension refers to the inspiration of the followers by leaders with the use of metaphors and to have an optimistic outlook for the future. This also refers to, ‘how much and to what degree’ a leader can develop a vision in the followers.” (as cited in Liaz, 2012).

3. **Intellectual Simulation**: It refers to the challenging of ideas and values of the followers by the leader for solving various problems. The leaders show different viewpoints to the followers to deal with the general problems in creative ways. According to Bass & Avolio (2004), “A leader develops open mindedness and creative thinking in the followers. In this dimension the leader stimulates the
followers to develop questioning attitude, reframing problems and finding new ways to solve them.” (as cited in Liaz, 2012).

4. **Individualised Consideration**: Each individual has different personal needs. Individualised consideration refers to the special attention given by the leader to followers for their differences of needs. The leader diagnoses the requirements of the followers for their development and designs various strategies to satisfy their valid needs and also elevates their levels of motivation for improved performance.

“**Transactional leadership**, also known as managerial leadership, focuses on the role of supervision, organization and group performance. This theory was earlier described by Max Weber and further developed by Bernard M. Bass in early 1980’s.

According to Cherry (2012), the basic assumptions of Transactional Leadership are: Clear and specific commands leads to performance; Motivation of workers by rewards and punishments; Primary goal of the followers is to obey the instructions and commands of the leader and Careful monitoring of the followers is required for achieving the set goals.

Transactional Leadership comprises of two dimensions:

1. **Contingent Reward**: According to Bass & Avolio (2004), “In this dimension, good performances of the followers are rewarded and for poor performance the leader takes the disciplinary actions. This dimension includes the recognition and rewards when the expected goals are achieved by the followers” (as cited in Liaz, 2012).

2. **Management by exception**: Corrective criticism, negative feedback and negative reinforcements are involved in this dimension. It has two forms:
   a. Management by exception (passive): Intervention by the leader only when certain standards or norms are not met for completion of tasks.

   b. Management by exception (active): Active monitoring of the mistakes and the performance of the followers; and immediate corrective actions are taken by the leader.
1.2 CONSCIOUSNESS

“Consciousness is both the most obvious and the most debated topic in psychology and brain science” (Baars, 2003). “The word consciousness retains an air of mystery & inexplicability and there is a lot to be done to translate what we mean by consciousness. In general meaning, consciousness is the sense of awareness, but “consciousness is not just self-awareness. It also includes a vast field of possibility that which we are not aware of.” (Hayden & Jager, 2010).

“Consciousness begins with the self and self awareness. Awareness flows into every part of work life and is fundamental to leadership effectiveness. Many challenges faced by the leaders in the 21st century demand profound levels of individual and collective awareness. Without this, leaders will not be able to develop the multiple levels of consciousness which they need, to have fluidity, flexibility and openness in their work.” (Carter, 2009).

“To be conscious means to be aware and mindful of oneself, of others and the world around us, to understand our circumstances and to decide how to respond to them in ways that honour our values, beliefs and feelings. The core building blocks that shape our awareness are: our values; our attitudes and feelings and our responses” (Carter, 2009).

Two well known psychologists Sigmund Freud and William James studied consciousness in the last century. According to Bancroft (2012), “William James defined consciousness as the ‘function of knowing’ and believed it to be a continuous process.” Defining the level of consciousness, Freud says, “The conscious level is the level on which all of our thought processes operate. Anything that is thought, perceived or understood resides in this conscious level. Below this level is the level of pre-conscious and below both these levels is the level of unconscious.” (as cited in Stevenson, 1996).

Brazdau (2013) has defined the Consciousness Quotient as “The level of consciousness (or the level of being conscious) that is experienced in the morning, one hour after waking up and after having a refreshing sleep, without being exposed to any significant stimulus (coffee, TV, radio, music, talking, psychological stress).” “In other words, the consciousness quotient is the general level of being conscious/ aware throughout a day, in regular life conditions” (Brazdau, 2013).
Since long past, it has been very difficult to measure and treat consciousness as a variable. In his article “Introduction: Treating Consciousness as a variable: The fading taboo” Baars, (2003) has given the operational definitions of conscious and unconscious processes.

“Standard behavioural index for consciousness is the ability people have to report their experiences, often in ways that can be checked for accuracy. Conscious processes can be operationally defined as events that: can be reported and acted upon; with verifiable accuracy; under optimal reporting conditions; and which are reported as conscious.” ‘Optimal reporting conditions’ implies a minimum delay between the event and the report, freedom from distraction, and the like. “Operationally an event can be defined as unconscious if knowledge of its presence can be verified, even if that knowledge is not claimed to be conscious and it cannot be voluntarily reported, acted on, or avoided even under optimal reporting conditions.”

- (Baars, 2003).

According to Brazdau (2013), the six dimensions of the Consciousness Quotient are:

1. **Physical Consciousness**: It refers to the awareness or being conscious of the body and of the environmental physical elements.

2. **Emotional Consciousness**: It is the ability to be conscious of ones own feelings and emotions or emotional feelings.

3. **Cognitive (Mental) Consciousness**: It refers to the ability of being conscious of ones own ideas and mental stream.

4. **Spiritual Consciousness**: It is the ability of being conscious about oneself as a part of the universe, and consciousness about the multiple connections with the surrounding life.

5. **Social-Relational Consciousness**: It refers to ones consciousness about human relationships and the social connections with the people of society you interact with.

6. **Self-Consciousness**: Consciousness of Self or Self-Awareness is the ability of being conscious about ones own person, own self; this factor describes the ability of the reflexivity of the human being, of being able to look upon itself in an objective way.
1.3 THE LEARNING ORGANIZATION

“Learning organization is a fuzzy term in literature of management and organization, psychology, and human development. Senior managers in many organizations believe that organizational learning method is a main index for effectiveness and its capacity for growth and innovation” (Vatankhah, et. al. 2011).

The concept of the learning organisation was developed by Peter Senge’s book *The Fifth Discipline: The Art and Practice of the Learning Organization*. According to Senge, P. (1990), “Organization is a place where new patterns and comprehensive thinking fosters, a place where collective tendencies and wills become free and people continuously learn how to learn together. In another words, in learning organization, the emphasis is on learning in individualized, team, and organizational level.” (as cited in Vatankhah, et. al. 2011).

“A learning organization is an organization skilled at creating, acquiring, and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights.” (Giesecke & McNeil, 2004). According to Ratner (1997), “Learning Organization is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about.” (as cited in Cors, 2003).

“Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (Senge, 1990). “Learning organizations are characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values or principles.” (Watkins & Marsick, 1992, as cited in The learning Organization article).

“In a learning organization, leaders are designers and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models” (Senge, 1990).

Learning organizations have the following characteristics (Calvert et al. 1994; Watkins and Marsick 1993, as cited in Kerka, 1995): “They provide continuous learning opportunities; they use learning to reach their goals; they link individual performance with organizational performance; they foster inquiry and dialogue, making it safe for people to share openly
and take risks; they embrace creative tension as a source of energy and renewal; and they are continuously aware of and interact with their environment.” (Kerka, 1995).

“Although theorists of learning organizations have often drawn on ideas from organizational learning…the two literatures have developed along divergent tracks. The literature on organizational learning has concentrated on the detached collection and analysis of the processes involved in individual and collective learning inside organizations; whereas the learning organizations literature has an action orientation, and is geared toward using specific diagnostic and evaluative methodological tools which can help to identify, promote and evaluate the quality of learning processes inside organizations.” - (Smith and Araujo 1999; Tsang 1997, as cited in the learning organization article).

According to Peter Senge (1990), there are five disciplines or dimensions of learning organizations:

1. **Personal Mastery:** “Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs” (Senge, 1990). “Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively” (ibid.).

2. **Mental Models:** “These are ‘deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action’” (Senge 1990). This discipline of reflection and inquiry skills is focused around developing awareness of the attitudes and perceptions that influence thought and interaction. By continually reflecting upon, talking about, and reconsidering these internal pictures of the world, people can gain more capability in governing their actions and decisions.

3. **Shared Vision:** This collective discipline establishes a focus on mutual purpose. People learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create (symbolized by the eye), and the principles and guiding practices by which they hope to get there.
4. **Team Learning:** This is a discipline of group interaction. Through techniques like dialogue and skilful discussion, teams transform their collective thinking, learning to mobilize their energies and ability greater than the sum of individual members’ talents.

5. **Systems thinking:** “It is the discipline that integrates the others, fusing them into a coherent body of theory and practice.” (Senge, P. 1990). In this discipline, people learn to better understand interdependency and change, and thereby to deal more effectively with the forces that shape the consequences of our actions. Systems thinking is based upon a growing body of theory about the behaviour of feedback and complexity—the innate tendencies of a system that lead to growth or stability over time.

2.0 **RESEARCH SCENARIO**

In his study ‘A research of transformational leadership comparing leadership styles of the principal’, Luft (2012) recommends that “This study could be replicated involving a larger cross-section of principals and teachers which would provide more in-depth information in greater detail regarding transformational and transactional leadership and the effect they have”. Riaz (2012) studied “Spirituality & Transformational Leadership in Education” and found that “If school leaders incorporate a spiritual dimension into their practice then they would become better leaders”.

Rhoads (2011) in his study, ‘Transformational classroom leadership: Adding a new piece of fabric to the educational leadership quilt’ recommends that “Administrators who distribute their leadership and empower their leaders to have input in school decisions, like staff development, builds a learning organization”. Turpin (2009), in his study ‘A study examining the effects of Transformational Leadership behaviours on the factors of teaching efficacy, Job satisfaction & Organizational commitment as perceived by special education teachers’ stated that “School leaders practicing a transformational leadership model must be able to meet the needs of diversified teaching staffs in order to promote a school climate conducive to increasing staff satisfaction and collegiality”.

In his review of literature Bass (1999) found that, “various researchers have worked on Transformational Leadership relating it to variables such as moral and personal development (Kuhnert & Lewis, 1987; Avolio, 1994; Gibbons, 1986), Training & Education (Avolio, undated), Organizational Culture (Sites-Doe, Pillai & Meindl, 1994) and sex differences (Bass, Avolio & Atwater, 1996)”. “New paradigms in science and in
management have recognized that, consciousness pervades the evolving order of the natural world and is the essential foundation for organizational transformation.” (Heaton & Harung, 1999).

The results of the study of Park (2006) support the notion that, “The theory of learning organization and related concepts, initially developed against the background of Western culture, can also apply to a South Korean school context, which reflects Asian culture”. “Aegyris (1994), Schon (1983), Wheatly (1999), Ratner (1997), Mohanty (1999) and Glasmeier e. al. (1998) have contributed in the field of learning organization” (as cited in Cors, R, 2003). “Kurkland & Thompson (1999), Allenby (1999), and Klein & Sora (1996) have worked on learning organization relating to various variables” (ibid.)

3.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

After review of literature the researcher felt that there is a need to study consciousness in leadership to make a contribution in growth and development of conscious leadership. “Superior leadership in this new generation of leaders will include those who are capable to access multiple sources of information simultaneously, and who also have greater awareness, who know how to access and operate in a more conscious way” (Hayden & Jager, 2010). “The concept of conscious leadership is still relatively new; however, it can be seen practiced, within the business world, as leaders are encouraged to adopt more conscious business efforts.” (Hayden, 2011 as cited in Jones, 2012).

Similarly, “Learning organizations require a new view of leadership. The traditional view of leadership is based on assumptions of people’s powerlessness, their lack of personal vision and inability to master the forces of change, which can be remedied only by a few great leaders.” (Senge, P. 1990). “Traditional management constructs are incompatible with the collaborative development approach for new technologies.” (Linda, L. 2001 as cited in Cors, R. 2003).

The researcher found that, Transformational Leadership has been studied with many variables like teaching efficacy, job satisfaction, organizational commitment, spirituality, etc., but the researcher also found that many researchers have only researched on transformational leadership (which is only one of the dimensions of leadership approach). Many researchers have omitted transactional leadership in their researches. The concepts of transformational and transactional leadership are found universally, but much more still
needs to be learned about how they influence the learning organization. Much more exploration and explanation is needed about the transformational and transactional leadership and how it moves the followers in the direction so that the organization develops as a learning organization. Previous researches also suggest that the gap lies in the direction of comprehensive blend of qualitative-quantitative studies. Riaz, O. (2012), recommends that “Future studies should also use a qualitative research design to gain better understanding…”

Consciousness is a very broad and comprehensive term. It has been studied and researched in various fields such as neuroscience, physics, medical science, education, etc. The researcher found various researches in many fields studying consciousness, but the researcher focused on the researches related to consciousness and leadership or conscious leadership. Many articles, theoretical frameworks and future recommendations for conscious leadership were found and explored, but the researcher didn’t come across any empirical research on leadership and consciousness or conscious leadership.

Learning organization is a new theory developed after 1990, when Peter Senge pioneered in this area to propose this concept in his book ‘The fifth discipline’. In review of literature the researcher studied many articles and theoretical framework of learning organizations. This is an emerging field in which many thinkers and experts have given their approach in development of theories of learning organization. But the researcher found that the research in this area is predominantly in the field of Business management and organizations. Researcher also found that in educational context, there is scarcity of empirical studies on learning organization. In the educational field, some of the empirical studies which researcher came across were on business schools.

After review of previous researches and articles a need is felt to study the concepts of Transformational & Transactional Leadership, Consciousness and Learning Organizations in the field of education to contribute in the fulfilment of the research gaps in the current research scenario. The purpose of the study is to examine whether the leadership approach and consciousness of leader have any significant effect on the learning organization; and to add to the current research scenario through the empirical qualitative and quantitative research.
4.0 STATEMENT OF THE PROBLEM

The research problem is stated as given below:

Effect of Leadership Approach and Leader’s Consciousness on Learning Organization: A Quantitative and Qualitative Perspective

5.0 OBJECTIVES OF THE STUDY

The study is undertaken in light of following objectives:

1. To study the Leadership Approach and its sub-dimensions of leaders in senior secondary schools.
2. To study the Consciousness levels and its sub-dimensions among the leaders of senior secondary schools.
3. To study the effect of Leadership Approach on the Learning Organization.
4. To study the effect of Consciousness levels of leaders on the Learning Organization.
5. To study the interactional effect of Leadership Approach and Consciousness on the Learning Organization.

6.0 HYPOTHESES OF THE STUDY

Following hypotheses are prepared for giving direction to the study:

1. There will be no significant effect of Leadership Approach on the Learning Organization.
2. There will be no significant effect of Consciousness levels of leaders on the Learning Organization.
3. There will be no significant interactional effect of Leadership Approach and Consciousness on the Learning Organization.

7.0 DEFINITIONS OF THE TERMS USED IN THE STUDY

Terms which are requiring further explanations can be operationally defined as following:

Leadership Approach: Leadership approach refers to the various processes employed in guiding and directing members of a team towards desired goals.
The present study incorporates the study of Leadership Approach through two divergent types of leadership:

**Transformational Leadership:**

Transformational leadership is a process in which leaders try to raise the consciousness of followers by Idealised influence, Inspirational motivation, Intellectual simulation and Individualized consideration.

**Transactional Leadership:**

Transactional leadership is the process in which the leaders and followers have exchange of contingent rewards and leaders manage followers through management by exception.

**Consciousness:**

Consciousness is the general level of being conscious or aware of experiences related to physical, emotional, cognitive (mental), spiritual, self and social-relational aspects.

**Learning Organization:**

Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together, through Personal mastery, Mental Models, Shared Vision, Team Learning and Systems Thinking. In the present study which is conducted in an educational setting, a senior secondary school has been considered as a learning organization.

**8.0 DELIMITATIONS OF THE STUDY:**

The study will be delimited in the following respects:

1. The study will be delimited to Agra city only.

2. The study will be confined to a sample of 30 leaders (principals) for quantitative study and 6 leaders (principals) for the qualitative study.

3. The study will be conducted on the principals of senior secondary schools of C.B.S.E., I.S.C.E. and U.P. boards in Agra district.

4. The study will be delimited to the two divergent approaches of leadership i.e. Transformational and Transactional Leadership.
9.0 VARIABLES OF THE STUDY

The operational variables are as follows:

**Independent variable:** Leadership Approach, Consciousness

**Dependent variable:** Learning Organization

**Control variables:** Minimum period of leadership of the principal (5 years), Minimum period of association of principal, teachers and students with the school (5 years), Minimum qualification of the principal and teachers (Post Graduate with Teacher Training).

10.0 DESIGN OF THE STUDY

The design of the study will be as follows:

10.1 Method:

The quantitative study will be conducted by a combination of Descriptive Research Method (for objectives 1 & 2) and ex post facto research (causal comparative, for objectives 3-5) to obtain pertinent & precise information concerning the current status of the phenomena and to draw valid general conclusions from the facts observed. The qualitative study will be conducted by Phenomenological Research Method (Open ended questions, focus group interviews, and in-depth interviews).

10.2 Sampling Procedure:

![Diagram of Sampling Procedure](image)

*Figure 1: Sampling Procedure*
The sample of the study will consist of 30 principals in quantitative study, and 6 principals in qualitative study, at higher secondary level of schools affiliated to C.B.S.E. I.S.C.E. and U.P. boards. Both genders will be considered in the study. In order to obtain a comprehensive and unbiased rating of the principals the assessment will be carried out at two levels as shown below:

Table 1

*Levels of Assessment of Leadership Approach of Leaders*

<table>
<thead>
<tr>
<th>Level of Assessment</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Self-Assessment (Principals)</td>
<td>30</td>
</tr>
<tr>
<td>b. Raters Assessment (Teachers)</td>
<td>30 * 10 = 300</td>
</tr>
</tbody>
</table>

For the quantitative approach the selection of the schools will be done by purposive sampling according to their percentage in the population, and the teachers will be selected by random selection. While for the qualitative approach purposive sampling method will be used to select the schools. For the qualitative approach the principals scoring on the extreme ends of the transformational-transactional scale will be selected.

*Figure 2: Research Procedure*
10.3 TOOLS AND TECHNIQUES OF THE STUDY:

i. Multi-factor Leadership Questionnaire (MLQ)

The Multi-factor Leadership Questionnaire (MLQ) developed by Bernard M. Bass and Bruce J. Avolio (1995) will be used to access the leadership style of the principals. The MLQ measures a broad range of leadership types/approaches from passive leaders (Laissez faire), to leaders who give contingent rewards to followers (Transactional), to leaders who transform their followers into becoming leaders themselves (Transformational).

MLQ is valid across cultures, different organizational types and leadership levels. It is easy to administer, and requires 15 minutes to complete.

ii. Consciousness Quotient Inventory (CQ-i)

The Consciousness Quotient Inventory developed by Ovidiu Brazdau (2013) is composed of six dimensions: physical, emotional, cognitive, spiritual, social-relational and self-consciousness. These six dimensions are the main six factors of the Consciousness Quotient Inventory. CQ-i explores these dimensions, using behavioural-based questions.

CQ-i has 62 items scored with a likert scale with 6 degrees, from 1 point (never) to 6 points (always). The internal consistency of the tool is satisfactory, that is, Cronbach alpha = 0.92 for N=62.

iii. Learning Organization Questionnaire (LOQ)

The researcher will prepare a self-constructed questionnaire. The self-designed data-gathering research questionnaire will be used for inquiring into and securing information about the components of learning organization viz. Personal mastery, Mental Models, Shared Vision, Team Learning and Systems Thinking.

The tool will be a likert scale questionnaire for quantitative data gathering. A questionnaire having open ended questions and an interview schedule will be used for qualitative data gathering.
10.4 STATISTICAL TECHNIQUES

The following statistical techniques will be employed for the analysis and interpretation of the data:

**Quantitative:** Measures of Central Tendency *viz.* Mean and Measures of Variability *viz.* Standard Deviation will be used for descriptive analysis. Multi factorial ANOVA (2*3 factorial design) will be used for inferential analysis.

**Qualitative:** Thematic analysis will not require much statistical treatment. Elementary techniques like frequency charts and percentages may be employed.

11.0 SIGNIFICANCE OF THE STUDY

The research may help in understanding the relation between Transformational & Transactional Leadership, Consciousness and Learning Organization, and can also help in developing a framework for conscious leadership. The current research will explore the leadership approach and consciousness of leaders in comprehensive qualitative-quantitative perspectives and the results of the study can help to understand & develop the models of conscious leadership. Many organizations use psychological tests for gauging whether the individual would fit in the organization. The results of the study can prove beneficial for supplementing these current measures through additional assessment of conscious and transformational leadership for providing a best fit solution in the organization for its all round development.

The leadership approach of the leaders influences the psychological states of mind of the teachers & other staff to a large extent, this in turn reflects in their attitudes towards the working efficiency in the organization. The current research approach will assess the leadership at different levels *viz.* self-assessment by the leader and raters assessment by the teachers. The empirical findings of the study will identify those leadership behaviours which are perceived by teachers and are essential for their positive attitude towards creating a learning organization.

The findings of the study can also contribute in the development of comprehensive models for developing school administrators by facilitating them with the knowledge of positive administrative leadership skills which are desired by the teachers in creating a learning organization. This will help the leaders to develop themselves into conscious transformational leaders. The findings of the current research will encourage the further empirical researches in this field.
BIBLIOGRAPHY


