

**ACADMIC LEADERSHIP: AN EXPLORATORY STUDY OF PUBLIC SCHOOLS IN
SRINAGAR DISTRICT OF JAMMU AND KASHMIR**

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Abstract

The present study attempts to unveil the leadership styles employed by the principals/school heads in the public schools of Srinagar district of J&K. This study used quantitative methodology that helped in determining the leadership styles. In this regard, data for the study was collected using Multifactor Leadership Questionnaire (MLQ-5X). The researcher discovered on the basis of an extensive literature review and in-depth research undertaken that principals/school heads mostly implement transactional leadership style followed by transformational leadership style and passive-avoidant style is barely exercised. While noting the many challenges and demands made on the principals/school heads during the execution of their tasks, the study underscored the need for the development of management and leadership skills amongst them. The study established that unless the principals/school heads are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly. Also, effective school performance requires transformational leadership, amongst others, which is recommended for education leaders.

KEY WORDS:

Leadership styles, school education, school performance, transactional leadership style, transformational leadership style, laissez-faire leadership style

INTRODUCTION

Educating a nation remains the most vital strategy for the development of society throughout the developing world (Unterhalter & Aikaman, 2005). Several studies on human capital development agree that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). As education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. The straightforward linkage between education and development is through the improvement of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively. “The competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills, values and competences associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling.” (Lewin, 2006).

Mass education at school level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers’ time on task, reducing repetition and improving accountability (Nsubuga, 2003). Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006). Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group’s tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).

Academic leadership refers to leadership in an educational setting. Academic leadership embraces learning–teaching beyond notebooks and textbooks and also setup that contain elementary facilities for all students to ensure their suitable existence. Academic leader facilitates discourse, identifies insights, and makes sure that these are shared. As a leader at the topmost level in academics, managing and administration, one is expected to enthuse and motivate teachers to discover ways to improve performance and atmosphere and further ensure that students and teachers are effectively involved. Maicibi (2005) contends that, “without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the

teachers who guide in their usage are not properly trained to implement them effectively.” Good performance in any school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. Namirembe (2005) argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

STATEMENT OF THE PROBLEM

Public Schools are not performing well in major aspects of education. Scholars, policy makers and school managers are trying to address the poor academic performance in these schools by conducting research on its would be antecedents such as a lack of instructional materials, ensuring quality teachers, admitting good students, remuneration and the motivation of teachers, improving discipline and community participation in schools. Odubuker (2007) conducted a study to investigate the influence of the head teachers’ management competences on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from this study and many similar studies revealed that the principals or head teachers’ management training was critical to the performance of the school. School leadership is emerging as an education policy priority. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. The importance of this study lies in its exploratory nature as it attempts to unveil the leadership styles employed by principals / school heads in public schools in Srinagar district of J&K. This research will provide additional evidence to educational authorities in choosing or training their leaders.

LITERATURE REVIEW

Many influential leadership models have been established during the past century. According to the Trait Approach that persisted up to late 1940s asserted that leadership capacity of an individual is innate. Behavioral Approach became central from late 1940s to late 1960s promoting that leadership effectiveness has to do with the behaviour of the leader. The Contingency Approach became famous in late 1960s to the early 1980s, signifying that leadership effectiveness is contingent on the situation. Recent approaches to leadership spotlight vision and charisma, (English, 1992). Afterwards, Burns presented the concepts of transformational and transactional leadership. Bolman and Deal (1991) categorized leadership into four frames symbolic, political human resource and the structural frame.

Various studies have been conducted to explore different dimensions of the academic leadership mostly in the west. In Indian context in general, the literature reveals that there is a dearth of study on academic leadership, while in the particular context of state of J & K there is hardly any study. The literature review conducted for this study does not provide enough evidences to conclude that the much work has been conducted here in this context. The study thus aims to explore the various facets of academic leadership in the context school education in the Srinagar district of Jammu and Kashmir. For the purposes of this study relevant literature was consulted with special reference to literature pertaining to management approaches, leadership approach models, theories and styles and factors affecting school performance. Special reference was made to literature relating to management of public schools. Different sources such as textbooks, journals, official documents, seminar papers and websites were consulted. Magazines, newspapers and unpublished thesis were also used for the purposes of the literature review

RESEARCH METHODOLOGY AND DESIGN

The research methodology for the present research is positivistic and nomothetic in its philosophical underpinnings.

Sampling Frame

In this study, the target sample comprised of the public-school heads / principals and teachers of the school education (middle and higher secondary schools).

Sampling Procedure

The sampling procedure used was probabilistic simple random sampling. The technique helped in the elimination of any biased and non-biased errors in the study to arrive at the objective analyses of the research problem.

SAMPLING DESIGN

The exploratory research design which has been adopted is appropriate for the present research as we are trying to evaluate a contemporary phenomenon that has not yet been studied in its contextual framework of the school education ecosystem. The methodology will be instrumental in arriving at the diagnostic, empirical and problem-solving nature and scope of the present study.

The present research study has been carried out through the administered scheduled questionnaires. For this purpose Multifactor Leadership Questionnaire (MLQ-5X) has been adopted in the present study. The Full Range Multifactor Leadership model comprises transformational leadership, transactional leadership and the dimensions of laissez- faire.

Questionnaire Design and Development

The Multifactor Leadership Questionnaire (MLQ) has 45 items; nine of them calculate the results of leadership while 36 of them calculate and assess important leadership styles and efficiency behaviour. A five-point ranking measurement is employed to evaluate all items. Hence, to calculate and assess the degree of a particular leadership style as transformational, transactional or laissez-faire the commonly accepted tool is MLQ. It has undergone demanding reliability and validity inspection. After being reassessed many times, the current version is the MLQ 5X. This current version has been employed in nearly 300 research programs, doctoral and master's dissertation papers internationally between 1995 and 2004, as stated by (Avolio et al., 2004). MLQ employs the following anchors: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. An MLQ that employs a rating scale has a major advantage that the results that it conveys are highly authentic, constant and generates higher variability due to which the researcher is facilitated to build greater differences amid the participants (Johnson & Christensen, 2007).

Out of the two ways of MLQ, initial is the one in the leader is inquired to rate his personal leadership style or behaviour and that is the self-rating way; while in the other way the juniors are asked to rate their leader which is the rater way.

Transactional leaders are those who exchanged tangible rewards for the work and loyalty of followers, whereas transformational leaders are those who engaged with followers, focused on higher order intrinsic needs, and raised consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Transformational leadership in the Full Range Leadership model comprises five dimensions: Idealized influence (Attributed), Idealized influence (Behaviour), inspirational motivation, intellectual stimulation and individualized consideration. Transactional leadership, on the other hand, comprises three dimensions: contingent reward and management-by-exception (active) and management-by-exception (passive). A third dimension is laissez-faire, which is described as 'non-leadership'.

Sample Size

The academic leaders and teachers of the school education institutions have been surveyed all across the Srinagar district of Kashmir valley. The sample has been selected on the bases of thorough analysis of the institutional accreditation and rankings by the Directorate of education government of Jammu and Kashmir in order to eliminate any sampling bias and error and to arrive at sampling homogeneity.

Data was collected from the school heads/ principals and teachers through the questionnaire administered personally. A cover letter was accompanied with the questionnaire, which sought consent from the respondents for participating in the study. The letter gave an introduction of the research problem under study and about the researcher, ensuring confidentiality and communication that the data would be used for academic purposes only.

The MLQ-Leader form was distributed among 130 heads/ principals out of which 105 completed questionnaire sets were received. The completed questionnaires received from

middle schools and higher secondary schools were 62 and 43 respectively. The response rate thus was 80.76%. The MLQ-Rater form was distributed to 425 teachers out of which 402 completed questionnaire sets were received. The completed questionnaires received from middle schools and higher secondary schools were 248 and 154 respectively. Thus, the response rate 94.58%. All the received questionnaires were usable.

Table 3.1: Summary of Questionnaire items

Construct	Quadrant	Dimensions	Number of Items
Leadership Styles	Transformational Leadership	1. Idealized Attributes (IA)	04
		2. Idealized Behaviors (IB)	04
		3. Inspirational Motivation (IM)	04
		4. Intellectual Stimulation (IS)	04
		5. Individual Consideration (IC)	04
	Transactional Leadership	1. Contingent Reward (CR)	04
		2. Management-by-Exception: Active (MBEA)	04
	Passive / Avoidant Leadership	1. Management-by-Exception: Passive (MBEP)	04
		2. Laissez-Faire (LF)	04

The study adopted the Likert scale, as it is considered the most preferred scaling method for acquiring attitudinal information (Fishbein & Azjen, 1975). The responses of school heads/principals and teachers were collected on 5-point likert scale. The responses were collected by asking the respondents to show their degree of agreement or disagreement with each statement, using the points: 0 as 'Not at all', 1 as 'once in a while', 2 as 'sometimes', 3 as 'Fairly often', and 4 as 'frequently if not always'.

DATA ANALYSIS

In the present research study, descriptive statistical techniques were mostly applied for the data analysis and interpretation. To arrive at the scientific and analytical conclusions and recommendations, the data analysis was strictly in conformance to the stated objective of the study to evaluate ‘*academic leadership*’ parameters through descriptive methods with respect to their transactional, transformational and passive avoidant leadership competencies in order to analyze the contemporary state of the phenomena in the school education. The analysis was carried out using Professional Predictive Analytics Software IBM SPSS 22.0. However, the different instruments used for the study were first tested for validity and reliability. The main purpose of the validity and reliability check was to ensure that the instruments used were applicable and relevant to the Indian education sector.

The data analysis part begins with presenting the demographic profile of the respondents followed by the results of the pre-analysis data screening, reliability and validity tests. The results of the empirical analysis of the adopted Multifactor Leadership model are then presented. At conclusion a short discussion on the results of the above- mentioned tests is presented.

The primary purpose of this study was to explore the status of academic leadership in school education. The authors consider the education sector as a vital component to the overall development of the state of J and K and hence this sector was chosen as an appropriate context for this study. The teachers of the various middle and higher secondary schools of Srinagar district of Kashmir along with principals of these schools were the unit of analysis in this study.

Demographic Information of the Sample

The sample’s demographic information revealed that seventy three percent of the rater respondents and fifty seven percent of the leader respondents were male. Majority of the faculty members to whom the questionnaires were administered had been associated with the school they were working in for more than ten years (45 percent), a good proportion of the sample (35 percent) had been working with the school for between five to ten years and the remaining faculty respondents were associated with the school were working presently in for less than five years.

Table 4.1: Gives a detailed demographic profile of the respondents of this study.

	Frequenc y	Percenta ge
Gender		
<i>Principals / School Heads</i>		
Male	57	57%
Female	43	43%
<i>Teachers</i>		
Male	292	73%
Female	108	27%

Pre-Analysis Data Screening

Before conducting statistical analysis on the data collected, each collected questionnaire was individually checked and preliminary analysis was conducted to evaluate missing data, incorrect data and outliers. The normality of the data was also examined.

The data was first checked for presence of outliers. The critical value at $p < 0.001$ for chi squared with 9 independent variables of leadership is 27.88. Hence cases with Mahalanobis distance greater than 27.88 would be multivariate outliers. On inspecting the results it was found that there was no case with value greater than the critical value of 29.79 for $df=9$, signifying that no outliers existed amongst the data collected. All the collected cases were hence fit for further statistical testing. The Table of extreme values given in Table 1 gives the chi squared value for each possible outlier.

Table 4.2: Mahalanobis Distance

		RATER		LEADER			
		Case Number	Value	Case Number	Value		
Mahalanobis Distance	Highest	1	09	26.34	27	26.16	
				252		723	
		2	195	25.70	81	24.09	
				853		412	
		3	45	21.94	66	22.91	
				731	932		
		4	139	19.01	19	17.11	
				650		047	
		5	23	17.77	93	15.67	
				563		334	
	Lowest	1	22	02.29	38	2.921	
				922		89	
			2	103	03.23	78	3.039
					311		19
			3	49	04.24	45	6.078
				232		71	
		4	163	04.27	46	7.182	
				271		68	
		5	37	06.23	10	9.291	
				151		78	

Sample Characteristics: Shapiro-Wilk's test ($p > .05$) (Shapiro & Wilk, 1964; Razali & Wah, 2011) was conducted on the variables of the study to test for normality. The results showed that all the variables of the study were approximately normally distributed as the p value of all the variables were above the critical value of 0.05. Besides, the variables have the skewness and kurtosis lesser than twice their standard error thus confirming the normality. The results of the skewness/kurtosis tests are presented in Table 4.3. The results of the Shapiro-Wilks test is presented in Table 4.4.

Table 4.3: Skewness / Kurtosis Values

Variables		RAT ER		LEA DER	
		Statist ic	Std. Error	Stati stic	Std. Error
TL_Idealized Attributes	Skew ness	.189	.109	.09 9	.241
	Kurto sis	.273	.304	.377	.478
TL_Idealized Behaviors	Skew ness	.197	.109	.24 3	.241
	Kurto sis	.235	.304	.289	.478
TL_Ispirational Motivation	Skew ness	.156	.109	.09 9	.241
	Kurto sis	.244	.304	.377	.478
TLIntellectual Stimulation	Skew ness	.151	.109	.09 9	.241
	Kurto sis	.231	.304	.377	.478
TL_Individual Consideration	Skew ness	.169	.109	.09 9	.241
	Kurto sis	.258	.304	.377	.478
tL_Contingent Reward	Skew ness	.177	.109	.09 9	.241
	Kurto sis	.230	.304	.377	.478
tL_Mgmt By Excep Active	Skew ness	.164	.109	.09 9	.241
	Kurto sis	.242	.304	.377	.478
PAL_Mgmt By	Skew				

Excep Passive	ness	.181	.109	.099	.241
	Kurtosis	.233	.304	.377	.478
PAL_Laissez Faire	Skewness	.165	.109	.099	.241
	Kurtosis	.276	.304	.377	.478

Table 4.4:Shapiro-Wilk's test

	RATER		LEADER	
	Statistic	Sig .	Statistic	Sig .
TL_Idealized Attributes	.949	.563	.965	.323
TL_Idealized Behaviors	.962	.857	.969	.287
TL_Inspirational Motivation	.980	.242	.967	.639
TL_Intellectual Stimulation	.963	.512	.950	.401
TL_Individual Consideration	.952	.668	.950	.564
tL_Contingent Reward	.953	.803	.934	.522
tL_Mgmt By Excep Active	.964	.351	.965	.390
PAL_Mgmt By Excep Passive	.955	.095	.966	.872
PAL_Laissez Faire	.969	.233	.898	.086

Coefficient Alpha: The internal consistency of the instruments was also tested by Cronbach Alpha. The reliability coefficients of the constructs were 0.889. Each construct exceeded the 0.70 benchmark recommended by Nunnally (1978). The Cronbach Alpha scores indicated that all the scales were internally consistent and the scale items measured the constructs the way they are intended to be measured. The results of the Cronbach Alpha test is presented in Table 4.18

Table 4.5: Cronbach's Alpha

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.889	.893	36

Item-to-total Correlations: Apart from the other reliability tests, item-to-total correlation test was also conducted. Corrected item-to-total correlations were calculated for each item of the constructs. It was observed from the results of the test that all the correlation coefficients of the items of the constructs were above the benchmark level of 0.30.

DESCRIPTIVE STATISTICS

The basic descriptive statistics showing the overall behavior of the data was calculated. The comparison of basic descriptive analysis of all the three leadership styles was calculated separately. The statistical significance in difference is examined using T-statistics. If the calculated value of T-estimate is greater than 1.96 and less than 2.58, the difference in responses between leader and rater is significant at 5% level. If the T- statistics value greater than 2.58, the difference is significant at 1%.

Table 4.8: Descriptive Statistics and T- Values (Variable-Wise)

VARIABLE		Mean	SD	T Value	SIG
Idealized Attributes	Rater	2.4965	.73235	3.87	.000
	Leader	3.2262	.10446		
Idealized Behaviors	Rater	2.4913	.73079	2.65	.008
	Leader	3.0714	.47246		
Inspirational Motivation	Rater	2.5243	.89538	3.99	.000
	Leader	3.6429	.57477		
Intellectual Stimulation	Rater	2.4167	.75364	4.87	.000
	Leader	3.5357	.60257		
Individual Consideration	Rater	2.4965	.73235	2.23	.026
	Leader	2.9286	.50787		
Contingent Reward	Rater	2.5208	.69923	2.77	.005
	Leader	3.0714	.44987		
Mgmt By Excep Active	Rater	2.3663	.69907	5.03	.000
	Leader	3.500	.52042		

		0			
Mgmt By Excep Passive	Rater	1.0903	.76778	3.34	.000
	Leader	.7143	.89476		
Laissez-Faire	Rater	.9757	.86071	2.22	.027
	Leader	.6071	.60994		

It is evident from the Table 4.8 that the values of the mean of all the variables except 'Management by Exception Passive' and 'Laissez-Faire' are above the scale mid value of 2. These two variables are the part of the 'Passive/Avoidant Behaviour' leadership style that explains leaders as more passive and reactive, who does not respond to situations and problems systematically. The mean values of those variables are less than the scale mid value 2. The mean value =2.4965 of raters in case of 'idealized attributes' suggest that the raters believe that their leaders are somewhat respected, admired and trusted. The mean value= 3.226 of leaders suggest that the leaders are fairly often respected, admired and trusted. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'idealized attributes' vary. The mean value =2.491 of raters in case of 'idealized behaviors' suggest that the raters believe that their leaders sometimes talk about their values, consider the moral and ethical consequences of decisions and signify a collective sense of mission. The mean value= 3.0714 of leaders suggest that the leaders fairly often talk about their values, consider the moral and ethical consequences of decisions and signify a collective sense of mission. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'idealized behaviors' vary. The mean value =2.5243 of raters in case of 'inspirational motivation' suggest that the raters believe that their leaders fairly often behave in ways that motivate people around them by providing meaning and challenge to their followers' work. The mean value= 3.6429 of leaders suggest that the leaders frequently behave in ways that motivate people around them. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'inspirational motivation' vary. The mean value =2.4167 of raters in case of 'intellectual stimulation' suggest that the raters believe that their leaders sometimes stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. The mean value = 3.5357 of leaders suggest that the leaders frequently stimulate their followers' effort to be innovative and creative. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'intellectual stimulation' vary. The mean value =2.4965 of raters in case of 'individual consideration' suggest that the raters believe that their leaders sometimes pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. The mean value = 2.9286 of leaders suggest that the leaders fairly often pay attention to each individual's need for achievement and growth. The T-value is more than

1.96 and the difference is significant at 5% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the ‘individual consideration’ vary. The mean value =2.5208 of raters in case of ‘contingent reward’ suggest that the raters believe that their leaders sometimes clarify expectations and offer recognition when goals are achieved, which should result in individuals and groups achieving expected levels of performance. The mean value= 3.0714 of leaders suggest that the leaders fairly often clarify expectations and offer recognition when goals are achieved. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the ‘contingent reward’ vary. The mean value =2.3663 of raters in case of ‘management-by-exception (active)’ suggest that the raters believe that their leaders sometimes specify the standards for compliance, as well as what constitutes ineffective performance and may punish followers for being out of compliance with those standards. The mean value= 3.5000 of leaders suggest that the leaders fairly often specify the standards for compliance, as well as what constitutes ineffective performance. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the ‘management-by-exception (active)’ vary. The mean value =1.0903 of raters in case of ‘management-by-exception (passive)’ suggest that the raters believe that their leaders rarely avoid specifying agreements, clarifying expectations and providing goals and standards to be achieved by followers. They rarely delay systematic response to situations and problems. The mean value= .7143 of leaders suggest that the leaders almost never are passive or reactive to problems and situations. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the ‘management by exception (passive)’ vary. The mean value =.9757 of raters in case of ‘laissez-faire’ suggest that the raters believe that their leaders rarely delay or avoid getting involved when important issues arise. They rarely avoid making decisions. The mean value= .6071 of leaders suggest that the leaders almost never delay or avoid getting involved when important issues arise. The T-value is more than 1.96 and the difference is significant at 5% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the ‘laissez-faire’ vary.

Table 4.9: Descriptive Statistics on the basis of leadership styles

Style		Mean	SD	Overall Mean
Transformational	Rater	2.3976	.61826	2.84
	Leader	3.2810	.33712	
Transactional	Rater	2.4436	.56972	2.87
	Leader	3.2857	.32846	
Passive/Avoidant	Rater	1.0330	.69040	0.84
	Leader	.6607	.73850	

Table 4.10: Gender-wise Mean of leadership styles on the basis of leaders

Gender (Leader)	Transformational Style Mean	Transactional Style Mean	Passive/Avoidant Behaviour Mean
Male	3.38	3.50	0.00
Female	3.26	3.25	0.77

Table 4.11: Gender-wise Mean of leadership styles on the basis of raters

Gender (Rater)	Transformational Style Mean	Transactional Style Mean	Passive/Avoidant Behaviour Mean
Male	2.48	2.62	0.94
Female	2.54	2.56	1.04

Table 4.12: Highest and Lowest Mean values of variables

Mean with Variable	Rater		Leader	
	High	Low	High	Low
Mean	2.6	0.9	3.7	0.6
Variable	Inspirational Motivation	Laissez Faire	Inspirational Motivation	Laissez Faire

Table 4.13: Highest and Lowest mean values of items

Mean with Item	Rater		Leader	
	High	Low	High	Low
Mean	2.9	0.63	3.72	0.00
Variable	IA4	LF2	IM4	MBE2

The mean value =2.3976 of raters in case of ‘transformational leadership’ suggest that the raters believe that their leaders sometimes change their associates awareness of what is important and move them to see themselves and the opportunities and challenges of their environment in a new way. They also perceive that sometimes leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance “at expectations”. Further leaders sometimes convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards. The mean value= 3.2810 of leaders suggest that the leaders fairly often change their associates awareness of what is important and move them to see themselves and the opportunities and challenges of their environment in a new way. The T-value is more than

2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'transformational leadership' vary. The mean value =2.4436 of raters in case of 'transactional leadership' suggest that the raters believe that their leaders sometimes display behaviors associated with constructive and corrective transactions. The constructive style is labelled 'contingent reward' and the corrective style is labelled 'management-by-exception'. Such leaders sometimes define expectation and promote performance to achieve these levels. The mean value= 3.2857 of leaders suggest that the leaders fairly often display behaviors associated with constructive and corrective transactions. The T-value is more than 2.58 and the difference is significant at 1% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'transactional leadership' vary. The mean value =1.0330of raters in case of 'passive/avoidant behavior' suggest that the raters believe that their leaders sometimes are passive and reactive. They sometimes do not respond to situations and problems systematically. They avoid specifying arguments, clarifying expectations and providing goals and standards to be achieved by followers. The mean value= .6607 of leaders suggest that the leaders rarely are passive and reactive. The T-value is more than 1.96 and the difference is significant at 5% level of significance. This difference in mean score reveals that the perception of raters and leaders with respect to the 'passive / avoidant behavior' vary.

From the Table 4.9, it is clear that transformational and transactional leadership styles are prominent in school leaders according to both leaders and raters. However transactional leadership marginally dominates transformational leadership. According to both raters and leaders passive / avoidant leadership is least witnessed in school leaders. From Table 4.10, it can be observed that on the basis of leaders transformational and transactional leadership is more observed in male leaders while as non-leadership is more prominent in female leaders. But from Table 4.11, it can be seen that transformational leadership is more dominant in female leaders, while transactional leadership is more dominant in male leaders and non-leadership is slightly more prevalent in female leaders according to the raters.

From the Table 4.12, it is evident that according to both leaders and raters 'inspirational motivation' is the highest rated variable and 'laissez faire' is least rated. As per Table 4.13, according to items score of raters, idealized attributes of 'transformational leadership' has highest value while laissez-faire of the 'passive avoidant leadership' has the least value. According to the leaders item score, inspirational motivation of 'transformational leadership' has highest value, while management by exception of 'passive avoidant leadership' has the lowest value.

MAJOR FINDINGS

The findings from the study are relevant to the stated objectives. The findings are compared and contrasted with the literature and theory which was established in the context of the study. The findings in relation to the existing leadership facets add to and extend the

findings of the prior studies. The data analysis yielded some significant findings pertaining to the public school principal's / school head's leadership styles. This portion depicts major findings of the study in the context of objectives of the study. The major findings from the study were as:

- The data analyzed reveals that mean of all the variables except '*Management by Exception Passive*' and '*Laissez-Faire*' are above the scale mid value of 2. These two variables are the part of the '*Passive/Avoidant Behaviour*' leadership style that explains principals/school heads as more passive and reactive, who does not respond to situations and problems systematically. The mean values of those variables are less than the scale mid value 2.
- The teachers believe that their principals/school heads are somewhat respected, admired and trusted while as principals/school heads believe that they are fairly often respected, admired and trusted. The teachers believe that their principals/school heads only sometimes talk about their values, consider the moral and ethical consequences of decisions and signify a collective sense of mission. On the other hand principals/school heads confirm that they fairly often talk about their values, consider the moral and ethical consequences of decisions and signify a collective sense of mission. The teachers believe that their principals/school heads fairly often behave in ways that motivate people around them by providing meaning and challenge to their followers' work. The principals/school heads believe that they frequently behave in ways that motivate people around them.
- The teachers believe that their principals/school heads sometimes stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. The principals believe that they frequently stimulate their followers' effort to be innovative and creative. The teachers believe that their principals/school heads sometimes pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. The principals/school heads believe that they fairly often pay attention to each individual's need for achievement and growth. The teachers believe that their principals/school heads sometimes clarify expectations and offer recognition when goals are achieved, which should result in individuals and groups achieving expected levels of performance. The principals/school heads believe that they fairly often clarify expectations and offer recognition when goals are achieved.
- The teachers believe that their principals/school heads sometimes specify the standards for compliance, as well as what constitutes ineffective performance and may punish followers for being out of compliance with those standards. The principals/school heads believe that they fairly often specify the standards for compliance, as well as what constitutes ineffective performance. The teachers believe that their principals/school heads rarely avoid specifying agreements, clarifying expectations and providing goals and standards to be achieved by followers. They rarely delay systematic response to situations and problems. The principals/school heads believe that they are almost never passive or reactive to problems and

situations. The teachers believe that their principals/school heads rarely delay or avoid getting involved when important issues arise. They rarely avoid making decisions. The principals/school heads believe that they never delay or avoid getting involved when important issues arise.

CONCLUSION

The data analysis and discussion and findings suggest that most used leadership style was transactional as the principal stated that they need rewards to reinforce the positive behaviors of the teachers. Burns (1978) states that transactional leaders “approach associates with an eye to exchanging one thing for another. The results of the study was consistent with the ideas of theories expounded a direct relationship between rewards and behavior (Skinner 1953), implying that rewarding employees for achieving a favorable outcome will reinforce the behavior that leads to this outcome (Luthans & Kreitner 1975). After transactional leadership, transformational leadership style was the most prevalent leadership style. There was enough evidence to support the ideas of different authors Burns (2003), Avolio, Waldman, & Yammarino, (1991), Bass and Avolio (1995) regarding transformational leadership and its four factors i.e. idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Most of them were practiced by school leaders. None of the response from the respondents supported the Laissez-faire leadership style from which it can be concluded that this leadership style is not been adopted by school principals. Nguni, Slegers, and Denessen (2006) define laissez-faire as “the extent to which leaders avoid responsibility, fail to make decisions, and are absent when needed, or fail to follow up on requests” Barbuto and Brown (2000) describe laissez-faire as a hands-off form of leadership often referred to as the absence of leadership. Respondent’s belief were more on participative ways of making decisions regarding school activities and teachers performance.

LIMITATIONS OF RESEARCH

The study under reference has yielded several important and interesting findings. An effort was made to make the study as precise and scientific as possible. The findings of the present piece of research do suffer from unavoidable limitations arising out of the constraints of human and material resources and the time at the disposal of the researcher. Besides, the scope of the findings may be limited to the area chosen, tools, methodology employed, design followed and ultimately the approach utilized for analysis and interpretation of data.

The results of this study are limited with the perceptions and experiences of the sampled group of school heads / principals and teachers. It focuses only on the three types of leadership styles that are transactional, transformational and laissez faire. Further, another limitation is that the present study merely focuses the role of leadership in the context of school education. So, higher education is not part of the current study. As discussed earlier,

that there is a limited understanding about the role of leadership in the context of education sector.

Despite these limitations, it should be noted that an educational study of this nature would hopefully contribute to the generation of new ideas and perspectives about educational administration and leadership practices.

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