

**A STUDY ON IDEAL AND ACTUAL SUPERVISORY
BEHAVIOUR AS PERCEIVED BY NORTH - EAST
PROVINCIAL COUNCIL (NEPC) MIDDLE LEVEL AND TOP
LEVEL OFFICIALS**

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ABSTRACT

Provincial councils are expected to formulate operational policies, programmes and budgets, provision of technical guidance to Pradeshiya Sabhas and on monitoring and evaluation of programme implementation. This has a direct bearing on the calibre of personnel who man the councils. Therefore, it is necessary to understand the leadership characteristics of the top level and the middle level officials who work there.

Any analysis of leadership requires exploration of what makes the leader function, but equally important is an examination of the culture and context of an organization, and also of follower ship. Unless the requirements of colleagues, subordinates and the overall mood of teams are taken into account, any leadership effort may be ineffective, or even counter productive.

Two dimensions of leadership, namely, Leadership Opinion and Supervisory Behaviour Description are taken as independent variables to measure the actual supervisory behaviour of Top level and Middle level officials of the NEPC.

To find the level of difference between the actual and ideal leadership performance, structure and consideration were selected measures for the attainment of organizational goals. Likert scale was used to collect data in addition to personal interviews and observations.

In this study, it was revealed the fact that most of the superiors lack in initiating structure at both levels. Though consideration scored high points that should also be tested with some additional variables.

Culture has influenced on supervisory behaviour, which needed to be changed in order to attain organization goals successfully. Hence proper recruitment criteria, healthy and creative as well as competitive working environment with exposure to international arena is recommended.

CHAPTER I

INTRODUCTION

The Provincial Council system was constituted in Sri Lanka in 1988 followed by the 13th Amendment to the Constitution legislated in 1987 with the structure of devolution of powers. This devolution was based on three levels of public participation in the country's decision making processes, at each of which there would be institutions which would enable the public to be represented in the decision making processes. Each of the three levels would have a distinct character both in terms of the subjects it would focus on as well as of the tasks which each is expected to perform. This distinct character would have direct bearing both on the organizational structure at each level as well as on the caliber of personnel who would be required to man both the political and the administrative sub-systems at each such level. These three levels are namely the Centre, the Province and the Pradeshiya (division). Each of these levels would have representative institutions, like at the Centre, it would be the Parliament, at the Province, it would be the Provincial Council and at the Division, it would be Pradeshiya Sabha. Each level would have a political executive, namely, the Cabinet of Ministers at the Centre, the Board of Ministers at the Province and the Executive Council of the Pradeshiya Sabha Division.

These emphases in the functions at the three levels would also vary. At the Pradeshiya Sabha, the emphasis would be on project implementation and delivery of services. At the provincial level, the emphasis would be on the formulation of operational

policies, programmes and budgets, the provision of technical guidance to the Pradeshiya Sabhas and on monitoring and evaluation of programme implementation. At the Centre, the emphasis will be on macro-planning, formulation of national policies, setting of standards as well as on the evaluation of policies, plans and standards.

In Sri Lanka, twenty – five districts were craved into nine provinces. The northern and the eastern provinces are merged together. The primary purpose of the system was to implement decentralization of powers from the Central Government to these provincial councils. The aim of this set up is to develop more powers to the Tamils for their self-determination in order to give an alternative solution to the prevailing more than forty years old ethnic crises. The 13th Amendment to the Constitution provides room for establishment of provincial councils in the country. Accordingly, an election was held in 1988 and multi-party council was constituted.

The twin North – East Province includes eight districts, covering two – third of the entire seacoast and one – third of the whole land area of the country. While Tamil community is the majority in the five northern districts, and there are mixed communities of Tamils, Sinhalese and Muslims in the three eastern districts. Therefore, a high level of dedicated services is expected from the North – East provincial council. This need is further emphasized since this is the area which was affected by man made disaster (war) and natural disaster (Tsunami). However, it is evident that the services rendered by the NEPC is not meeting the demand of the public of the eight districts. Hence, this study attempts to find out if there are any weaknesses from the side of the officials.

Currently, quite a number of re-employed officials are working in the NEPC. This creates problems like unemployment, reluctance in adopting new techniques, etc. This arises due to the reluctance in handing over of responsibilities at the time of retirement and the Government circular, which allows re-employment. The officers who reach the age of retirement are fully aware of this circular and use it as an opportunity to retain their positions.

Since most of these top-level officers are traditionalists, their leadership style is not suitable for the modern / day-to-day management system. Negative supervisory skills can affect the morale of the subordinates. Therefore, it is necessary to study their supervisory skills. On the other hand, the relationship of a subordinate to his or her immediate superior has been shown as an important aspect for a good industrial relation. Therefore, it is also attempted to find out, whether the superiors are facilitating group interaction toward goal attainment and show consideration of the feelings of their subordinates or not.

Further, this province is the centre of attention in the current peace process. Hence studies related to this area may help a lot to improve the performance of the NEPC and contribute to national development via good governance once the permanent solution to the present unrest is attained.

Research Problem:

The gap between the actual and ideal leadership style of the top level and middle level officers has a negative influence on the goal realization of the North – East Provincial Council.

Research Question:

- Is there a gap between ideal and actual leadership style prevails in the NEPC among the middle level and top level officers?
- Does the gap influence the performance of the above officers negatively?
- What is the overall implication/s of this on the performance of the NEPC?

Significance of the Study:

- It is very much important to learn about the actual and desired leadership styles in order to make the goal realistic.
- By assessing superior behaviour by his / her subordinates in conjunction with leader behaviour description, it is possible to get a view of how a superior should lead his / her group.
- By identifying and understanding how wide and deep the gap is, it would be possible to formulate proper leadership training programmes.

- Since public sector is undergoing reforms, this study would enhance the effective implementation of it.

Objectives of the Study:

- To find the level of difference between the actual and ideal leadership performance.
- To highlight where do the weaknesses exist.
- To recommend suitable attitude and behaviour patterns, this could enable the superior and the subordinates to reach the organizational goals.

Conceptual Model:

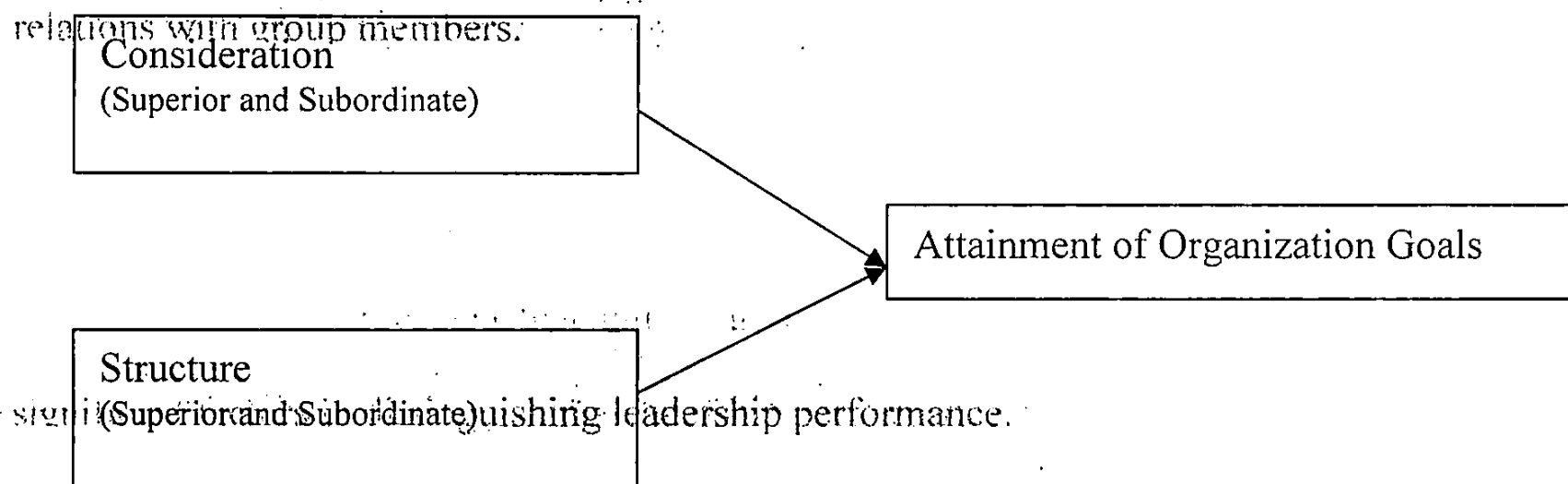
The relationship between a superior and his subordinates can be measured in two ways. Firstly, to measure the leader's personal orientation, leadership should be evaluated. Secondly, to highlight where do the weaknesses exist, to get the perception of the supervisor by the subordinates, supervisory behaviour should be evaluated.

Leaders' orientation is around two major factors: structure and consideration. Structure reflects the extent to which an individual is likely to define and structure his / her own role and those of subordinates towards goal attainment. A high score on this dimension characterizes individuals who play a more active role in directing group activities through planning, communicating information, scheduling, trying out new ideas and so on.

Consideration reflects the extent to which an individual is likely to have job relationship characterized by mutual trust, respect for subordinates ideas, and consideration of their feelings. A high score is indicative of a climate of good rapport and two – way communication. A low score indicates that the superior is likely to be more impersonal in relations with group members

Perceptions of subordinates of the leadership behaviour demonstrated by their immediate superior revealed that initiating structure and consideration items are the most significant factors in distinguishing leadership performance.

The following diagram explains the above relationship clearly:



According to the above conceptual model, as mentioned earlier, attainment of organizational goals can be considered as dependent variable and consideration and structure of the superiors about themselves and the perceptions of subordinates about their superiors can be considered as independent variables.

(Superior and Subordinate).

Operationalization:

The above conceptual model variables can be operationalized as follows:

Concept	Variables	Indicators
Attainment of Organizational Goals	* Structure (Both)	* Ability of planning * Ability of organizing * Ability of creativity * Ability of exchange of ideas
	* Consideration (Both)	* Mutual trust * Generation of valid ideas * Mutual respect

Type of Study:

This is partly a qualitative descriptive study relies on primary data collected from the head offices of the North – East Provincial Council Ministries and Departments in the Trincomalee District. This research is a combined and collective case study. Multiple (representative) cases were described and compared to provide insight of an issue. In addition, available relevant secondary data with respective libraries available with the

provincial ministries and departments were used to enhance the validity of the study. Central tendency statistical measures were used when analyzing the quantifiable data.

Data Collection Techniques:

Multiple forms of data were gathered in order to have an in-depth portrait of a case. To measure leadership opinion, a questionnaire was used with a 5 point continuum with scoring weight of 1 – 5, depending on the item's orientation to the total dimension. To measure the supervisory behaviour description, same type of questionnaire was used. Secondary data were collected from relevant reports, registers, surveys, etc. available in the above mentioned offices. In addition to those interviews, direct observations, participant observation were also be used. Selecting all four Provincial Ministries and some of the Provincial Departments of the North – East Provincial Council were deemed to be the places for primary data collection. Care was taken to give equal opportunities to all officials and special consideration also was given to gender balance.

CHAPTER II

LITERATURE REVIEW

Concept of 'Leadership' is not new. Ancient writers, such as Confucious, Aristotle, Socrates and Plato emphasized the importance of leadership as a prime shaper of societies. It was Socrates who proclaimed the power and impact of leadership, but soon discovered the topic to be a double – edged sword. As a spiritual and intellectual leader of Greek society, Socrates was charged for this with impiety and the corruption of the youth of Athens.

LITERATURE REVIEW

From the ancient philosophers to Hobbes and Nietzsche, to current scholars, finding out what makes the visionary hero, the super human, the great man or woman, tick, has become an obsession. Through assumption, predisposition or just painstaking research, the search has been on to identify those elements that lead to super – human drive, a sharp eye, a decisive mind, all of which put together generate in an individual a force that makes for an extraordinary impact. The hope is that once these attributes are isolated, they can in turn be replicated and through training or other means be inculcated in others. Historically, it has been assumed that transformational leaders make the big strides that break out of existing constraints, help or force others to rethink the shape of their lives, and enthuse, cajole, or drag them forward into a brave new world.

Attempts to come to grips with the motivational aspect of effective leadership and supervision have spawned extensive theorizing and empirical research. While researchers have approached this question from a variety of perspectives, the dominant approaches have been those provided by trait, style and situational theories. Trait theory approaches to understanding leader effectiveness have been concerned with establishing whether or not effective leaders can be reliably distinguished from ineffective leaders in terms of particular individual characteristics (e.g.: age, sex, height, intelligence, masculinity, self confidence, authoritarianism, creativity, social perceptiveness) or combination of characteristics. Although popular conceptualizations of the effective leader tend to emphasize particular traits or personality features, and evidence indicates that personal traits may influence people's perceptions of leadership (Lord, Devader & Alliger, 1986). The existence of relationships between stable leader traits and leader effectiveness in motivating subordinates is not in fact supported by the hard evidence (Stogdill, 1974).

Much more influential in discussions on the nature of leadership have been those leadership theories which emphasize the leader's style or disposition to behave according to a particular pattern (e.g.: Blake & Mouton, 1969; Fleishman, 1953; Likert, 1967) or the interaction between the leader's style and situational variables (e.g.: Fiedler, 1967; Hersey & Blenhard, 1982; House & Mitchell, 1974). Leadership theories have typically represented leadership style as varying along a continuum from directive to supportive or along two independent, but similarly described, dimensions. Situational theories basically postulate that leader effectiveness is dependent upon the compatibility of the leader's style and the situation or context in which he or she is operating. The situational variables

emphasized vary across specific theories and include, for example, factors such as the leader-group relations, the degree of task structure and the leader's position power, or various subordinates and environmental characteristics.

The aim of the majority of the above approaches has been, in essence, to identify invariants of leader behaviour or leader subordinate relations which are associated with effective group performance. While these theoretical approaches and the associated empirical work have significantly expanded our understanding of leadership processes, none of the models can claim unequivocal research support (Luthans, 1989; Scott & Podsakoff, 1982)

An alternative approach is to conceptualize supervision and leadership as a behaviour or a set of behaviours that, in turn, influence the behaviour and therefore, the performance of others. Examples of this theoretical approach have been articulated in the leadership literature by Davis and Luthans (1979) and Scott and Podsakoff (1982). Such an approach is appealing because it provides much more obvious implications for practice than most alternative approaches (i.e., it is possible to train people to behave in certain ways).⁶ Recently, this has been addressed by Komaki and her colleagues (Komaki, 1986; Komaki, Desselles & Bowman, 1989; Komaki, Zlotnick & Jensen, 1986) in a series of studies designed to identify the behavioural correlates of effective supervision.

⁶In a subsequent study it was found that when the level of monitoring was sufficient, effective and not-so-effective supervisors were discriminated by the amount of

time they spent recognizing or correcting subordinate performance (Jensen and Komaki, 1989).

The twentieth century has witnessed one transformation unprecedented in history – the emergence of the large structured work organization. Despite the fact that chairman and chief executives may own shares in the company, the vast majority still do not own the company. What, however, the secretary, chief executive and chairman share, is that each in his / her own way, influences the development of the company, to a greater or lesser extent.

It has been the introduction of the medium to large – sized work organization, requiring responsiveness to community or even political needs that a uniquely different impact has been made on leadership. An effective leader in business, the civil service, central and local government, health and other personal services, is one who does not necessarily keep breaking the mould and taking big strides forward. Effectiveness of leadership is determined by being able to recognize the appropriateness of actions relevant to the circumstances of the situation.

In today's world, any analysis of leadership requires exploration of what makes the leader function, but equally required is an examination of the culture and context of an organization, and also of follower ship.

Unless the requirements of colleagues, subordinates and the overall mood of terms, departments or even whole organizations, are taken into account, any leadership effort may be ineffective, or even counterproductive, if followers have not given their 'tacit' permission for their leaders to act.

Leadership is a distinct kind of work. According to the challenges provided by any situation, a combination of forces throws up a demand for a leader of particular qualities who can remedy or change the situation.

Leaders that transform the status quo create a vision for the future, and then invest considerably in sharing that vision. Through sharing their vision, they clarify the present, show how the past has influenced the present, and propose a view of the future. Successful transformative leaders then powerfully project their vision, gain support for that vision, are consistent, persistent and focused in order to maintain momentum and empower others to take responsibility and become part of that movement.

It was the researcher J M Burns (1978) who provided the counterweight argument to leadership. In his reformulation, Burns coined the phrase 'transactional leadership', namely the skill and ability required to handle the more mundane, operational, day-to-day transactions of daily life. On the basis that effective leadership in structured work and social organizations means that management and leadership are intertwined.

that vision, are consistent, persistent and focused in order to maintain momentum and

Two dimensions of leadership are widely used in modern work organizations. The first, the Leadership Opinion and the other is Supervisory Behaviour Description, both are important for an effective and efficient management of any organization. It is said by Hemphill (1960) that individuals who occupy administrative or supervisory positions exhibit responsibility, authority and delegation, which are the descriptions of a good supervisory behaviour. Further, it is said by Weiss & Jacobson (1955) that good structure of an organization could be established through the activities of liaison persons and the existence of the contracts between groups

In this study the above mentioned two dimensions of leadership are taken as independent variables that contribute to the attainment of organizational goals.

Hemphill (1960) that individuals who occupy administrative or supervisory positions

existence of the contracts between groups.

CHAPTER III

METHODOLOGY

3.1 Introduction

The key research question was to identify the gap between ideal and actual leadership style in the NEPC among the middle level and the top level officers. The researchers issued questionnaires among identified middle and top level officers. Questionnaire designed by incorporating statements under Likert Scale type. It has two sections; one contains statements about consideration and the other about structure. Sample is purposive sample identified almost all top and middle level officers of the NEPC.

3.2 Methods

Since the research was designed in a way to understand the gap in between the ideal and the actual leadership style, it involves both quantitative and qualitative measures. It was found that there was no such research or related one take place among the NEPC officers. There were very limited documents available about the managerial activities of the NEPC officers. For this none of the other reports or statistics was directly related. Therefore, this study mostly depended on primary data, the opinion given by the

selected officials. In addition, to the opinion some relevant information too given by the officials which could be used wherever relevant and needed.

Appropriate quantitative techniques, especially the central tendency measures were used where its relevant because of Likert Scale was used.

3.3 The Research Area

Trincomalee is one of the districts in the Eastern Province and it is being considered as the important district among the eight districts of the Northern and Eastern Provinces. Therefore, the provincial council exists in this district where all the heads of the provincial ministries and departments have their offices. Though they exercise their control on all other districts where they have branches, it is an opportunity for the researchers to collect relevant data by having consultation with the heads of the various ministries and departments.

It is planned to collect data from 10 top level and 15 middle level officers to the total of 25, but due to various unavoidable circumstances only 09 top level officers and 12 middle level officers helped us and gave their opinions. Therefore, the total respondents in the sample are 21 officials.

3.4 The Sample

In this study two category of officials of the NEPC were taken into consideration. Those are Top Level Officials and Middle Level Officials.

As per the organization chart of the NEPC under top level, Chief Secretary, Deputy Chief Secretaries, Secretary to the Governor, Secretaries of various Ministries have considered and there are around ten officials coming in this category. Due to various unavoidable reasons even though we issued the questionnaire one official could not return his questionnaire, so the sample is nine out of ten.

Under middle level, Directors of various Departments, Chief Accountants have considered and there are around eighteen such officials and we selected twelve included in our sample on the basis of easy access. The following charts give a clear idea about the selection of sample.

Slice 1+ Sample = Total Population

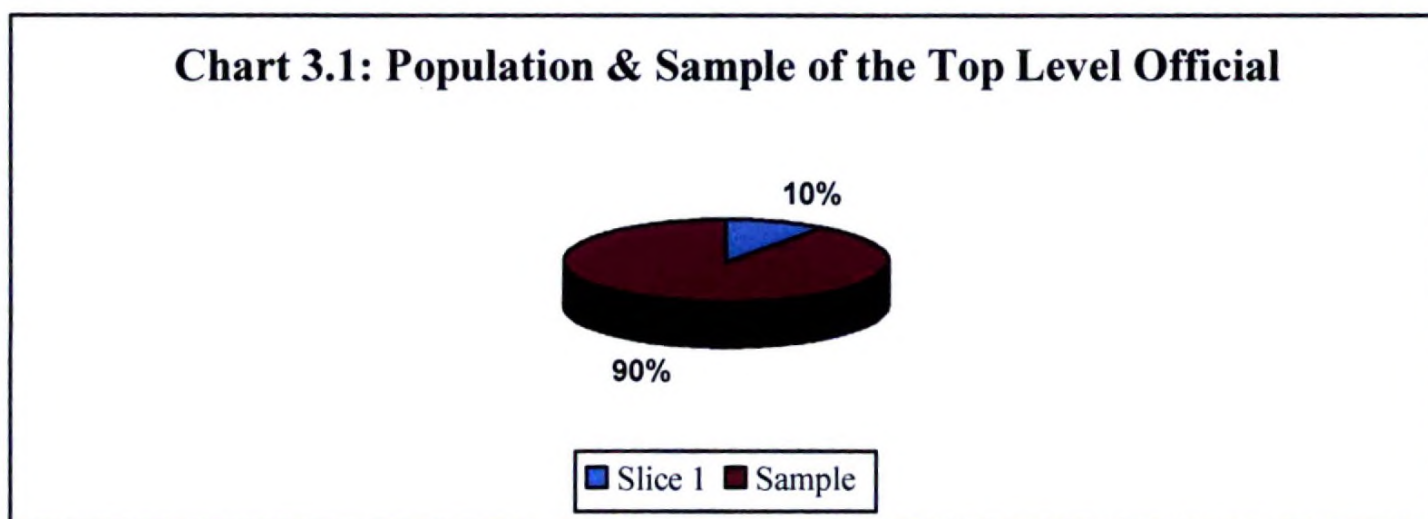
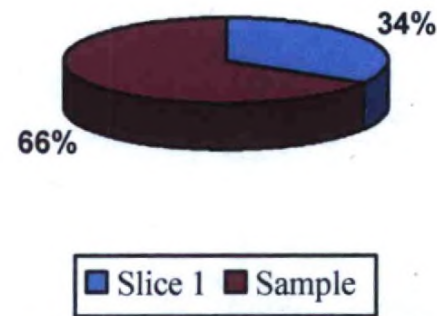


Chart 3.2: Population & Sample of the Middle Level Officials



Slice 1 + Sample = Total Population

3.5 Limitations

The following are some limitations identified during the study period:

- The study was conducted in the Trincomalee district where the head offices of the NEPC located. All the top level officials were considered to assess about themselves on the identified variables (consideration & structure). On the other hand, Middle level officials of the above top level officials considered for both self and superior assessment. Low level officials were not considered because they are scattered in all eight districts where these officials have coordinating offices. Since the study was conducted in the Trincomalee district it was impossible to consider officials of all districts therefore, low level officials of the Trincomalee offices also were ignored to avoid bias.
- In the results of the assessment it was found that middle level officials said in favour of their superiors and this may be because of they fear of their superior in telling the truth or they wanted to praise their bosses to get favours like open praise, transfers as per their wish etc.

- Further, it was found that top level officials what they said was below the average which also may due to underestimation about themselves. They may not like to show their real practice.
- In addition to the facts assessed in the questionnaire consideration should have been given on some other relevant factors like accident rates, absenteeism, grievances, and turnover among the officials.
- Above all, time factor played a major role. It was planned to complete the work by January 2005 and due to Tsunami disaster all data were lost and data collection was done again with a greater effort.

been given on some other relevant factors like accident rates.

was done again with a greater effort.

CHAPTER IV

RESULTS AND DISCUSSION

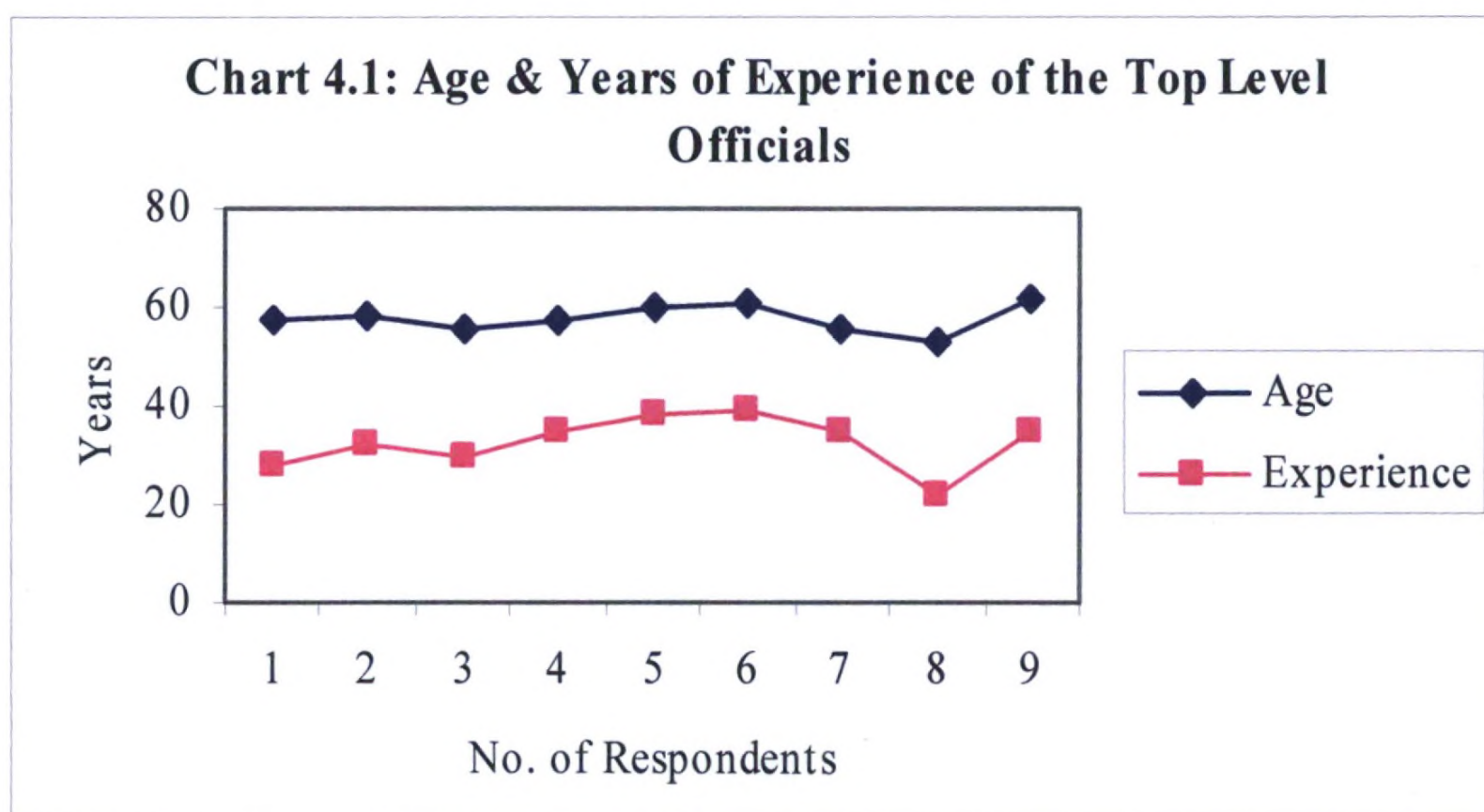
4.1 Introduction

The mainstream development literature defines leadership in terms of Consideration and Initiating Structure. This approach is practical in the sense of applicability of actual assessment of their practice in the offices. Hence, alternative measures are available to assess the leadership qualities the researchers adopt the above mentioned method to assess. The questionnaire was developed only Likert Scale type where sentences developed for both consideration and structure. Respondents were requested to mark their responses from 1 – 5 scale 1 is the lowest response where 5 is the highest. Three types of questionnaires were used, one for top level officials to assess their own leadership qualities, the other for middle level officials to assess their superior's qualities and the third for middle level officials to assess their own qualities. Questionnaire itself contains two sections one is personal information and the other is Likert Scale type

4.2 Personal information

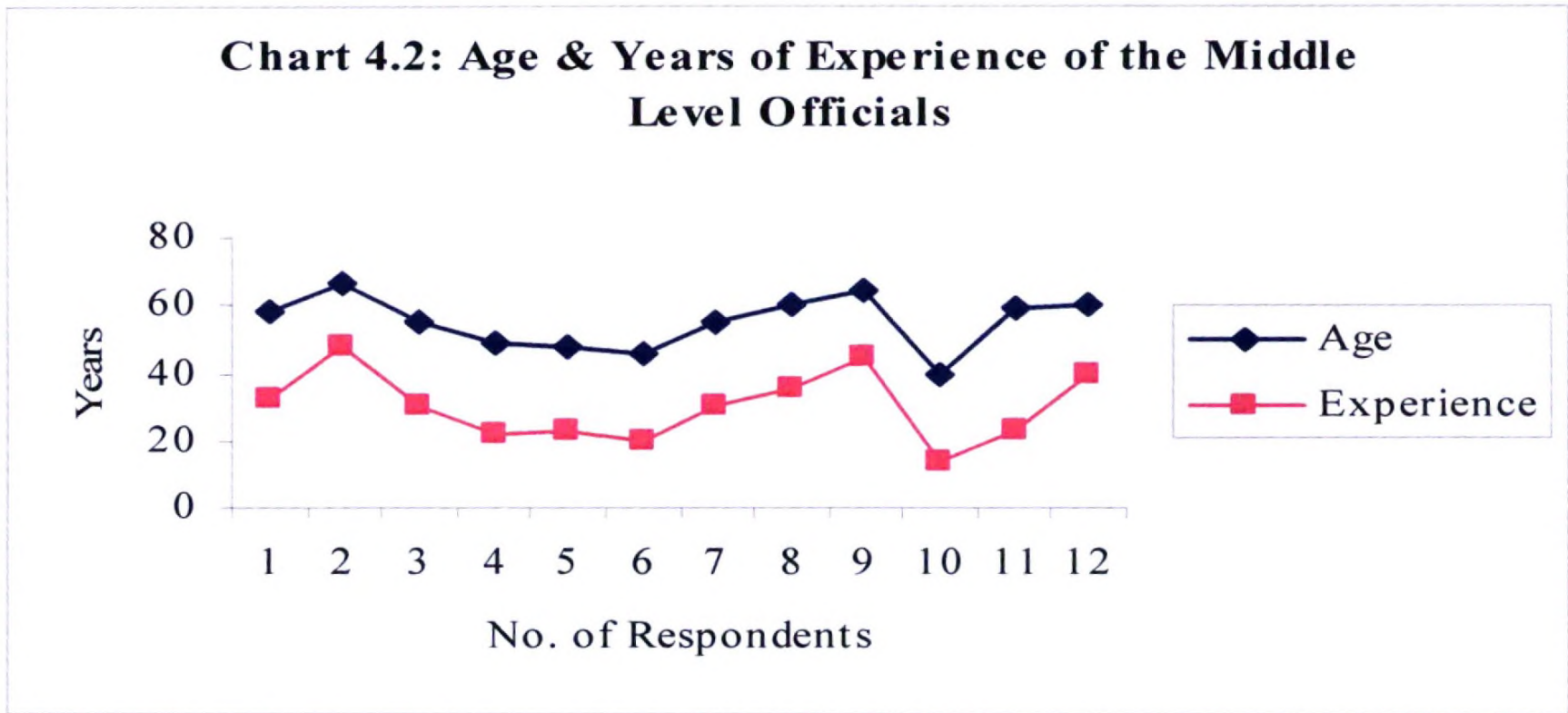
As far as the North East Provincial Council (NEPC) is concerned the head offices of all the Ministries and Departments have their offices in Trincomalee District

and the sample is purposive sample of 10 top level and 15 middle level officials were considered as respondents. Due to various unavoidable reasons only nine top level officials extended their cooperation but all the middle level officials in the sample extended their cooperation in responding the questionnaires. It is considered the organization chart of the NEPC to select the officials. Chief Secretary, Deputy Chief Secretaries, Secretaries of various Ministries was taken for top level officials. Directors of various Departments, Chief Accountants were taken for middle level officials. Unfortunately, it was impossible to maintain gender balance because except one top level official all others of both levels are male officials. Except one top level official (Secretary to a Provincial Ministry) all others are Tamils.



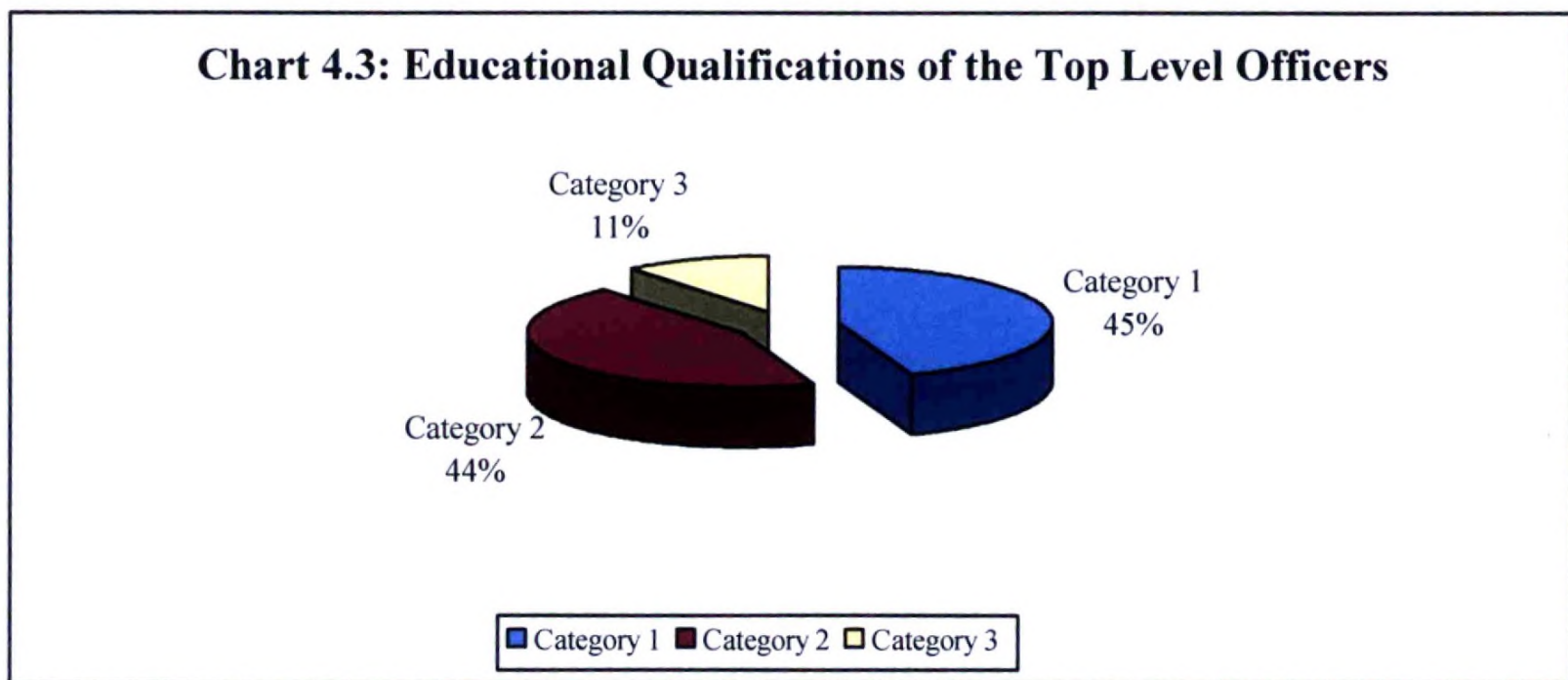
All of them are from Sri Lanka Administrative Service (SLAS) with more than 15 – 20 years of work experience with the Government. All of them are above 50 – 55 years old except one officer with 45 years old (see charts 4.1 & 4.2).

Chart 4.2: Age & Years of Experience of the Middle Level Officials



All of them are graduates and more than half of the top level officials have postgraduate qualifications except one has doctorate qualification. On the other hand, among the middle level officials around 40% officials have postgraduate qualifications except one has doctorate qualification (see charts 4.3 & 4.4).

Chart 4.3: Educational Qualifications of the Top Level Officers

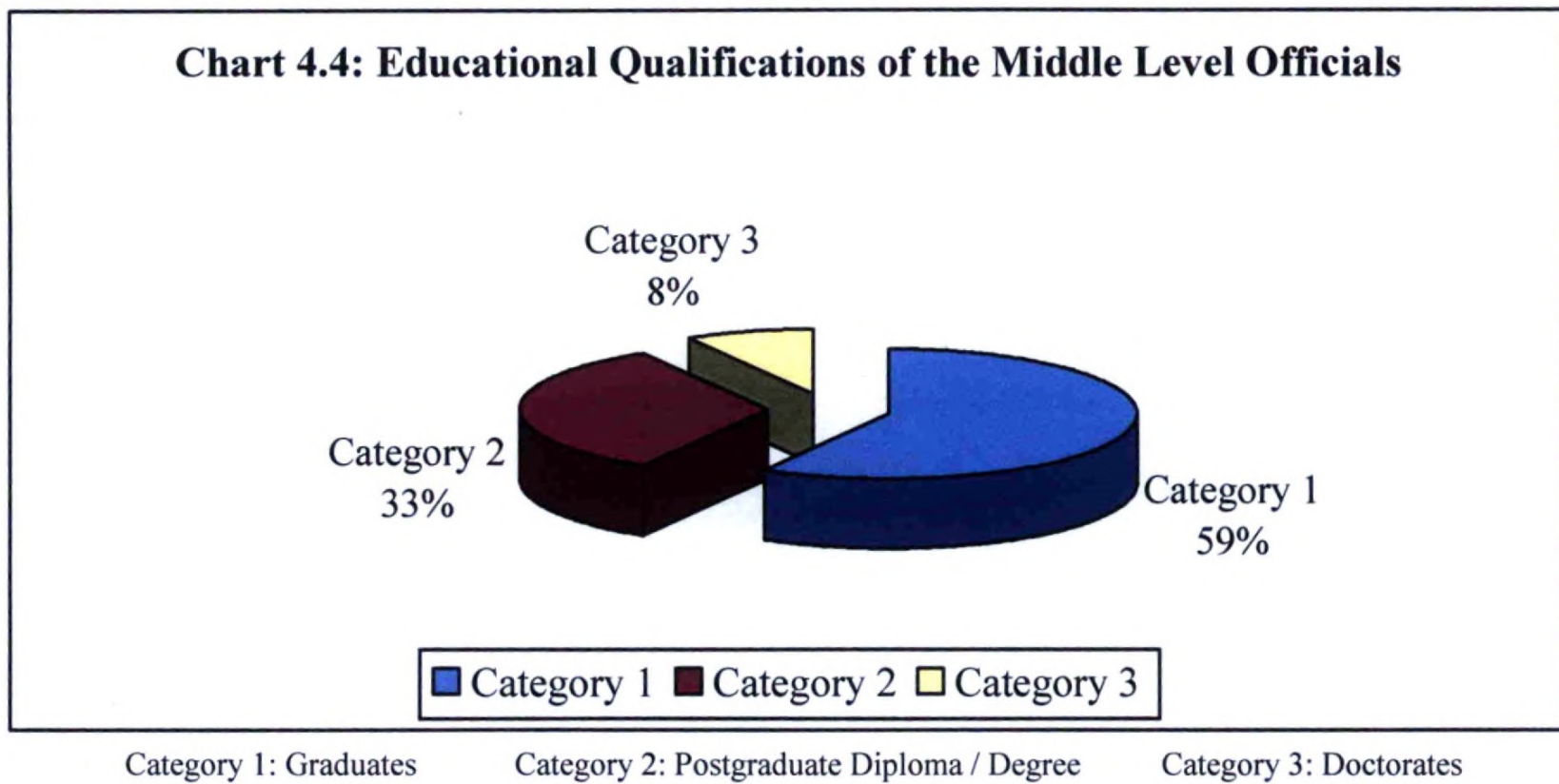


Category 1: Graduates

Category 2: Postgraduate Diploma / Degree

Category 3: Doctorates

Chart 4.4: Educational Qualifications of the Middle Level Officials



4.3 Opinion on Leadership and Supervisory Behaviours

4.3.1 Top Level Officials

Each aspect of consideration and structure are measured in average based on the number of items involved in it. As the scale is provided from 1 (very dissatisfied) to 5 (very satisfied) the median average score (3) is considered for evaluating the extent to which a respondent is satisfied with the particular aspect. If a respondent's average score of an aspect is less than the median value (3) then the respondent is dissatisfied in relation to the particular aspect. Likewise, if it is more than 3 the respondent is satisfied and if it is equal to 3 he / she is marginally satisfied. (e.g., the respondent will be satisfied if $CT / ST > 3$; marginally satisfied if $CT / ST = 3$; and dissatisfied if $CT / ST < 3$. If the average lies within the range of $2.5 < CT / ST < 3.5$ then CT / ST will be considered as 3).

In order to justify overall consideration and structure of a top level respondent, the mean value and standard deviation (Sd) for them are measured considering aggregate score of the variable in a questionnaire. Whereas the decision about attribute of a respondent on a variable could be made out based on the standard average or median score i.e., ninety (90) for consideration and sixty (60) for structure for top level officers (see tables 4.1 & 4.2).

Table 4.1: Criteria for Overall Consideration of a Respondent (Top Level Official)

Attribute	Range defined
Dissatisfied	CT < 90
Marginally satisfied	CT = 90
Satisfied	CT > 90

CT = Aggregate score of a respondent for consideration (Top level official).

Maximum Value: $(5)(30) = 150$

Table 4.2: Criteria for Overall Structure of a Respondent (Top Level Official)

Attribute	Range defined
Dissatisfied	ST < 60
Marginally satisfied	ST = 60
Satisfied	ST > 60

ST = Aggregate score of a respondent for structure (Top level official).

Maximum Value: $(5)(20) = 100$

4.3.2 Middle Level Officials

Here also each aspect of consideration and structure are measured in average based on the number of items involved in it. As the scale is provided from 1 (very

dissatisfied) to 5 (very satisfied) the median average score (3) is considered for evaluating the extent to which a respondent is satisfied with the particular aspect. If a respondent's average score of an aspect is less than the median value (3) then the respondent is dissatisfied in relation to the particular aspect. Likewise, if it is more than 3 the respondent is satisfied and if it is equal to 3 he / she is marginally satisfied. (e.g., the respondent will be satisfied if CM or CMS / SM or SMS < 3; marginally satisfied if CM or CMS / SM or SMS = 3; and satisfied if CM or CMS / SM or SMS > 3. If the average lies within the range of $2.5 < \text{CM or CMS / SM or SMS} < 3.5$ then CM or CMS / SM or SMS will be considered as 3).

In order to justify overall consideration and structure of a middle level respondent, the mean value and standard deviation (Sd) for them are measured considering aggregate score of the variable in a questionnaire. Whereas the decision about attribute of a respondent on a variable could be made out based on the standard average or median score i.e., ninety (90) for consideration and sixty (60) for structure for top level officials (see tables 4.3 & 4.4).

Table 4.3: Criteria for Overall Consideration of a Respondent (Middle Level Official)

Attribute	Range defined
Dissatisfied	CM or CMS < 90
Marginally satisfied	CM or CMS = 90
Satisfied	CM or CMS > 90

CM = Aggregate score of a respondent for superior's consideration (Middle level official).

CMS = Aggregate score of a respondent for self consideration (Middle level official).

Maximum Value: $(5)(30) = 150$

Table 4.4: Criteria for Overall Structure of a Respondent (Middle Level Official)

Attribute	Range defined
Dissatisfied	SM or SMS < 60
Marginally satisfied	SM or SMS = 60
Satisfied	SM or SMS > 60

SM = Aggregate score of a respondent for superior's structure (Middle level official).

SMS = Aggregate score of a respondent for self structure (Middle level official).

Maximum Value: $(5)(20) = 100$

4.4 Aggregate Score of the Sample

The aggregate score is to describe overall attribute for a variable of the sample taken i.e., to decide the extent to which NEPC officials are satisfied. In this regard, a point scheme (see tables 4.5, 4.6, 4.7 & 4.8) with respective median score of the variable is developed for justifying the attribute of the sample. The criteria in the table describes the attribute of sample in relation to a particular variable by considering aggregation of scales provided for each and every item of the respective variable in all questionnaires.

Table 4.5: Points Scheme for Consideration of the Sample (Top Level Official)

Attribute	Range defined
Dissatisfied	CT < 810
Marginally satisfied	CT = 810
Satisfied	CT > 810

Median score of the sample = 810

CT = Aggregate score of the sample for consideration (Top level official).

Maximum Value: $(5)(30)(09) = 1350$

Table 4.6: Points Scheme for Structure of the Sample (Top Level Official)

Attribute	Range defined
Dissatisfied	ST < 540
Marginally satisfied	ST = 540
Satisfied	ST > 540

Median score of the sample = 540

ST = Aggregate score of the sample for structure (Top level official).

Maximum Value: $(5)(20)(09) = 900$

Table 4.7: Points Scheme for Consideration of the Sample (Middle Level Official)

Attribute	Range defined
Dissatisfied	CM or CMS < 1080
Marginally satisfied	CM or CMS = 1080
Satisfied	CM or CMS > 1080

Median score of the sample = 1080

CM = Aggregate score of the sample for superior's consideration (Middle level official).

CMS = Aggregate score of the sample for self consideration (Middle level official).

Maximum Value: $(5)(30)(12) = 1800$

Table 4.8: Points Scheme for Structure of the Sample (Middle Level Official)

Attribute	Range defined
Dissatisfied	SM or SMS < 720
Marginally satisfied	SM or SMS = 720
Satisfied	SM or SMS > 720

Median score of the sample = 720

SM = Aggregate score of the sample for superior's structure (Middle level official).

SMS = Aggregate score of the sample for self structure (Middle level official).

Maximum Value: $(5)(20)(12) = 1200$

If the sample's aggregate score for a variable approximates the respective median value then the score is equated to it. The ranges for the approximations are for,

Consideration (Top level officials)	(675 < CT < 945)
Structure (Top level officials)	(450 < ST < 630)
Consideration (Middle level officials) – Superior's	(900 < CM < 1260)
Structure (Middle level officials) – Superior's	(600 < SM < 840)
Consideration (Middle level officials) – Self	(900 < CMS < 1260)
Structure (Middle level officials) – Self	(600 < SMS < 840)

Actual score of the entire sample of the top level officials, middle level officials superior and self evaluations are given as follows (see table 4.9, 4.10 & 4.11 respectively).

Table 4.9: Actual Aggregate of the Top Level Officials

Serial No.:	Consideration	Initiating Structure	Total
01	69	48	117
02	74	55	129
03	84	55	139
04	74	54	128
05	91	49	140
06	64	34	98
07	72	46	118
08	81	57	138
09	73	37	110
TOTAL	682	435	1117

Table 4.10: Actual Aggregate of the Middle Level Officials – Superior’s

Serial No.:	Consideration	Initiating Structure	Total
01	87	53	140
02	85	43	128
03	94	55	149
04	76	48	124
05	87	46	133
06	83	51	134
07	81	53	134
08	98	69	167
09	85	45	130
10	81	49	130
11	83	44	127
12	85	44	129
TOTAL	1025	600	1625

Table 4.11: Actual Aggregate of the Middle Level Officials – Self

Serial No.:	Consideration	Initiating Structure	Total
01	84	52	136
02	90	45	135
03	93	50	143
04	78	46	124
05	88	48	136
06	82	55	137
07	80	54	134
08	99	66	165
09	89	49	138
10	89	47	136
11	83	44	127
12	96	42	138
TOTAL	1051	598	1649

According to the above tables and the standard ranges given above the actual results would be,

	Standard	Actual
Consideration (Top level officials)	(675 < CT < 945)	(675 < 682)
Structure (Top level officials)	(450 < ST < 630)	(435 < 450)
Consideration (Middle level officials) – Superior’s	(900 < CM < 1260)	(900 < 1025)
Structure (Middle level officials) – Superior’s	(600 < SM < 840)	(600 = 600)
Consideration (Middle level officials) – Self	(900 < CM < 1260)	(900 < 1051)
Structure (Middle level officials) – Self	(600 < SM < 840)	(598 < 600)

As per the above data consideration is in the accepted range according to the opinion of both level officials and on the other hand initiating structure is under the rejection range according to the top level officials and equals to the minimum level according to the middle level officials.

4.5 Correlation Analysis (Bivariate Analysis)

Correlation analysis is a tool relating one variable to another. It shows the type of relationship the variables have (positive, negative, or no correlation). In particular, the correlation analyses assist to bring out the strength of association of overall performance with the independent variables of a respondent.

In this analysis the following correlation table shows the strength and significance of various relationships between variables. The objective is to look into strong and low relationship between them.

The sample correlation coefficient (r) explains the linear relationship for a set of sample data. The range of 'r' is from -1.0 to +1.0. The higher the 'r' indicate stronger the linear relationship. If 'r' approximates zero (0), it explains that there is no relationship between two variables. The significance level of each relation will be tested at 5% significance level. A strong relationship will be tested at 1% level.

	Top Level Consideration	Top Level Initiating Structure
Top Level Consideration: Pearson Correlation Significance (1 – tailed) N	1.000 9	0.557 0.060 9
Top Level Structure: Pearson Correlation Significance (1 – tailed) N	0.557 0.060 9	1.000 9

(Source: SPSS analysis)

	Middle Level Consideration (Superior's)	Middle Level Initiating Structure (Superior's)
Middle Level Consideration: Pearson Correlation Significance (1 – tailed) N	1.000 12	0.668** 0.009 12
Middle Level Structure: Pearson Correlation Significance (1 – tailed) N	0.668** 0.009 12	1.000 12

** Correlation is significant at the 0.01 level (1-tailed)

(Source: SPSS analysis)

	Middle Level Consideration (Self)	Middle Level Initiating Structure (Self)
Middle Level Consideration: Pearson Correlation	1.000	0.213
Significance (1 – tailed)		0.253
N	12	12
Middle Level Structure: Pearson Correlation	0.213	1.000
Significance (1 – tailed)	0.253	
N	12	12

(Source: SPSS analysis)

As shown in the tables above the 'r' is very strong among the structure and consideration of the middle level officials superior evaluation while the same was not that much strong among the top level officials as well as among the middle level officials. Both were tested in the 1% level which is appropriate to see the degree of relationship.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

Section I: Personal Information

In this study, the age of the top level and the middle level officials was around fifty years with an average of twenty years of experience. These officials are mostly senior officers since the positions hold by them need seniority. A limited number of officials are above their retirement age because they are of re-employed category. This is unavoidable in some offices due to non-availability of suitable qualified officials. This factor has its implications on leadership style, which was biased towards traditionalism.

Section I: Personal Information

All officials are graduates with university degrees as minimum educational qualification and around one third of the middle level officials and one half of the top level officials have postgraduate qualifications or other professional qualifications which is equal to post graduation. Only one official from each category has doctorate which gives them more recognition and responsibilities. Therefore, duties and responsibilities are accumulated or burdened on a person who has higher educational qualifications and experience, which gives stress to him.

To our surprise gender balance is very poor. As mentioned in the previous chapter only one top level official is female in the sample. This fact reveals that there are invisible barriers in the administrative system for women.

Section II: Opinion on Leadership and Supervisory Behaviours

As per the analysis made in the previous chapter among the two variables, only consideration is in the accepted range and the other variable, initiating structure is falling under the rejection range. Consideration reflects the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and consideration of their feelings. A high score is indicative of climate of good rapport and two-way communication.

However, regarding self evaluation there are chances for over estimation of themselves by marking high score against the statements in the top level and middle level. Further, due to fear and to get favours middle level officials could have given high scores for their superiors. Therefore, better it is to accept these findings with some more aspects like indexes of accident rates, absenteeism, grievances, and turnover among the officials.

On the other hand, the initiating structure means the extent to which an individual is likely to define and structure his or her own role and those of subordinates toward goal attainment. A low score on this dimension characterizes individuals who pay less active

role in directing group activities through poor planning, in effective communication, poor scheduling, non-triving out creative ideas and so on. The following could be the reasons for the above results in initiating structure:

- The cultural behaviours and their relationship to the institutional system of Sri Lankan culture and society.
- Cultural behaviours are functions of structure. The manner in which the structure produces various cultural behavioural patterns as may be reflected in the concern for obedience, status, achievement, responsibility, etc. which are quite relevant for managerial behaviour.
- Values are sets of interrelated ideas which individuals attach strong sentiments. They are abstract, general orientations that guide human behaviour.
- Values are of particular relevance to understanding behaviour in organizations. This relevance can be perceived in the distinction between 'facts' and 'values'. While facts are supposed to represent the world reality, values are frameworks for the perception of such reality.
- The processes of decision-making are based on factual and value judgements. Two types of value judgements are important here: (1) judgements which state simple ascriptions of value (as when we attribute a specific value to an experience, a thing, or situation by calling it good, pleasing or beautiful) and, (2) judgements which ascribe comparative values (as when we ascribe various degrees of goodness to different things, calling one thing better than another).

Value judgements are concerned with or reflected in individual and organizational goals.

- In the Sri Lankan cultural context, planning is not considered as a pre-requisite to success. This contrasts with the notions held by counterparts in the developed world. This may be contributed more to the poor results in the structural aspect in leadership.
- In the absence of systematic planning, discrete political decision-making may pervade all government activities. Under the circumstances, the policies emerging from public administration have been highly pragmatic, showing tendencies for sub-optimization. In 1983, a survey conducted by Prof. G Nanayakkara, on 30 selected organizations about their managerial practices and it revealed that only 12 (< 50%) organizations only had plan documents and among these only 5 (< 20%) had plan guide for day-to-day work.
- The structure of organization is characterized by excessive centralization of managerial work at the top of the structure, very often in a single important person. This tendency is actively supported by two distinct psychological processes of the individual personality: one is the authority-conformity orientation of the individual, in which case the relations between parent-oriented superior and the child-oriented subordinate are the principal force for centralization; and secondly, there is excessive individualism pushing the work upward along the hierarchy. In the second case, there is not much room for staff consultations, and individual competition suppresses group work. Both of these processes can be attributed to certain aspects of the behavioural syndrome, such as dependency,

lack of self-confidence, acceptance of the *status quo*, and respect for authority.

~~This too may contribute to the poor result in structure aspect in leadership.~~

- The very essence of management involves coordinating the activities of people toward goal attainment. Management by Objectives is a philosophy of management which reflects a “proactive” rather than a “reactive” way of managing. The emphasis is on trying to predict and influence the future rather than responding and reacting to given situations. It is also a “results-oriented” philosophy of management, on which emphasizes accomplishments and results. The focus is generally on change and on improving both individual and organizational effectiveness. It is a philosophy which encourages increased participation in the management of the affairs of the organization at all levels.
- In Sri Lanka the public sector does not give much else besides an income to the official. They are in search of more intrinsic satisfiers through work. This reminds us of the words of the French utopian Charles Fourier who, believing that men by nature are creative and active, argued the need to match men and jobs and to vary work content in such a way as to make work both attractive and pleasurable. In Sri Lanka, this match is apparently very weak.
- It was a reveal from a survey conducted among Sri Lankan public servants that only 15% of the managers knows and described control in terms of corrective action or concepts close to management control. Most of the others said it is of regulation and supervision and cutting expenditure or waste. Managers found it difficult to appreciate that the control function is based on evaluation of results, as an essential process of planned work, or to think of preventive control and feed-

forward controls. The importance of hierarchy and the colonial administrative culture have cultivated the notion of control in the context of supervision within a span of control.

5.2 Recommendations

The followings are the recommendations made from the above conclusions:

- a) Encouragement should be provided by the authorities to the younger generation to claim up the higher positions in the provincial set up.
- b) Financial and other necessities should also be given by the authorities to the officials to obtain postgraduate or other professional qualifications as early as possible.
- c) Rather than positing re-employed category, encouragement need to be given to proper officials, i.e. avoid the re-employed category as much as possible.
- d) Chances should be given whenever possible to gender balance and ethnic composition in higher ranks in the organization chart. Women should be encouraged to break the glass roofs by providing additional and adequate care and support.
- e) Since the consideration variable comes under the accepted range, consideration should be given to keep it as it is or bring more and more to the favourable side by maintaining good rapport with low level employees and strengthen further the present two way communication.

- d) Chances should be given whenever possible to gender balance and ethnic

- e) Since the consideration variable comes under the accepted range, consideration to

- f) To bring the score for initiating structure to the acceptance range, cultural changes should take place which is not possible to implement immediately. It will take some time to create changes. However, attempts should be made to know the appropriate organization culture. For example, officials should be exposed to successful leadership style by visiting places locally or internationally.
- g) By making cultural changes it is possible to make managerial changes like concern for obedience, status, achievement, responsibility, etc. which are quite important for structural variable.
- h) Changes in cultural changes may give way for changes in values which is also necessary as quoted above for the structural variable. It will take some time to create changes. However, attempts should be made to know the appropriate organization culture. For example, officials should be exposed to successful leadership style by visiting places locally or internationally.
- i) In the Sri Lankan cultural context, the importance should be given to planning which is considered as a pre-requisite to success as well as it is important for a good start for a management practice.
- j) The importance for systematic planning may give way for discrete decision-making which is relevant for public sector as revealed by Prof. G Nanayakkara in his research on public sector.
- k) Encourage decentralization of managerial work at the top of the structure. This tendency may reduce two distinct psychological processes of the individual personality: one is the authority-conformity orientation of the individual, in which case the relations between parent-oriented superior and the child-oriented subordinate are the principal force for centralization; and secondly, there is excessive individualism pushing the work upward along the hierarchy. In the second case, creation of staff consultations and individual competition encourages

group work. Both of these processes can be attributed to certain aspects of the behavioural syndrome, such as dependency, lack of self-confidence, acceptance of the *status quo*, and respect for authority. This too may contribute to a good result in structure aspect in leadership.

- l) The very essence of management involves coordinating the activities of people toward goal attainment. Importance should be given to the philosophy of Management by Objectives which reflects a “proactive” rather than a “reactive” way of managing. The emphasis is on trying to predict and influence the future rather than responding and reacting to given situations. It is also a “results-oriented” philosophy of management, on which emphasizes accomplishments and results. The focus is generally on change and on improving both individual and organizational effectiveness. It is a philosophy which encourages increased participation in the management of the affairs of the organization at all levels.
- m) In developing nations like Sri Lanka provision of more intrinsic satisfiers through work may encourage structural factors. This reminds us of the words of the French utopian Charles Fourier who, believing that men by nature are creative and active, argued the need to match men and jobs and to vary work content in such a way as to make work both attractive and pleasurable.
- n) Chances to be given to the officials realize control in terms of corrective action or organizational effectiveness. It is a philosophy which reduces their wrong perceptions on control like it is of regulation and supervision and cutting expenditure or waste. On the other hand superiors may realize that control function is based on

evaluation of results as an essential process of planned work, or to think of preventive control and feed-forward controls.

- o) Recruitment criteria should always be transparent, free from political pressure and merit oriented.

preventive control and feed-forward controls.

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QUESTIONNAIRE TO TOP LEVEL OFFICERS AT NEPC.

Part I

PERSONAL INFORMATION

- 1. Name of the officer
- 2. Age
- 3. Sex
- 4. Highest Educational Qualifications
- 5. Professional Qualifications
- 6. Designation
- 7. Place of work
- 8. Years of experience
- 9. Years of experience in the present office
- 10. Positions held previously

Part II

LEADERSHIP OPINION

Professional Qualifications
Please circle a number on your choice at the end of each statement on your choice / opinion. Each number denotes the following opinion:

- 1. Always
- 2. Often
- 3. Occasionally
- 4. Seldom
- 5. Never

Consideration:

- | | |
|---|-----------|
| 1. Usually I refuse to give in when people disagree with me. | 1 2 3 4 5 |
| 2. I do personal favours for subordinates work under me. | 1 2 3 4 5 |
| 3. I express appreciation when one of them does a good job. | 1 2 3 4 5 |
| 4. It is easy to understand my behaviour. | 1 2 3 4 5 |
| 5. I never demand more than what they can do. | 1 2 3 4 5 |
| 6. I help subordinates with their personal problems. | 1 2 3 4 5 |
| 7. I never criticize subordinates in front of others. | 1 2 3 4 5 |
| 8. I stand up for my subordinates even though it makes me unpopular. | 1 2 3 4 5 |
| 9. I insist that everything be done in the way, which I expert. | 1 2 3 4 5 |
| 10. I monitor that a subordinate is rewarded for a well-done job. | 1 2 3 4 5 |
| 11. I never reject suggestions for change. | 1 2 3 4 5 |
| 12. I change the duties of people working under me without first talking it
over with them. | 1 2 3 4 5 |
| 13. I help subordinates with their personal problems. | 1 2 3 4 5 |
| 14. I try to keep the subordinates working under me in good standing with
those in higher authority. | 1 2 3 4 5 |
| 15. I resist changes in ways of doing things. | 1 2 3 4 5 |
| 16. I ride the subordinate who makes a well-done job.
mistake. | 1 2 3 4 5 |
| 17. I refuse to explain about my actions. | 1 2 3 4 5 |
| 18. I act without consulting my subordinates first. | 1 2 3 4 5 |
| 19. I stress the importance of high morale among those under me. | 1 2 3 4 5 |
| 20. I back up my subordinates in their actions. | 1 2 3 4 5 |
| 21. I am slow to accept new ideas. | 1 2 3 4 5 |

- 22. I treat all my subordinates as equal. 1 2 3 4 5
- 23. I criticize a specific act rather than a particular individual. 1 2 3 4 5
- 24. I am willing to make changes. 1 2 3 4 5
- 25. I make those who work under me feel at ease when talking with me. 1 2 3 4 5
- 26. I am friendly and can be easily approached. 1 2 3 4 5
- 27. I put suggestions that are made by subordinates who work under me into operations. 1 2 3 4 5
- 28. I get the approval of my subordinates on important matters before going ahead. 1 2 3 4 5
- 29. I behave casually out of working hours. 1 2 3 4 5
- 30. I appreciate others to meet me at my residence. 1 2 3 4 5

Initiating Structure:

- 31. I encourage overtime work. 1 2 3 4 5
- 32. I try out my new ideas. 1 2 3 4 5
- 33. I rule with an iron hand. 1 2 3 4 5
- 34. I criticize poor work. 1 2 3 4 5
- 35. I talk about how much should be done. 1 2 3 4 5
- 36. I encourage slow-working subordinates to greater effort. 1 2 3 4 5
- 37. I wait for my subordinates to push new ideas before they do. 1 2 3 4 5

Initiating Structure:

- 38. I assign people under me to particular tasks. 1 2 3 4 5
- 39. I ask for sacrifice from my subordinates for the good of entire department. 1 2 3 4 5
- 40. I insist that my subordinates follow standard ways of doing things in every detail. 1 2 3 4 5
- 41. I see to it that people under me are working up to their limits. 1 2 3 4 5

42. I offer new approaches to problems. 1 2 3 4 5
43. I insist to inform me on decisions made by subordinates work under me. 1 2 3 4 5
44. I let others do their work the way they think best. 1 2 3 4 5
45. I stress being ahead of comparing work groups. 1 2 3 4 5
46. I "needle" my subordinates under me for greater effort. 1 2 3 4 5
47. I decide in detail what shall be done and how it shall be done. 1 2 3 4 5
48. I emphasize meeting of deadlines. 1 2 3 4 5
49. I ask my subordinates who have slow groups to get more out of their groups. 1 2 3 4 5
50. I emphasize the quality of work. 1 2 3 4 5

QUESTIONNAIRE TO MIDDLE LEVEL OFFICERS AT NEPC.

Part I

PERSONAL INFORMATION

- 1. Name of the officer :.....
- 2. Age :.....
- 3. Sex :.....
- 4. Highest Educational Qualifications :.....
- 5. Professional Qualifications :.....
- 6. Designation :.....
- 7. Place of work :.....
- 8. Years of experience :.....
- 9. Years of experience in the present office :.....
- 10. Any other :.....

Part II

SUPERVISORY BEHAVIOUR DESCRIPTION

Please circle a number on your choice at the end of each statement on your choice / opinion. Each number denotes the following opinion:

- 1. Always
- 2. Often
- 3. Occasionally
- 4. Seldom
- 5. Never

Part II

Consideration:

1. He / She refuses to give in when people disagree with him / her. 1 2 3 4 5
2. He / She does personal favours for subordinates under him / her. 1 2 3 4 5
3. He / She expresses appreciation when one of us does a good job. 1 2 3 4 5
4. He / She is easy to understand. 1 2 3 4 5
5. He / She demands more than we can do. 1 2 3 4 5
6. He / She helps his / her subordinates with their personal problems. 1 2 3 4 5
7. He / She criticizes his / her subordinates in front of others. 1 2 3 4 5
8. He / She stands up for his / her subordinates even though it makes him / her unpopular. 1 2 3 4 5
9. He / She insists that everything be done his / her way. 1 2 3 4 5
10. He / She sees that a subordinate is rewarded for a well-done job. 1 2 3 4 5
11. He / She rejects suggestions for change. 1 2 3 4 5
12. He / She changes the duties of people under him / her without first talking it over with them. 1 2 3 4 5
13. He / She treats people under him / her without considering their feelings. 1 2 3 4 5
14. He / She stands up for his / her subordinates even though it makes him / her with those in higher authority. 1 2 3 4 5
15. He / She resists changes in ways of doing things. 1 2 3 4 5
16. He / She "rides" the subordinates who makes a mistake. 1 2 3 4 5
17. He / She rejects suggestions for change. 1 2 3 4 5
18. He / She refuses to explain his actions. 1 2 3 4 5
19. He / She stresses the importance of high morale among those under him / her 1 2 3 4 5

14. He / She tries to keep the subordinates under him / her in good standing

20. He / She backs up his / her subordinates in their actions. 1 2 3 4 5
21. He / She slow to accept new ideas. 1 2 3 4 5
22. He / She treats all his / her subordinates of his / her equal. 1 2 3 4 5
23. He / She criticizes a specific act rather than a particular individual. 1 2 3 4 5
24. He / She willing to make changes. 1 2 3 4 5
25. He / She makes those under him / her feel at ease when talking with
him / her 1 2 3 4 5
26. He / She is friendly and can be easily approached. 1 2 3 4 5
27. He / She puts suggestions that are made by subordinates under him / her
into operations. 1 2 3 4 5
28. He / She gets the approval of his / her subordinates on important matters
before going ahead. 1 2 3 4 5
29. He / She behaves casually out of working hours. 1 2 3 4 5
30. He / She appreciates others to meet him / her at their residence. 1 2 3 4 5

Initiating Structure:

31. He / She encourage overtime work. 1 2 3 4 5
32. He / She tries out his new ideas. 1 2 3 4 5
33. He / She rules with an iron hand. 1 2 3 4 5
34. He / She criticizes poor work. 1 2 3 4 5
35. He / She talks about how much should be done. 1 2 3 4 5
36. He / She encourages slow-working subordinates to greater effort. 1 2 3 4 5
37. He / She waits for his / her subordinates to push new ideas before
he / she does. 1 2 3 4 5

38. He / She assign people under him / her to particular tasks. 1 2 3 4 5
39. He / She asks for sacrifices from his / her subordinates for the good of entire
department. 1 2 3 4 5
40. He / She insists that his / her subordinates follow standard ways of doing
things in every detail. 1 2 3 4 5
41. He / She sees to it that people under him / her are working up their limits. 1 2 3 4 5
42. He / She offers new approaches to problems. 1 2 3 4 5
43. He / She insists that he / she be informed on decisions made by subordinates
under him / her 1 2 3 4 5
44. He / She lets others do their work the way they think best. 1 2 3 4 5
45. He / She stresses being ahead of comparing work groups. 1 2 3 4 5
46. He / She "needles" subordinates under him / her for greater effort. 1 2 3 4 5
47. He / She decides in detail what shall be done and how it shall be done. 1 2 3 4 5
48. He / She emphasizes meeting of deadlines. 1 2 3 4 5
49. He / She asks subordinates who have slow groups to get more out of their
groups. 1 2 3 4 5
50. He / She emphasizes the quality of work. 1 2 3 4 5

QUESTIONNAIRE TO MIDDLE LEVEL OFFICIALS AT NEPC.

Part I

PERSONAL INFORMATION

- 1. Name of the officer
- 2. Age
- 3. Sex
- 4. Highest Educational Qualifications
- 5. Professional Qualifications
- 6. Designation
- 7. Place of work
- 8. Years of experience
- 9. Years of experience in the present office
- 10. Positions held previously

Part II

LEADERSHIP OPINION

Please circle a number on your choice at the end of each statement on your choice / opinion. Each number denotes the following opinion:

- 1. Always
- 2. Often
- 3. Occasionally
- 4. Seldom
- 5. Never

Consideration:

1. Usually I refuse to give in when people disagree with me. 1 2 3 4 5
2. I do personal favours for subordinates work under me. 1 2 3 4 5
3. I express appreciation when one of them does a good job. 1 2 3 4 5
4. It is easy to understand my behaviour. 1 2 3 4 5
5. I never demand more than what they can do. 1 2 3 4 5
6. I help subordinates with their personal problems. 1 2 3 4 5
7. I never criticize subordinates in front of others. 1 2 3 4 5
8. I stand up for my subordinates even though it makes me unpopular. 1 2 3 4 5
9. I insist that everything be done in the way, which I expert. 1 2 3 4 5
10. I monitor that a subordinate is rewarded for a well-done job. 1 2 3 4 5
11. I never reject suggestions for change. 1 2 3 4 5
12. I change the duties of people working under me without first talking it
over with them. 1 2 3 4 5
13. I used to treat people working under me without considering their feelings. 1 2 3 4 5
14. I try to keep the subordinates working under me in good standing with
those in higher authority. 1 2 3 4 5
15. I resist changes in ways of doing things. 1 2 3 4 5
16. I "ride" the subordinate who makes a mistake. 1 2 3 4 5
17. I never reject suggestions for change. 1 2 3 4 5
- 17: I refuse to explain about my actions. 1 2 3 4 5
18. I act without consulting my subordinates first. 1 2 3 4 5
19. I stress the importance of high morale among those under me. 1 2 3 4 5
20. I back up my subordinates in their actions. 1 2 3 4 5
21. I am slow to accept new ideas. 1 2 3 4 5

22. I treat all my subordinates as equal. 1 2 3 4 5
23. I criticize a specific act rather than a particular individual. 1 2 3 4 5
24. I am willing to make changes. 1 2 3 4 5
25. I make those who work under me feel at ease when talking with me. 1 2 3 4 5
26. I am friendly and can be easily approached. 1 2 3 4 5
27. I put suggestions that are made by subordinates who work under me into
operations. 1 2 3 4 5
28. I get the approval of my subordinates on important matters before
going ahead. 1 2 3 4 5
29. I behave casually out of working hours rather than a particular individual. 1 2 3 4 5
30. I appreciate others to meet me at my residence. 1 2 3 4 5
- Initiating Structure:*
31. I encourage overtime work. 1 2 3 4 5
32. I try out my new ideas. 1 2 3 4 5
33. I rule with an iron hand. 1 2 3 4 5
34. I criticize poor work. 1 2 3 4 5
35. I talk about how much should be done. 1 2 3 4 5
36. I encourage slow-working subordinates to greater effort. 1 2 3 4 5
37. I wait for my subordinates to push new ideas before they do. 1 2 3 4 5
38. I assign people under me to particular tasks. 1 2 3 4 5
39. I ask for sacrifice from my subordinates for the good of entire department. 1 2 3 4 5
40. I insist that my subordinates follow standard ways of doing things in
every detail. 1 2 3 4 5
41. I see to it that people under me are working up to their limits. 1 2 3 4 5

42. I offer new approaches to problems. 1 2 3 4 5
43. I insist to inform me on decisions made by subordinates work under me. 1 2 3 4 5
44. I let others do their work the way they think best. 1 2 3 4 5
45. I stress being ahead of comparing work groups. 1 2 3 4 5
46. I "needle" my subordinates under me for greater effort. 1 2 3 4 5
47. I decide in detail what shall be done and how it shall be done. 1 2 3 4 5
48. I emphasize meeting of deadlines. 1 2 3 4 5
49. I ask my subordinates who have slow groups to get more out of their
groups. 1 2 3 4 5
50. I emphasize the quality of work. 1 2 3 4 5

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